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College of Pharmacy and Health Sciences Stakeholders,

Having accepted the role of Dean of the Texas Southern University College of Pharmacy and Health Sciences (COPHS) as of September 9, 2013, I am very excited to have the opportunity to contribute to the future success of this college. This strategic plan would not be possible without the diligence of the current administrative team, faculty, staff, students and representatives of McConnell Jones Lanier & Murphy (MJLM). Over the past year, this team has worked together diligently to develop a strategic plan for the COPHS under the leadership of the interim Dean, Dr. Shirlette Milton. Thank you for a job well done!

The Strategic Plan was 95 percent complete upon my arrival on September 9, 2013, and after a full review, it has my complete support. The plan is tactical in its approach to fulfilling the mission and associated objectives of the College, and it is apparent that the College is aligned with the University in its quest to produce an ethnically diverse population of graduates dedicated to EXCELLENCE in their respective disciplines. As Dean, I am committed to the Mission, Vision, Values, and corresponding Goals of the College as outlined in the 2013-2019 Strategic Plan, and will not only support, but champion this direction as new initiatives are developed. The COPHS plans to fully integrate its organizational and governance structures among the six health disciplines to achieve the Mission, Vision, and Values set forth in the 2013-2019 strategic plan. The plan provides detailed goals, objectives, and tasks that were developed to successfully implement eight (8) strategic initiatives. The strategic initiatives are outlined as follows:

1. **Organization & Administration** – The primary focus for this strategic initiative is to INTEGRATE the administrative and organizational structures of all nine (9) degree programs offered by the College. Each department will utilize the efficiencies gained through integration to optimize didactic and experiential teaching, faculty development, and student enrichment programs.

2. **Accreditation** – All COPHS programs are currently accredited with the exception of Health Administration. In addition to focusing on achieving compliance for the Health Administration programs, the COPHS Office of Assessment, Planning, and Effectiveness (OAE) will expand its scope of responsibilities from pharmacy only to all health sciences programs. This will ensure that accreditation status is maintained across all COPHS programs.
3. **Faculty and Staff** – Recruitment and retention of qualified faculty and staff is a critical strategic initiative necessary to ensure that there is sufficient human resources to meet the College expectations for teaching, service, and scholarship. There is also a plan for targeted faculty and staff development programs to ensure competencies with current teaching methodologies and technological advancements.

4. **Student Development** – The three-prong approach to continual student development includes partnerships with the College of Science and Technology to optimize education at the pre-professional level, identifying students that meet the criteria to take advantage of programs offered by the Thomas Freeman Honors College and partnering with the University Academic Village to assist COPHS students with necessary support services.

5. **Recruitment and Outreach** – The College will develop a marketing plan to target minority students at the high school, community college, and undergraduate levels. Contingent admit programs for all COPHS professional programs will be developed and offered to high school graduates and transfer students from undergraduate programs.

6. **Research** – The University Institute of Biomedical and Health Disparities Research will work to provide the infrastructure necessary to improve research and scholarship efforts at the College level.

7. **Facilities Management & Resources** – The College is currently physically separated in two facilities housing the pharmacy program and health sciences programs, respectively. The goal is to integrate facilities in an effort to consolidate the administrative team and didactic and experiential courses that are common among multiple disciplines within the COPHS.

8. **Program Evaluation & Assessment** – The focus of OAE in the upcoming years is to develop and implement a comprehensive assessment and plan for each academic program and administrative unit of the COPHS. The plan will be expanded to include more robust evaluation of faculty and the development of effective metrics to measure success.

A formal assessment of the College is underway, over the next six (6) months, which will result in a corresponding plan. A final plan, based on the results of this assessment, will be integrated with this Strategic Plan to produce a final amended version on or before December 31, 2014.

Sincerely,

[Signature]

Edward C. Stemley, M.S. Pharm.D.
Dean
Associate Professor Pharmacy Administration
College of Pharmacy and Health Sciences
Texas Southern University
In the state of Texas there are six other Colleges or Schools of Pharmacy and several institutions that offer baccalaureate degree programs in health sciences. However, Texas Southern University (TSU), or the University is the only school in the state that offers the unique combination of nine degree granting health professions programs within one college, the College of Pharmacy and Health Sciences (COPHS). To remain competitive with educational counterparts, it is imperative that the COPHS meet the challenge of emerging needs of the health care system, the pharmaceutical and health sciences industries, and society. By clearly shaping and defining our future through strategic planning, we are positioning our graduates for success.

