

## NOTICE

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**Texas Southern University**  
**College of Pharmacy and Health Sciences**  
**Strategic Plan**  
**2007 – 2013**



# Texas Southern University

## College of Pharmacy and Health Sciences

### Strategic Plan 2007 – 2013

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# DEAN'S SUMMARY

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Dear Friends,

The College of Pharmacy and Health Sciences (COPHS or the College) has undertaken an important strategic planning process over the past several months. Essential to this strategic plan is a unifying vision for the COPHS for the future. The vision is *One College, One Mission, One Goal*. The plan seeks to address the diverse set of challenges and opportunities facing the College at this time in its history and chart a direction for its future.

In 1983, health sciences programs, formerly in the College of Arts and Sciences, were merged with the School of Pharmacy and was renamed the College of Pharmacy and Health Sciences. Almost 24 years later, we have not fully realized the potential of this merger for the development of strong interprofessional health professions education programs. As the only college of its type in the state of Texas, we have a tremendous opportunity to leverage intellectual capital and resources across multiple health professions to better prepare our graduates to practice in contemporary team centered and evidence based health care environments and help close the quality chasm in health care to improve health outcomes. Programs in clinical laboratory science, health administration, health information management, environmental health, respiratory therapy and pharmacy are poised to be recognized as:

- *One college* dedicated to providing excellent health professions education for all students in all health professions programs
- *One college*, through its academic, research and practice programs, that values community, diversity, excellence, and integrity in health professions education, scholarship and service
- *One college*, premier in reputation and stature, that is a leading producer of well-prepared and critically needed underrepresented minority health professions graduates at both the state and national levels

In the next several pages, we will share with you the strategic direction for the College of Pharmacy and Health Sciences for the years 2007 through 2013. The Strategic Planning Committee, after due consideration of the feedback, interviews, survey results, accreditation reports and other data, has developed this plan to advance the College's programs and allow the College to better fulfill its mission and responsibilities. The plan is intended to set the direction for the College for the next five plus years and indicate how the College will invest its time, talent and resources. The document summarizes the College's plans to:

- Develop an organizational structure to meet the needs of all of the academic programs in the College
- Ensure that the academic programs meet or exceed accreditation standards for the various accrediting agencies, councils, and commissions

- Recruit and retain qualified and committed faculty, administration members and administrative staff to meet the demands of student enrollment for the next five plus years
- Attract and retain the best and brightest students and prepare, nurture, and mentor them to be leaders in their fields and good citizens who give back to their community
- Meet the needs of an increasingly diverse student body and assure their professionalization, cultural competence, and personal growth
- Promote its programs to attract students, funding and community support and recognition
- Identify and secure space needs and identify and eliminate barriers to create a dynamic, progressive and nurturing environment that will enhance students' experiences to achieve student success and retention
- Evaluate and assess academic programs to ensure that programs support the mission, vision and values of the university and the College; and promote the learning outcomes articulated in the strategic initiatives for the department/divisions
- Establish and articulate the criteria the College will use to measure the success of its academic programs to ensure that the programs support the mission, vision and values of the university and the college; and promote the learning outcomes articulated in the strategic initiatives for the department/divisions

In closing, at this critical juncture in the College's existence it is important to remember, value and preserve the historical mission of the university and at the same time prepare to meet emerging needs for a diverse, competent and highly skilled health professions workforce.

Sincerely,

Barbara E. Hayes, PhD  
Dean

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# MISSION

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The mission of the Texas Southern University College of Pharmacy and Health Sciences (COPHS) is to produce quality health care professionals, especially African-Americans and other ethnic minorities, who are competent in health care delivery, including the provision of patient-centered care and other health care services and programs.

In fulfilling its purpose, the College is committed to six objectives:

- providing an innovative, productive and receptive learning environment for research and scholarly activities and services
- infusing new technology into its infrastructure and academic programs
- preparing, nurturing and mentoring students to be leaders in their fields and good citizens who give back to their city, state, nation and global communities
- evaluating and assessing academic programs to ensure that the programs support the mission, vision and values of the university and the college
- supporting the advancement of graduate education and research
- developing cross disciplinary programs to reduce health disparities among minority and other disadvantaged populations

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# VISION

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*“One College, One Goal, One Mission.”*

The vision for the future is that by 2013, Texas Southern University College of Pharmacy and Health Sciences:

- Will become one college dedicated to providing excellent health professions education for all students in all health professions programs
- Will be recognized, through its academic, research and practice programs, as a college that values community, diversity, excellence, and integrity in health professions education, scholarship and service.
- Will be recognized as a premier college of pharmacy and health sciences that is a leading producer of well-prepared and critically needed underrepresented minority health professions graduates at both the state and national levels

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# VALUES

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The College values:

- Accountability
- Commitment
- Integrity
- Excellence, Innovation and Leadership
- Community Engagement
- Diversity and Cultural Competence
- Service
- Professionalism

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# PROFILE

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Texas Southern University (TSU), located in Houston, Texas, is the second largest historically Black university in the nation with more than 11,500 students enrolled. TSU was established in 1947 by the 50<sup>th</sup> Texas Legislature and the university established the School of Pharmacy in its original configuration in 1949. In 1983, the School of Pharmacy was merged with the Department of Health Sciences and renamed the College of Pharmacy and Health Sciences.

The COPHS is comprised of three departments: Pharmaceutical Sciences, Pharmacy Practice, and Health Sciences. The College offers two degrees in pharmacy:

- the entry-level Doctor of Pharmacy (two-year pre-pharmacy, four-year professional program degree) and
- the Doctor of Pharmacy (two-year post-baccalaureate degree).

The Department of Health Sciences offers a wide array of degrees which consist of five baccalaureate degrees and one master's degree:

- Bachelor of Science in Environmental Health
- Bachelor of Science in Health Administration
- Bachelor of Science in Health Information Management
- Bachelor of Science in Respiratory Therapy
- Bachelor of Science in Clinical Laboratory Science (MT)
- Master of Science in Health Care Administration

The COPHS also offers two graduate degrees:

- Master of Science in Pharmaceutical Sciences
- Doctorate of Philosophy (PhD) in Pharmaceutical Sciences

The COPHS is a member of the Texas Medical Center, one of the world's premiere sites of multi-institutional health related educational, research and training venues.

Administratively, the College is organized with a Dean, an Associate Dean for Academic Affairs, an Assistant Dean for Student Services, and three Faculty Chairs. The Associate Dean for Academic Affairs is responsible for all academic matters of the College and, in the absence of the Dean, is responsible for the operations of the College. The Assistant Dean for Practice Programs is responsible for overseeing all aspects of the professional practice experiences programs including negotiating affiliation agreements, preceptor training, and practice site development. The Assistant Dean for Student Services coordinates all student related organizations and activities, including admissions, registration, counseling, and academic advising. The faculty chairs are responsible for the administration of the didactic and experiential components of all programs.

Texas Southern University (TSU) is a fully accredited institution by the Southern Association of Colleges and Schools. The COPHS is a member of the American Association of Colleges of Pharmacy and accredited by the Accreditation Council for Pharmacy Education. The Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for Respiratory Care (CoARC). The Health Information Management Program is accredited by CAAHEP and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The Clinical Laboratory Sciences (Medical Technology) Program is accredited by CAAHEP and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Environmental Health Program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).

## Faculty

The faculty of the COPHS believes that its primary function is to produce quality health care professionals, especially African-Americans and other ethnic minorities, who are competent in health care delivery including the provision of pharmaceutical care and other health care services and programs. In fulfilling its mission and purpose, the College is committed to an innovative, productive and receptive learning environment for research, scholarly activities and service; and to infusing new technology into its infrastructure and academic programs.

The COPHS consists of a total of 43 faculty members which include 15 in the Pharmaceutical Sciences Department, 12 in Pharmacy Practice Department, and 16 in the Health Sciences Department. Of the 15 faculty members in Pharmaceutical Sciences, 14 hold PhD degrees and 1 holds a dual PharmD/PhD. In Pharmacy Practice, 9 faculty members hold PharmD degrees, only, 2 hold PharmD/MS degrees, and 1 holds a PhD degree. In Health Sciences, 12 faculty members hold doctorate and dual degrees as follows: five PhD degrees, three Doctor of Public Health degrees, two Doctor of Education degrees, one Doctor of Medicine/MPH, and one Juris Doctorate/MPH. Four faculty members in the Health Sciences department hold Master's degrees. **Table 1**, on the following page, shows the categorization of degrees held by faculty in each department.

**Table 1: Number of COPHS Faculty by Degree  
as of Academic Year 2006-2007**

<b>Pharmaceutical Sciences</b>		<b>Faculty</b>
PhD		14
PhD/PharmD		<u>1</u>
<b>Subtotal</b>		<b>15</b>
<b>Pharmacy Practice</b>		<b>Faculty</b>
PharmD		9
PharmD/MS		2
PhD		<u>1</u>
<b>Subtotal</b>		<b>12</b>
<b>Health Sciences</b>		<b>Faculty</b>
PhD		5
Doctor of Public Health		3
Doctor of Education		2
Doctor of Medicine/MPH		1
Juris Doctorate/MPH		<u>1</u>
<b>Subtotal</b>		<b>12</b>
Masters		<u>4</u>
<b>Subtotal</b>		<b>4</b>
<b>COPHS</b>		<b>Faculty</b>
<b>Total</b>		<b>43</b>

The COPHS strives to maintain a faculty with the necessary credentials and scholarly capability to offer a quality education to its students. During the 2003 – 2007 timeframe, over 91 percent of the faculty members in the COPHS conducted some form of research and scholarly activity; nearly 54 percent of the faculty had published materials; 35 percent of the faculty received some type of award or recognition; 49 percent received individual or cooperative research grants and contracts; and 5 percent either obtained or made application to obtain a patent as depicted in **Table 2** below.

**Table 2: COPHS Cumulative Faculty Performance 2003-2007**

<b>COPHS</b>	<b>Research Conducted</b>	<b>Published Materials</b>	<b>Awards &amp; Recognition</b>	<b>Research Grants</b>	<b>Inventions &amp; Patents</b>
<b>Total</b>	90.7%	53.5%	34.9%	48.8%	4.7%

**Table 3** below is a percentage breakdown of the faculty participation in research and other scholarly pursuits by department.

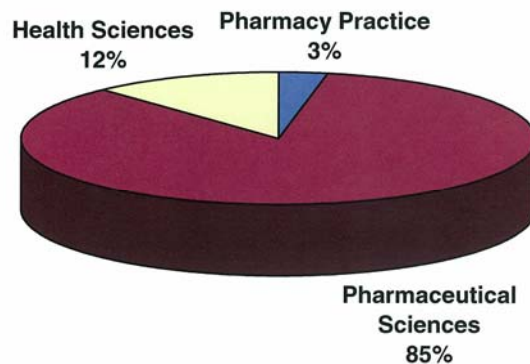
**Table 3: COPHS Faculty Performance by Department 2003-2007**

Departments	Research Conducted <sup>a</sup>	Published Materials <sup>a</sup>	Awards & Recognition <sup>a</sup>	Research Grants <sup>a</sup>	Inventions & Patents <sup>a</sup>
<b>Pharmacy Practice</b>	91.7%	58.3%	33.3%	41.7%	0.0%
<b>Pharmaceutical Sciences</b>	86.7%	66.7%	26.7%	66.7%	6.7%
<b>Health Sciences</b>	93.8%	37.5%	43.8%	37.5%	6.3%

<sup>a</sup> percent of total faculty in department

Of the COPHS’ approximately \$10.6 million research, education, and training grants and contracts received, \$324,600 was awarded to Pharmacy Practice; \$8,982,865 was awarded to Pharmaceutical Sciences and \$1,254,120 went to Health Sciences as illustrated in **Chart 1** below.

**Chart 1: Allocation of Research, Education, and Training Grants and Contracts**



## Research

The COPHS receives almost \$3.0 million annually in extramural research. The research programs in the College are anchored by three National Institutes of Health supported centers of research and outreach and have a common theme, the elimination of health disparities. They are: The Institute for Biomedical and Health Disparities Research, The Center for Cardiovascular Diseases, and the Center of Excellence in Health Disparities Research.

### **The Institute for Biomedical and Health Disparities Research**

The Institute for Biomedical and Health Disparities Research is a five-year grant worth \$9.6 million that is funded by the National Center for Research Resources at the National Institutes of Health. The purpose of the grant is to provide the research infrastructure needed to increase faculty competitiveness in biomedical and behavioral research. Over the past four years, the Institute has focused on building research infrastructure in biomarker and biosensor technology, computational research, proteomics and functional genomics, and molecular biology and tissue engineering. The project involves faculty in biology, chemistry, computer sciences, mathematics, physics, and pharmaceutical sciences. The funding period will end in 2009.