COPHS’ strategic plan articulates our highest aspirational goals in realizing our shared vision. It has been compiled for the purpose of identifying strategies to improve planning processes, enhance faculty and student recruitment efforts, and upgrade current faculty, staff, technical capabilities and facilities over the next six years. “The Plan” opens with our mission, vision, and values. Our values define our principles and beliefs—they represent the heart of our stakeholders, thus our College. The “strategic initiatives” give direction to the College’s future planning efforts while outlining our aspirations.

Each “goal” is framed by a “strategic vision”, which essentially serves as a framework for its respective “initiative”. The “objectives” provide direction, with key action steps and key performance indicators to guide our efforts and measure our progress. College-wide unit Assessment & Effectiveness plans will facilitate on-going monitoring, evaluation and documentation of progress in achieving initiatives and objectives of this plan. The plan will be periodically reviewed for appropriate adjustments to objectives, action steps, and key performance indicators.

Relationships exist among the issues presented in this plan, with the common underlining themes being momentum for implementing relevant curricular change, faculty and student recruitment, space planning and resource allocation. If the COPHS is to carry out its mission, we must be responsive and adaptable to the internal and external factors that continuously impact our environment and inevitably allow us to both nurture and navigate change.
MISSION

The mission of the COPHS is to produce an ethnically diverse population of quality health professionals, especially African Americans, who are competent in the delivery of interdisciplinary health services while addressing critical urban issues.

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

- Providing an innovative, productive and receptive learning environment for research, 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 responsible contributors to local, state, national, and global communities
- Ensuring that the programs support the mission, vision and values of the University and the College through evaluating and assessing academic programs
- Delivering patient-centered, population-based, and preventive care in rural as well as urban settings
- Developing holistic-centered programs to reduce health disparities among minority and other disadvantaged populations

VISION

“One College, One Goal, One Mission”

The vision for the future is that by 2019, Texas Southern University College of Pharmacy and Health Sciences:

- Will be recognized as providing excellent health professions education for all students through interdisciplinary integration of all programs
- Will be recognized 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 local, state, national, and global levels
VALUES

COPHS Core Values:

- Accountability
- Commitment
- Integrity
- Excellence and Leadership
- Community Engagement
- Diversity and Cultural Competence
- Innovation
- Service
- Professionalism
- Interdisciplinary Education
- Collaboration, Teamwork, and Collegiality
Texas Southern University, located in Houston, Texas, is the second largest historically Black university in the nation with 9,700 (as of Fall 2013) students enrolled. The University has a history that dates back to 1927 and became a state-supported institution of higher education in 1947 by the 50th Texas Legislature. 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 (COPHS).

TSU is a fully accredited institution by the Southern Association of Colleges and Schools. 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 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 Program is accredited by 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). The Health Administration and Masters in Health Care Administration programs are each members of Association of University Programs in Health Administration (AUPHA) and are seeking full certification and accreditation, respectively.

The College of Pharmacy and Health Sciences consists of three departments: Pharmaceutical Sciences, Pharmacy Practice, and Health Sciences and offers the following degrees.

- The College offers the entry-level Doctor of Pharmacy (two-year pre-pharmacy, four-year professional program) degree.
- The College offers five baccalaureate or undergraduate degrees through the Department of Health Sciences:
  - 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

- The College also offers three graduate degrees:
  - Masters of Science in Health Care Administration
  - Master of Science in Pharmaceutical Sciences
  - Doctorate of Philosophy (PhD) in Pharmaceutical Sciences

COPHS is a member of the Texas Medical Center (TMC), one of the world’s premiere sites of multi-institutional health related educational, research and training venues. The facility is equipped with a large lecture hall, a drug information center, research laboratories, a reading room, student lounge, and computer laboratory. The Office of Experiential Educational Training is located at the TMC campus. Third and fourth year pharmacy students attend most of their didactic classes on the TMC campus.

The membership with TMC helps COPHS maintain a high visibility and strong presence; enhance opportunities for research collaborations, contribute to pharmaceutical-care initiatives, and embrace all educational opportunities available for students. It also strengthens and expands the number of affiliation agreements with various TMC institutions to provide education and training for future health professionals.

**Points of Pride**

COPHS has much to be proud of with respect to strengths and accomplishments.

- We have maintained accreditation for the Pharm. D, Clinical Laboratory Science (CLS), Environmental Health (EH), Respiratory Therapy (RT) and Health Information Management (HIM) programs.
- Our Respiratory Therapy program has a 100 percent pass rate on registry and job placement.
- Our CLS program has received the maximum accreditation through 2019.
- We have achieved more than 90 percent passing rate for the past five years on the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) exams.
- COPHS faculty are leaders in governmental and national professional organizations such as Association of Black Health-System Pharmacists (ABHP), Environmental Protection Agency (EPA), and American Association of Colleges of Pharmacy (AACP).
Leadership

Administratively, the College is organized with a Dean, an Associate Dean for Academic Affairs, an Assistant Dean for Student Services, an Assistant Dean for Practice Programs, a proposed (Fall 2013) Associate Dean for Health Sciences and three Department Chairs. The Associate Dean of Health Sciences, requested by the Department of Health Sciences, is a newly created position effective September 2013 upon the hiring of the new Dean.

The Dean of the College is responsible for providing leadership to COPHS in achieving its mission and goals. The Associate Dean and Assistant Deans support the leadership by overseeing academic matters, professional practice experiences programs, student related organizations and activities, curricula and instruction and professional development.

The Department Chairs are responsible for the administration of the didactic and experiential components of all programs. The deans will work closely together to promote better integration between Pharmacy Practice Programs and Health Sciences.

Faculty

The faculty of the COPHS believe its primary function is to produce quality health professionals, especially African Americans and other ethnic minorities, who are competent in the delivery of patient focused, public and other health 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 the infusion of new technology into its infrastructure and academic programs.

The COPHS consists of a total of 52 faculty members, which include 21 in the Pharmaceutical Sciences Department, 15 in Pharmacy Practice Department, and 16 in the Health Sciences Department. Of the 21 faculty members in Pharmaceutical Sciences, 20 hold PhD degrees and one holds a dual PharmD/PhD degree. In Pharmacy Practice, 12 faculty members hold PharmD degrees, two hold PharmD/MS degrees, and one holds a dual PharmD/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.

Exhibit 1 on the following page shows the categorization of degrees held by faculty in each department. COPHS also employs a host of credentialed adjunct faculty who provide instruction from a real world perspective.

### Exhibit 1: Number of COPHS Faculty by Degree as of Academic Year 2012 - 2013

<table>
<thead>
<tr>
<th>Faculty</th>
<th>PhD</th>
<th>PharmD/PhD</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmaceutical Sciences</td>
<td>20</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Pharmacy Practice</td>
<td>12</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>COPHS Total</td>
<td>52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The COPHS strives to maintain a faculty with the essential credentials and scholarly capability to offer a quality education to its students. During the 2012-2013 timeframe, more than 60 percent of the COPHS faculty members conducted some form of research and scholarly activity: nearly 64 percent of the faculty had published materials; nearly 39 percent of the faculty received academic or professional awards or recognition; 50 percent received individual or cooperative research grants and contracts; and nearly 14 percent either obtained or made application to obtain a patent as depicted in Exhibit 2 below.

### Exhibit 2: COPHS Cumulative Faculty Performance as of Academic Year 2012 - 2013

<table>
<thead>
<tr>
<th>COPHS</th>
<th>Research Conducted</th>
<th>Published Materials</th>
<th>Awards &amp; Recognition</th>
<th>Research Grants</th>
<th>Inventions &amp; Patents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>61.5%</td>
<td>63.5%</td>
<td>38.5%</td>
<td>50.0%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>
Exhibit 3 below provides a percentage breakdown of the faculty participation in research and other scholarly pursuits by department.