### **The Center for Cardiovascular Diseases**

The Center for Cardiovascular Diseases is \$2.5 million five-year grant supported by the National Heart, Lung and Blood Institute at the National Institutes of Health. The goal of this proposal is to develop programs and activities that will enhance research capacity building at Texas Southern University (TSU), promote increased intensive laboratory training to students, and add to the number of minority biomedical scientists that conduct health disparities research. The impetus for the grant is the need to address the disproportionate burden of cardiovascular diseases in urban minority populations and especially African Americans. The funding period will end in 2010.

### **The Center of Excellence in Health Disparities Research (CEHDR)**

The Center of Excellence in Health Disparities Research (CEHDR) is a \$1.1 million three-year grant supported by the National Center for Minority Health and Health Disparities at the National Institutes of Health. The overall goal of the project is to augment and strengthen TSU's institutional infrastructure and capacity to conduct research aimed at addressing health disparities by training faculty to examine biological, clinical, and sociological factors related to cardiovascular disease and stroke in minority populations in mentored relationships with established researchers at TSU, Medical University of South Carolina, and Baylor College of Medicine. The CEHDR project is carried out in coordination with TSU's Center for Cardiovascular Diseases and the Research Centers in Minority Institutions-Institute for Biomedical and Health Disparities Research. The CEHDR also participates in a network, developed by St. Luke's Episcopal Health Charities (sub-component of a tertiary care health system), that actively addresses local health concerns in 10 multi-ethnic neighborhoods highly affected by health disparities. The funding for this project will end in 2007.

There are smaller grant supported projects (<\$150,000 per project) in medication management services for the elderly, diabetes intervention and vitamins and chemo protection in cancer patients. Faculty are also engaged in research in clinical pharmacology and drug development, molecular pharmacology and toxicology, community outreach and pharmacoecconomics. Emerging research opportunities include health services research, international and global health in infectious diseases, informatics and human performance and nutritional supplements.

In fulfilling its mission and purpose, the College is committed to an innovative, productive and receptive learning environment for research, scholarly activities and service; and to infusing new technology into its infrastructure and academic programs.

## Services

The COPHS faculty, administration and students are committed to community service. The faculty, administration, and students participate in many health care related initiatives to help eliminate the disparities in health care delivery to the minority community locally and internationally. Some of the community outreach activities of the COPHS include:

- Establishing Community Advisory Board with representatives from Hispanic Health Coalition, American Heart Association Cultural Health Initiatives, City of Houston Sunnyside Health Center, National Black Leadership Initiative on Cancer, and Y-Me Breast Cancer Organization;
- Establishing Center of Excellence in Health Disparities Research to focus on reducing cardiovascular disease and stroke in minority populations in Houston in partnership with local health care institutions and the National Center for Minority Health and Health Disparities;
- Providing medication management services and producing medication management newsletter for the elderly in partnership with Houston Area Agency on Aging;
- Volunteering for American Diabetes Association, American Heart Association, MD Anderson Prostate Cancer Outreach Program; and HOPE Clinic;
- Participating in Operation Immunization programs;
- Participating in community Medicare Part D education programs;
- Hosting a Health Services Research Conference "Improving Health Outcomes and Health Disparities: Research and Intervention Perspectives" with the National Historically Black Colleges and Universities Research Network for Health Sciences and Health Disparities;
- Raising funds to support research and education programs of various voluntary health organizations including Susan G. Komen Race for the Cure and March of Dimes, and
- Teaching elementary school students about asthma management through the American Lung Association's *Open Airways for Schools* program.

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# THE ISSUES

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In order for the COPHS to remain competitive in the academic marketplace for quality students, faculty, and administrators, it must constantly measure its success in meeting its mission, goals and objectives. To successfully measure its success and determine ways to improve, this document has been compiled for the purpose of identifying strategies to improve planning processes, enhance faculty and student recruitment efforts, and upgrade current faculty over the next five years. The COPHS has identified the seven most critical issues it faces and has posed them as questions. Specific goals and objectives are presented to address the resolution of these issues. Each objective incorporates action steps that will be implemented by specific individuals and targeted dates of completion are identified.

Relationships exist among the issues presented here with the common underlining themes being momentum for implementing curricular change, faculty and student recruitment, space planning and funding. If the COPHS is to carry out its mission as well as strive to create access to and delivery of high quality teaching, research, public service and health professions experiences for future health care leaders; it must have a commitment to development of professional practice components of the curriculum, attracting and retaining faculty and students, adequate, well-planned space and appropriate funding.

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# Structure

## Organizational Structure

How should COPHS be structured to meet the needs of all of the academic programs?

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### Current Situation

The College is organized with a Dean who is assisted by an Associate Dean for Academic Affairs, an Assistant Dean for Student Services, an Assistant Dean for Practice Programs, and three Faculty Chairs who administer the didactic and experiential components of all programs. The Associate Dean for Academic Affairs is responsible for all academic matters of the College, and in the absence of the Dean, is responsible for the operations of the College. The Assistant Dean for Student Services coordinates all student related organizations and activities, including admissions, registration, counseling, and academic advising. The Assistant Dean for Practice Programs, located at the Texas Medical Center, oversees the professional practice experiences programs. The Chair of the Department of Health Sciences is housed in Nabrit Science Center, the Dean, Associate Dean, Assistant Dean, and Chairs of Pharmaceutical Sciences and Pharmacy Practice are housed in Gray Hall. All three Department Chairs are filled temporarily with interim personnel and have been for the last two or more years and need to be filled permanently.

There is a perception that there is a division or inequity between Pharmacy and Health Sciences as it relates to allocation of resources, equipment, faculty, and facilities. In 2005, Health Sciences, in response to a central administration request, wrote a proposal to become an independent College of Health Sciences. Due to changes in university priorities, the department desires to integrate changes into the existing COPHS. **Figure 1**, on the following page, depicts the current organizational structure of COPHS.

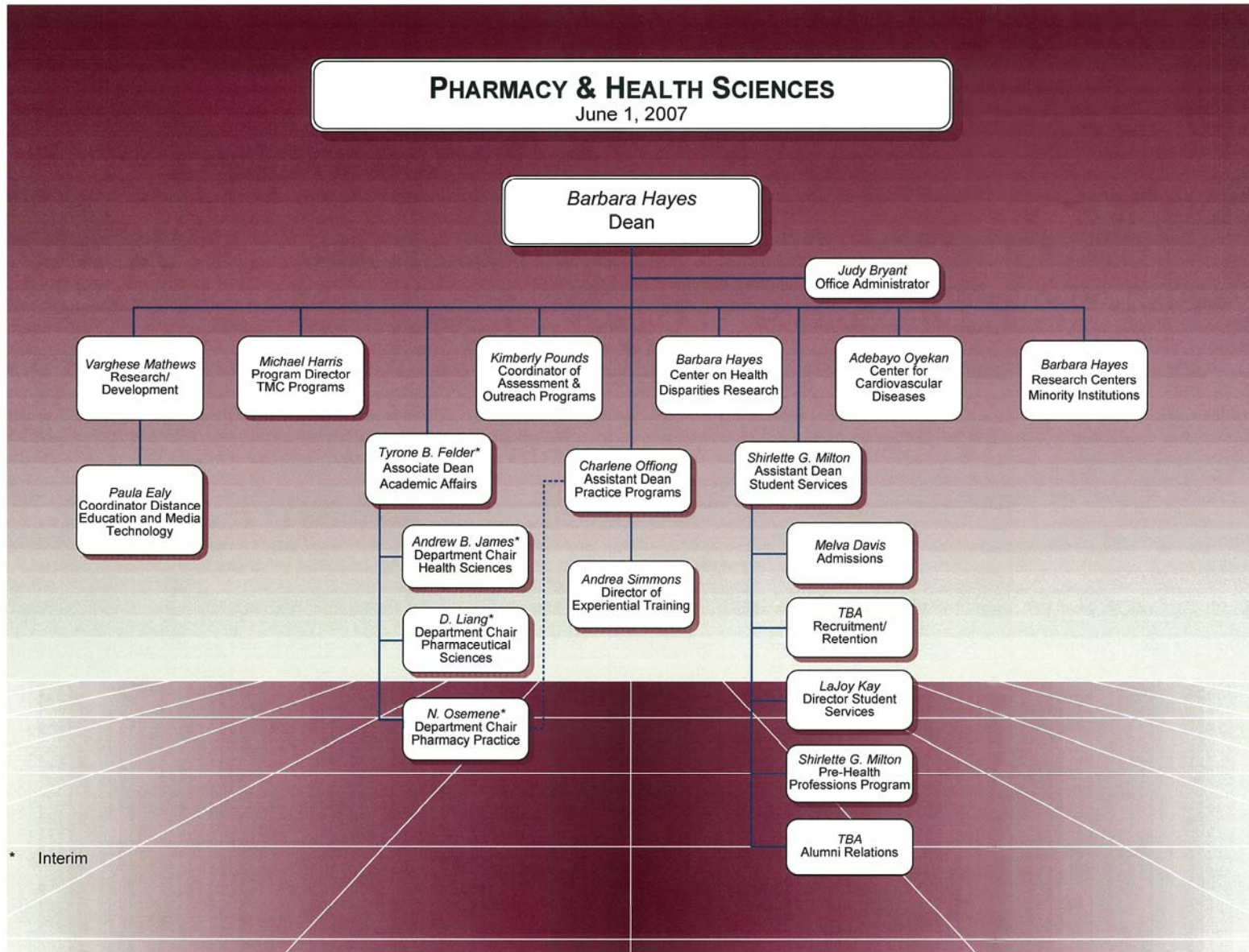


Figure 1: COPHS Organizational Structure

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## Goals and Objectives

An effective, functional organizational structure is critical to ensure not only the needs of the academic programs are met, but also for effective and efficient administration of the COPHS.

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### Goal #1:

**To have an organizational structure that will support the vision of “One College, One Goal, One Mission.”**

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### Objectives:

1. Identify and remove cultural and operational fragmentation of departments which include but are not limited to office layout; departmental rather than holistic approach; departmental or personal objectives focused rather than student focused; and organizational design by August 2008 to be completed by August 2013.
2. Provide opportunities for the departments to interact with each other on a regular basis to help solidify better communication and consensus building by August 2008.

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### Goal #2:

**Each operational unit of COPHS annually assesses structured positions to ensure that there is a permanent staff in place.**

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### Objectives:

1. Ensure that each department or operational unit begins performing assessments by September 2008 and annually thereafter.
2. Initiate the hiring process by January – March 2009 each year and reiterate process thereafter.
3. Select candidates to fill vacant positions by September 1, 2009 and annually thereafter.

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### Goal #3:

**Evaluate the organizational structure and design annually to ensure that it is meeting the needs.**

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### Objectives:

1. Conduct an organizational assessment process by November 2008.
2. Benchmark COPHS and compare to peers by December 2008.
3. Make adjustments to COPHS organizational structure by January 2010.

# Accreditation

**How will the Pharmacy Program ensure that it meets or exceeds the Accreditation Council for Pharmacy Education (ACPE) accreditation standards to achieve and maintain a full six-year accreditation for the Doctor of Pharmacy program? And how will COPHS ensure that it meets or exceeds accreditation standards for all health sciences programs?**

## Current Situation

The COPHS is risking the loss of accreditation if ACPE accreditation standards are not met. The lack of development of the professional practice component of the curriculum for the Doctor of Pharmacy program has been a highlighted focus area for the last three on-site evaluations performed by the ACPE evaluation team. The curriculum for the Doctor of Pharmacy program is strongly influenced by the pharmaceutical sciences. The ACPE has recommended that the Curriculum Committee and the faculty review the balance between the pharmaceutical sciences and pharmacy practice to ensure it is appropriate. Further it was noted that there is not agreement within the pharmaceutical sciences faculty regarding how to modify the curriculum to expand the pharmacy practice content and agreement should be sought.

Other highlighted focus areas of the past years ACPE on-site evaluations included recommendations that the COPHS solidify its administrative leadership positions, including the removal of interim qualifications from key leadership positions; continue its efforts in faculty recruitment, hiring, and retention; continue to develop the College's presence at the Texas Medical Center; and continue to pay close attention to the fiscal resources available to support the College and the Doctor of Pharmacy program.

If the College fails to respond to the recommendations outlined by ACPE, the ACPE Board could act to reduce a previously awarded accreditation term, award a diminished accreditation status or take adverse accreditation action including loss of accreditation.

Four of the five undergraduate programs in health sciences are accredited. They are as follows: Health Information Management (HIM), Respiratory Therapy (RT), Environmental Health (EH) and Clinical Laboratory Science (CLS). The COPHS needs to focus on maintaining accreditation of these programs and continually improving the programs to meet practice standards. Currently there are no major outstanding items for these programs and generally each program needs to continue to focus on review, revision and refinement to curriculum, student achievements (passage rates on certification and licensure exams as appropriate), instructional technology and delivery, adequacy of facilities, career placement, employer satisfaction, continuing professional development of existing faculty and hiring new faculty. Some programs are required to submit annual reports to the accrediting agency and/or submit outcomes information using an annual program assessment report process.