**Exhibit 3: COPHS Faculty Performance by Department as of Academic Year 2012 - 2013**

<table>
<thead>
<tr>
<th>Departments</th>
<th>Research Conducted</th>
<th>Published Materials</th>
<th>Awards &amp; Recognition</th>
<th>Research Grants</th>
<th>Inventions &amp; Patents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Practice</td>
<td>93.3%</td>
<td>93.3%</td>
<td>33.3%</td>
<td>66.7%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Pharmaceutical Sciences</td>
<td>66.7%</td>
<td>66.7%</td>
<td>23.8%</td>
<td>52.4%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>25.0%</td>
<td>31.3%</td>
<td>62.5%</td>
<td>31.3%</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

*Percent of total faculty in Department*

**Research**

Research programs in the College are anchored by the Research Centers in Minority Institutions Program (RCMI) Institute for Biomedical and Health Disparities Research; the National Heart, Lung, and Blood Institute (NHLBI) Center for Cardiovascular Diseases and the National Institute of Minority Health and Health Disparities (NIMHD) supported Center for Health Disparities Research: Cardiovascular Disease and Human Immunodeficiency Virus (HIV).

These centers of research and outreach share a common theme; the elimination of health disparities. In FY 2012, the COPHS ranked 49th among 73 colleges of pharmacy in the nation in National Institutes of Health (NIH) grant funding.

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

The Institute for Biomedical and Health Disparities Research, originally funded by the National Center for Research Resources at the National Institutes of Health and now housed in the NIMHD, supports the development of key infrastructure to increase faculty competitiveness in biomedical research.

The grant supports core facilities in molecular biology and tissue engineering; biosensor and biomarker technology; and proteomics and genomics. Furthermore, the Institute is a part of the Research Centers in Minority Institutions Program. The mission of the RCMI program at TSU is to enhance the research capability and infrastructure, to strengthen the competitiveness of minority scientists in conducting biomedical and behavioral research, and to promote studies in medically related fields that disproportionately affect minority health.
The Center for Cardiovascular Diseases

The Center for Cardiovascular Diseases is a five-year grant supported by the NHLBI at the National Institutes of Health. The Center for Cardiovascular Diseases (CCD) is a joint initiative of the National Heart, Lung, and Blood Institute (NHLBI) of the National Institutes of Health (NIH) and Texas Southern University with a mission to discover solutions to health and other problems that disproportionately affect urban minorities. The goal is consistent with the mission of COPHS to academically prepare and develop diverse, predominately African American students to discover solutions to health and other problems that disproportionately affect urban minorities through scholarship, research, and outreach programs to the community. Additionally, this initiative seeks to develop programs and activities which enhance research capacity building within the COPHS as well as promote increased intensive laboratory training to students and add to the number of minority biomedical scientists that conduct health disparities research.

The Center for Health Disparities Research: Cardiovascular Diseases and HIV

The Center for Health Disparities Research is a joint initiative of the NHLBI of the National Institutes of Health and TSU, with the goal that the Center for Health Disparities Research will synergize with ongoing research activities at the Center for Cardiovascular Diseases (CVD). The center seeks to augment and strengthen TSU’s research capabilities and resources in biomedical and behavioral research. The goal of the Center is to reduce disparities in HIV and CVD among disparate populations in the City of Houston. Additionally, the Center seeks to enhance the biomedical research capability of TSU in discovering solutions to health and other problems that disproportionately affect urban minorities. These efforts should close the gap in mortality and morbidity associated with HIV and CVD among different populations, including African Americans and Hispanics.

COPHS was awarded approximately $11.7 million in research, education, and training grants and contracts from September 2008 through August 2013. Of this amount, research awards totaled $1,678,447 as illustrated in Exhibit 4.