Currently, the CLS program was site visited in March 2007. The site visit report indicates no deficiencies and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) will make a decision regarding continued accreditation status by September 2007.

Currently, the undergraduate and graduate programs in health administration are not accredited. The programs are seeking accreditation for the first time and have received undergraduate candidate membership (December 2005) and graduate candidate membership (January 2006) in the Association of University Programs in Health Administration (AUPHA).

## Goals and Objectives

To succeed, the COPHS academic programs must remain vibrant and relevant. The COPHS must implement curricular innovations, systematically evaluate their outcomes, and modify their approaches to continue to produce quality health care professionals who are competent in the delivery of pharmaceutical care and other health care services and programs. As well as, to ensure that it provides an innovative, productive and receptive learning environment for research, scholarly activities and services; and employs new technology in its infrastructure and academic programs.

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**Goal #1:**  
**Change the Doctor of Pharmacy curriculum to meet or exceed the Accreditation Council for Pharmacy Education (ACPE) accreditation standards.**

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### Objectives:

1. Review results of last ACPE site visit with COPHS stakeholders. Completed December 31, 2006.
  2. Establish a functioning Curriculum Committee by January 15, 2007.
    - a. Evaluate the roles and responsibilities of the Curriculum Committee.
    - b. Identify resources and available data elements that can help inform and guide the Committee's work.
    - c. Determine the need for an independent consultant to assist in revamping the Curriculum Committee to enhance their effectiveness and to evaluate the curriculum.
  3. Create a plan to address deficiencies by August 31, 2007.
    - a. Review the Introductory Pharmacy Practice Experience (IPPE) programs of peer institutions to benchmark against TSU's program.
  - b. Establish a protocol for the Curriculum Committee to seek and address feedback from preceptors.
  - c. Use assessment data from the experiential component to inform the didactic component.
  - d. Offer electives in the didactic curriculum so that students can explore their individual areas of interest.
  - e. Maintain and enhance the curricular mapping exercise by including the sub-NAPLEX competencies, Center for the Advancement of Pharmaceutical Education (CAPE) Outcomes, and new ACPE standards.
  - f. Evaluate the feasibility of continuing to offer the Post-Baccalaureate Doctor of Pharmacy degree or other programs with low enrollment. Establish a timeline to phase out such programs (if appropriate).
  - g. Establish a faculty development program on the proper use of student portfolios.
  - h. Use results of the year-end examinations to improve course delivery and content and curricular sequencing.
4. Determine the final requisite competencies for the core curriculum by August 31, 2007.
  5. Implement plan addressing COPHS deficiencies by December 31, 2007.
  6. Complete written report addressing ACPE's comments and recommendations by December 31, 2007. The report should be sent to ACPE not later than one month prior to the Spring 2008 focused on-site evaluation for review by the ACPE Board during the June 2008 meeting.
  7. Determine the final curriculum and design by March 1, 2008.
  8. Facilitate successful focused on-site evaluation by March or April 2008.
  9. Implement the courses by September 1, 2008.

Fully integrate the content of all courses within the core curriculum by establishing ongoing, formal methods by which faculty members exchange course content, learning objectives for each course, teaching methods applied in each course, and student assessments of course effectiveness by May 31, 2010.

10. Full implementation of updated formative and summative evaluations of student progress in the program by August 2010.

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**Goal #2:**

**Achieve certification of the undergraduate Health Administration (HA) program and accreditation of the Master of Health Care Administration program (MHCA).**

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**Objectives:**

1. Establish a program certification and accreditation committee by September 1, 2007.
2. Develop a certification plan for the undergraduate HA program by February 1, 2008.
3. Complete self-study and submit application for certification to AUPHA by November 30, 2008.
4. Complete certification process by June 30, 2009.
5. Develop an accreditation plan for the graduate MHCA program by July 31, 2009.
6. Develop and submit an application for MHCA pre-candidacy to the Commission on Accreditation of Health Care Management Education (CAHME) by September 30, 2009
7. Complete and submit MHCA self-study to CAHME by September 30, 2010.
8. Request CAHME on-site evaluation by December 31, 2010.
9. Schedule site visit by December 31, 2011.

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**Goal #3:**

**Maintain accreditation of Clinical Laboratory Sciences (CLS), Environmental Health (EH), Health Information Management (HIM), and Respiratory Therapy (RT).**

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**Objectives:**

1. Submit annual reports as required (EH June 2008, HIM October 2008, RT April 2008).
2. Submit outcomes information using annual program assessment process (RT April 2008).
3. Complete recommended curricular revisions (EH June 2008).
4. Submit annual survey for CLS in April 2008 to NAACLS and American Society of Clinical Pathology (ASCP).

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**Goal #4:**

**Conduct biennial review of each health sciences program using accreditation standards.**

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**Objective:**

1. Set up program review committee and schedule programs for review by November 20, 2007.

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**Goal #5:**

**Eliminate interim appointments for key leadership positions.**

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**Objectives:**

1. Conduct needs assessment to determine the skills, knowledge and abilities required for the open positions to be completed by January – June 2007.
2. Establish a recruitment plan to fill open departmental leadership positions; or outsource the recruiting effort by July 1, 2007.

3. Recruit qualified internal and external candidates and establish a short list of candidates by December 31, 2007.
4. Interview, rank and select finalists by January 31, 2008.
5. Make employment offer(s) by March 1, 2008.

# Administration

## Faculty & Administration

How will the COPHS recruit and retain qualified and committed faculty, administration members, and administrative staff to meet the demands of its students' enrollment for the next five plus years?

### Current Situation

The school has had difficulty recruiting and retaining qualified and committed staff. Currently, there are 13 faculty vacancies in the COPHS. Some of the issues facing faculty based on interviews with key stakeholders are as follows:

- Non-competitive salaries particularly on the pharmacy practice side. A pharmacist can make much more in the industry than in academia.
- Workload. Administrators are also faculty members.
- Bad publicity relating to TSU.
- Achievement of full accreditation through 2012.

There is a perception that there is not adequate administrative support staff or that the administrative support staff lacks the knowledge, skills, and abilities to perform at the expected or required level.

### Goals and Objectives

To ensure the continued success of COPHS, qualified faculty and staff must be attracted and retained. The recruitment of faculty and staff is critical to meet the demands of the academic initiatives of the COPHS.

### Goal #1:

**Develop and implement methods to plan for and proactively meet current and future staffing needs for faculty.**

### Objectives:

1. Hire a Human Resource Consultant, who has the necessary skills to handle the faculty and staff recruiting for the entire COPHS as well as assist the Search Committees in functioning more effectively by August 2008.
2. Conduct staffing needs, staff competency, and staff skills assessment; identify the gaps; and re-define staff job description and eliminate/create staff positions that fill the gap by August 2008.
3. Identify key attributes of working successfully at TSU by August 2008.
4. Integrate "good employer story" and branding efforts into recruiting by August 2009.
5. Search Committee facilitates identifying, interviewing, and selecting faculty candidates within 60 days. The turn around time from application to interview shall be no longer than 30 days. Additionally, the period of negotiating shall not exceed 30 days.
6. Complete the hiring process within 120 days of initiating the recruitment process.
7. Vacancy rate should not exceed 60 percent.

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**Goal #2:**  
**Improve employee satisfaction with TSU as an employer.**

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**Objectives:**

1. Implement effective strategies to improve employee satisfaction by August 2009.
2. Implement efforts to brand TSU as a great place to work by August 2010.

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**Goal # 3:**  
**Improve employee commitment.**

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**Objectives:**

1. Identify key commitment drivers by August 2008.
2. Develop and implement plans to affect positive change by August 2009.

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**Goal #4:**  
**Establish rewards and recognition program.**

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**Objectives:**

1. Analyze, design and develop a rewards and recognition program utilizing best practices to effectively motivate the faculty and staff by August 2009.
2. Implement and communicate the rewards and recognition program by August 2009.
3. Evaluate the program and make necessary adjustments by August 2010.

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**Goal #5:**  
**Provide an infrastructure that will anticipate and meet the administrative staffing and classroom needs of an expected growing and developing COPHS.**

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**Objectives:**

1. Perform a comprehensive assessment of the need for administrative staff members and identify gaps by August 2008.
2. Identify competencies and skills needed, including hard and soft skills by August 2008.
3. Identify key attributes of working successfully at TSU by August 2008.
4. Integrate “good employer story” and branding efforts into recruiting by August 2009.
5. Implement the results of the administrative staff needs assessment (including hiring process as appropriate) to simplify and streamline administrative work by August 2009.
6. Identify other infrastructure needs based on expected growth of COPHS by August 2009.
7. Develop an implementation timeline as necessary by August 2010.
8. Have in place a fully functioning, coordinated information technology support unit that anticipates and meets the computer-related and associated needs of the COPHS by August 2011.
9. Evaluate the process annually and adjust accordingly by August 2012.

# Development

## Student Development

**How will COPHS attract and retain the best and brightest students, prepare, nurture and mentor them to be leaders in their fields and good citizens who give back to their community? How will the COPHS meet the needs of an increasingly diverse student body and assure their professionalization, cultural competence, and personal growth?**

### Current Situation

TSU's open access for entering freshmen provides opportunity to students from diverse educational backgrounds, ranging from those of the academically talented to those of students in need of developmental education. Enrollment in COPHS continues to grow increasing from 1,411 in 2001 to 2,082 in 2006. Approximately 59% of the students are enrolled in pre-health professions programs and almost half of these students are pre-pharmacy students. The university's overall retention rate for first time, full-time, degree-seeking freshmen after one year decreased from 61.7% in 2001 to 57.4% in 2006 suggesting a need for more robust student development programs and services. According to an article that was written in The Journal of Blacks in Higher Education, April 20, 2006 edition, only 14 percent of entering students completed degrees at TSU. The graduation rates for students admitted to the various health professions programs are considerably better than the overall graduation rate of entering students but there is a need for improvement. In 2005, the six year graduation rates for environmental health, health administration, health information management, clinical laboratory science, respiratory therapy, and the doctor of pharmacy program were 66.6%, 66.6%, 62.5%, 100%, 50%, and 68%, respectively. In 2006, the six year graduation rates improved for the environmental health (83.3%), health administration (96.5%) and health information management (78.6%) programs.

Therefore, there is a need to recruit and retain through graduation a student population consistent with the mission of the University and improve the type and quality of student

development programs and services. Based on interviews with key stakeholders, some of the issues related to recruiting, retaining, nurturing and mentoring students are as follows:

- Lack of a recruiter to recruit students
- Student recruiting efforts limited to Houston area
- Improve and consistently deliver orientation program for Health Sciences students
- Low recruitment of quality students
- Lack of a strong core of faculty and students
- Lack of adequate instrument for alumni support as it relates to finance and professional mentoring
- Lack of quality and quantity of practice sites
- Language barriers between faculty and students
- Lack of adequate written and oral communication skills for some students
- Lack of consistent effort by faculty in advising and mentoring students
- Students working 20-30 hours per week resulting in poor academic performance

Currently, the COPHS has over 2,000 students in its pre-professional and professional programs. According to university demographic data, the students are 74% Black, 13.6% Asian, 4.3 % Hispanic, 3% White and 5.1% other. Sixty-five percent are women and 35% are men. Students represent various racial, ethnic and cultural groups and it is expected that students

will learn about and understand the heterogeneity in the communities where they will live and work; learn to respect, communicate, cooperate, care for and care about people of different generations and from various ethnic, educational, cultural and socioeconomic backgrounds. Students should understand professional standards for their chosen profession, in particular, and the health professions in general.

The College does not currently have a global (or broad in scope) professionalization program or plan for its students. The College needs a coordinated professionalization plan that encompasses all pre-professional and professional students.

The College does not currently have a list of professional attributes or values that are distributed to all college students.

The College does not have a formal mechanism to assess or evaluate student professionalism nor for the students to self-assess their level of professionalism. The College needs a mechanism to monitor the continued professional development of students upon admission to and completion of degree requirements.

The College does not have a formal mechanism to assess or evaluate student cultural competence or for the students to self-assess their level of cultural competence. The College needs a mechanism to monitor the continued cultural competence development of students upon admission to and completion of degree requirements.

## Goals and Objectives

COPHS must coordinate the efforts of faculty, staff, administrators and alumni to produce knowledge, behavior and skills for students to become productive citizens employable in their field of study. An important component of the plan is to recruit more academically talented students, increase student retention and graduation rates, provide quality academic support for pre-health professions and professional students, provide more scholarships

and financial aid, and provide quality customer service to students. To meet its mission and societal health care needs, COPHS must also develop student professionalism and cultural competence.

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### **Goal #1:** **Develop a student success pilot program for pre-professional and professional students and create a student success management plan.**

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#### **Objectives:**

1. Provide tutoring programs that provide students with the necessary academic reinforcement in courses that present students with the greatest challenge. For example, General Biology, General Chemistry, Calculus, Pre-Calculus, English, Oral Communication, Statistics, Organic Chemistry, Pharmaceutical Chemistry, and Medicinal Chemistry by January 2008.
2. Develop a pilot plan and implement a tracking mechanism to ensure individualized counseling services are established to help students with a wide variety of personal and academic concerns by May 2008.
3. Create an orientation committee and develop a plan to expand COPHS' orientation program for each class to communicate expectations for the upcoming year by June 2008.
4. Develop and implement career advising and programs on self-esteem, confidence building, resume writing and interviewing techniques by September 2009.

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### **Goal #2:** **Expand recruitment efforts for high performing students.**

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#### **Objectives:**

1. Expand recruiting to state-wide or nation-wide by September 2008.

2. Increase scholarship and assistantship by March 2009.

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**Goal #3:**  
**Develop strategies to increase the graduation rates.**

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**Objectives:**

1. Refer to Student Development, Goal #1, Objectives #1 - 4. (January 2008)
2. Implement faculty mentoring and support of students in professional organizations by September 2008.
3. Develop a community mentorship program to enhance tutorial support for Pharmacy and Health Sciences students by September 2009.
4. Increase student opportunities to participate in field experiences earlier in the health professions curriculum by September 2010.

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**Goal #4:**  
**Fill the recruiter/retention position to organize, implement and monitor student retention programs and initiatives.**

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**Objectives:**

1. Fill recruiter/retention position by September 2007.
2. Develop and implement plans for student retention and recruitment 90 days after hire.

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**Goal #5:**  
**Promote philanthropic gifts, alumni giving and private sector donations.**

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**Objectives:**

1. Establish a COPHS Advisory Council by January 2008.
2. Enhance an annual giving campaign by August 2010.
3. Increase alumni giving by 25 percent by August 2011.

4. Increase funding for endowed scholarships by 30 percent by August 2012.
5. Double the number of endowed chairs and professorships by August 2012.

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**Goal #6:**  
**Develop a broad interprofessional professionalization program for students.**

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**Objectives:**

1. Establish faculty, staff and student committee by September 2008.
2. Design and implement plan by July 2009 that includes a formal mechanism to assess or evaluate student professionalism.

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**Goal #7:**  
**Develop activities and programs to assess or evaluate cultural competence for each student in the professional phase of the health professions program.**

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**Objectives:**

1. Establish measures of cultural competence by July 2009.
2. Document achievement of cultural competence by July 2010.

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**Goal #8:**  
**Develop internship / practice sites.**

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**Objectives:**

1. Develop site profiles for each academic program by August 2008.
2. Document criteria used to evaluate site quality by August 2008.
3. Using available enrollment data and plans for program growth, project the number and types of sites needed annually through 2013 by December 2008.
4. Develop and implement a plan to increase quality and quantity of sites for each academic program by August 2009.

# Outreach

**How will the COPHS promote its programs to attract students, funding and community support and recognition?**

## Current Situation

The COPHS has not established a state- or nation-wide comprehensive student recruitment program. Based on the stakeholder interviews, in recent years, COPHS has primarily recruited students in the Houston area. In prior years, COPHS regularly recruited students state-wide.

The COPHS offers a non-mandatory three-day NAPLEX review to graduating students. Last year the college incorporated the MPJE (Multistate Pharmacy Jurisprudence Examination) review into the clinical conferences for fourth professional year students. Students are required to attend these conferences at the end of every six week rotation.

The COPHS rates number six amongst the seven peer universities in National Institutes of Health (NIH) funding.

The COPHS lacks significant community support and recognition.

## Goals and Objectives

The COPHS commitment to academics must be coupled with business savvy to influence students to apply to the programs and to receive support to fund its programs. To achieve success the COPHS must create organized and integrated comprehensive marketing efforts designed to promote its mission and help meet the challenges of this strategic plan.

### Goal #1:

**Increase the visibility of the COPHS among defined internal and external audiences in order to further its mission and strategic directions.**

### Objectives:

1. Establish a regular means of sharing information about the COPHS activities, advances, and plans with the TSU Office of Communications by December 31, 2007 and annually thereafter that can be incorporated in an annual report.
2. Develop and implement a comprehensive, targeted marketing communications plan for the COPHS in support of its strategic directions by September 30, 2008.

### Goal #2:

**Develop and institute a comprehensive, aggressive recruitment plan to attract the state's and nation's brightest, most articulate, creative, and diverse applicants to the COPHS programs.**

### Objectives:

1. Establish a comprehensive student recruitment plan that coordinates with, as well as compliments and enhances the University's student recruitment plan by September 30, 2008, which includes scholarships, etc.
2. Implement initiatives to improve the applicant pool by September 30, 2009.
3. Increase by 25 percent the number of exceptionally qualified (GPA 3.5 or better) applicants to the COPHS by February 2011.

4. Establish a plan to recruit and retain underrepresented Black males in the COPHS by 10% each year beginning February 2009.

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**Goal #3:**

**Maintain a commitment to providing educational access and opportunity to TSU students that will be consistent with the mission and history of COPHS.**

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**Objective:**

1. Increase the percentage of competitive TSU applicants from 35% to 50% by February 2012.

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**Goal #4:**

**Develop and institute a plan to attract under-represented minorities to graduate programs.**

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**Objective:**

1. Establish a plan to help insure student success in graduate programs by August 2008.
2. Increase participation of under-represented minorities in graduate programs in pharmaceutical sciences from 12.5% to 25% by August 2010.

# Facilities

**How will COPHS identify and secure space needs and identify and eliminate barriers to create a dynamic, progressive and nurturing environment that will enhance students' experiences to achieve student success and retention?**

## Current Situation

Short-term and long-term facilities planning to support the educational goals of first-class academic programs require that facility administrators use the same planning assumptions as administrators planning for the academic departments.

Overall, TSU does not plan and operate with an internal planning process that links the facility plans with the planning goals and assumption for academic departments to accommodate current and future academic and co-curricular programs. More specifically, TSU has not adopted a process and/or procedure to engage its academic community to correlate overall space planning (space projections by school, degree, department and type) with strategic educational goals and objectives. Without a clear integration of academic standards for classrooms, laboratories, study halls, libraries and staff offices with the facilities master planning assumptions, there is opportunity for errors in design and space functionality and shortfalls in facilities construction and renovation projects that potentially drive up capital costs or result in inadequate building spaces.

COPHS currently has space allocated to its programs for classroom, laboratory space, research, study halls, and office space that is functionally obsolete, namely Nabrit Science Center. In other words, the classes, labs, and offices can no longer operate in its required role to accommodate state-of-the-art teaching space. Nabrit Science Center was constructed in 1958 and currently houses the classes and labs for health sciences programs. Based on a physical tour of the entire facility in October 2006, most of the classrooms and labs were outdated and had unacceptable levels of deferred

maintenance. In order to determine whether these classes and labs can be upgraded and updated to meet the minimum requirements for class space at TSU, a detailed professional assessment will be needed.

A functional adequacy study evaluates the buildings for their capacity to perform according to the current and future demands determined by educational standards, modern technology, acoustical and suitability requirements. Those requirements are briefly explained below.

*Educational standards:* This step of the functional assessment involves reviewing buildings to determine if they meet modern educational standards, such as the adequacy of room sizes and room configurations for the types of teaching performed and in the future.

*Technology:* This study is done to evaluate whether the existing classroom space has adequate data and power connections for multiple computers and/or wireless laptops. It also checks for appropriate connectivity for modern audio/visual materials.

*Acoustics and lighting:* In this review, acoustic performance is conducted in every classroom and lecture hall, and the acoustic separation between rooms and lecture halls is tested. This step also includes a thorough look at lighting, such as the type of lighting used (direct and/or indirect), lighting controls and day lighting.

*Suitability to purpose:* This step determines if a facility, designed to fulfill a purpose that is presently outdated, can be renovated to serve a current purpose. For example, if a facility was originally designed for teaching home economics decades ago, and that

program is no longer offered, the question of whether the building can be adapted to accommodate a new program or not is determined.

## Goals and Objectives

Space and funding sources are critical factors in positioning COPHS to be on a continued path as one of the top pharmacy colleges and establishing the health sciences program as a viable contender in the United States. The extent to which these issues are addressed and resolved will be critical in determining COPHS's future.

At least at a minimum to maintain or return COPHS back to status quo, TSU must secure adequate space and adequate ongoing funding to fulfill the mission of COPHS.

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**Goal #1:**  
**Provide efficient, leading-edge, effective facilities and technology infrastructure to advance and support education, research, and clinical care.**

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### Objectives:

1. Hire facilities consultants by June 30, 2008.
2. Identify and correlate overall space planning with strategic educational goals and objectives by August 31, 2008.
3. Complete a functional adequacy evaluation of all COPHS facilities by May 31, 2009.
4. Update and upgrade all class space considered functionally obsolete to meet current and future educational requirements by August 31, 2011.

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**Goal #2:**  
**Systematically plan for growth of the COPHS future facility requirements.**

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### Objectives:

1. Develop a comprehensive COPHS Facilities Plan for incorporation in the TSU Master Facilities plan by May 31, 2010.
2. Align the COPHS facilities plan with the components of this strategic plan by September 30, 2010.

# Assessment

## Academic Program Evaluation & Assessment

How will COPHS evaluate and assess its academic programs to ensure that the programs (1) support the mission, vision, and values of the university and COPHS and (2) promote the learning outcomes articulated in the strategic initiatives for the department/division? What criteria will the COPHS use to measure the success of its academic programs to ensure that the programs (1) support the mission, vision, and values of the university and COPHS and (2) promote the learning outcomes articulated in the strategic initiatives for the department/division?

### Current Situation

The state licensure examination pass rate of pharmacy graduates over a 6 year period from 2001 to 2006 was 88.1%, 93.9%, 88.0%, 93.5%, 92.4% and 88.5%, respectively. A discussion with key stakeholders pertaining to the board passing rate indicated a need for improved student performance on pharmacy licensure examinations. Although the passage rate for Clinical Laboratory Sciences, Health Information Management, and Respiratory Therapy was 100% in 2006, there is a need to maintain student performance on health sciences licensure examinations.

There is evidence that the COPHS conducts various assessments of its programs; however, it is not clear that COPHS is effectively using the assessment findings. There lacks a systematic plan to guide the various assessment activities. Additionally, the position that would drive many of these activities is vacant.

COPHS is committed to assuring that its assessment program is of the highest possible quality by working with faculty, administration, and students to determine strategy and priorities for assessment in the COPHS, as well as, designing and implementing specific assessment plans.

### Goals and Objectives

An effective ongoing academic program evaluation and assessment process is critical for the future success of the COPHS.

#### Goal #1:

**Improve performance on the North American Pharmacist Licensure Examination (NAPLEX) and all other certification examinations.**

#### Objectives:

1. See Accreditation, Goal #1.
2. Provide enrichment/remediation classes by May 2008.
3. Incorporate the pre-NAPLEX practice examination or other methods to improve the NAPLEX pass rate by April 2010.
4. Complete full implementation of the formative and summative evaluations by August 2010.
5. Improve the first time pass rates and individual scores on sections of certification and licensure examinations (NAPLEX), MPJE, CRT, RRT, RHIA (Registered Health Information Administrator), Medical Technologist Examination by August 2011.

#### Goal #2:

**Fill position to facilitate assessment.**

#### Objectives:

1. Appoint a Coordinator of Assessment by July 2007.
2. See Organizational Structure, Goal #2.

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**Goal #3:  
Implement an evaluation and assessment  
program.**

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**Objectives:**

1. Prepare goals for the program by September 2007.
2. Research, evaluate and recommend evaluation and assessment tools and processes for PharmD program by November 2007.
3. Research, evaluate, and recommend evaluation and assessment tools and processes for Health Sciences programs by September 2008.
4. Regularly measure the performance of each faculty member.
  - a. Continue to utilize and refine currently used faculty evaluation instruments (i.e., annual administrative review and student evaluations).
  - b. Develop and incorporate an evaluation instrument that will allow for periodic peer review of teaching skills and effectiveness by May 2009.
5. Implement recommended evaluation and assessment tools and processes for all programs by September 2009.
6. Plan and conduct workshops to assist department chairs, administrative heads, and faculty in conducting effective and meaningful evaluation and assessment activities by December 2009.
7. Department chairs, administrative heads, and faculty conduct and maintain effective evaluation and assessment activities by August 2010.
8. Collect, analyze, and interpret information for utilization of evaluation and assessment related projects and decision making by August 2010.
9. Compile and document ongoing evaluation and assessment efforts by August 2011.