Exhibit 4: Research, Education, Training Grants, and Contracts Awards September 2008 – August 2013

<table>
<thead>
<tr>
<th>Departments</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Practice – Research</td>
<td>$563,973</td>
</tr>
<tr>
<td>Pharmaceutical Sciences – Research</td>
<td>942,811</td>
</tr>
<tr>
<td>Health Sciences – Research</td>
<td>171,663</td>
</tr>
<tr>
<td>Subtotal – Research</td>
<td>1,678,447</td>
</tr>
<tr>
<td>COPHS Enhancement (Title III Funds, etc.)</td>
<td>9,979,781</td>
</tr>
<tr>
<td>Total Awards</td>
<td>$11,658,228</td>
</tr>
</tbody>
</table>
Emerging Research Opportunities

Faculty are also engaged in research in clinical pharmacology and drug development; clinical measures that identify patterns and trends of morbidity risk among student populations; standardizing inter-rater reliability for clinical evaluation of students; molecular pharmacology and toxicology, community outreach and pharmacoeconomics. 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 the infusion of new technology into its infrastructure and academic programs. For example, high content screening drug discovery, a method used in drug discovery to identify substances that alter a cell in a desired manner, such as a receptor used for lung cancer which can systematically identify which drug has the most impact. Nanotechnology offers opportunities to create revolutionary new drug delivery systems, formulations for poorly soluble drugs and novel devices such as administering a drug that travels through the human body to seek out and destroy small clusters of cancerous cells before they can spread or travel to a specific organ of the body. Also computer modeling and imaging is used to see inside the body and detect diseased areas.

Services

COPHS faculty, administration, and students place a high degree of emphasis on 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 are summarized in **Exhibit 5**.

### Exhibit 5: Summary of Community Outreach Activities 2008-2013

<table>
<thead>
<tr>
<th>Type of Community Engagement/Outreach</th>
<th>Partner Agencies</th>
<th>Services Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service Learning</strong></td>
<td></td>
<td>Provide opportunities for students to complete 40-hour service requirement associated with course. Students took part in activities to enhance their knowledge of community resources and skills in communications. Activities include development of patient materials, health screenings, patient resource referrals, and health education presentations.</td>
</tr>
<tr>
<td><strong>Disease Awareness/Fundraising</strong></td>
<td>Susan G. Komen Race for the Cure, March of Dimes</td>
<td>Raise funds to support research and education programs of various voluntary health organizations.</td>
</tr>
<tr>
<td><strong>Disease Management – Elderly</strong></td>
<td>City of Houston Area Agency on Aging</td>
<td>Provide medication management services and newsletter for the elderly. Visit homes and discuss dosages and other matters.</td>
</tr>
<tr>
<td><strong>Disease Management – Youth</strong></td>
<td>Houston area elementary schools</td>
<td>Teach students about asthma management through the American Lung Association’s Open Airways for Schools program. Also 2013 program to manage obesity.</td>
</tr>
<tr>
<td><strong>Health Disparities Research</strong></td>
<td>Local health care institutions, National Center for Minority Health and Health Disparities</td>
<td>Focus on reducing cardiovascular disease and stroke in minority populations in Houston.</td>
</tr>
<tr>
<td><strong>Health Screening Programs</strong></td>
<td>American Diabetes Association, American Heart Association, MD Anderson Prostate Cancer Outreach Program, Houston Housing Assistance Program, Baylor College of Medicine</td>
<td>Provide health-screening services for community members through both program- and community-sponsored health fairs and service-learning activities. Provide community based health-related experiences for students.</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Top Ladies of Distinction, Top Teens of America, Discovery Youth Foundation, Alpha Kappa Alpha Sorority Inc., Amigo de las Americas</td>
<td>Expose and counsel youth on general health professions opportunities and specific program offerings at COPHS.</td>
</tr>
<tr>
<td><strong>Seminars</strong></td>
<td>TSU COPHS RT Lambda Beta (national student organization for respiratory care profession), American Association for Respiratory Care (AARC)</td>
<td>Provide continuing education and professional development seminars for practitioners, faculty and students for pharmacy and respiratory care practitioners. Advances student leadership opportunities.</td>
</tr>
</tbody>
</table>
The COPHS faces the challenges of numerous current and emerging issues. The College strives to focus on the issues of most importance in the long-term, while uncovering opportunities that will better allow COPHS to compete in a rapidly changing environment. Current and emerging issues include the following factors.

**Competitive Climate**

COPHS is amidst other pharmacy and health sciences colleges and schools throughout the United States that compete for quality applicants. More specifically, the State of Texas has experienced an increase in the number of available options to quality applicants seeking pharmacy and health science degrees. Such emergence of competitors as well as new delivery formats has essentially increased the bargaining power of potential students. To stay competitive, the College will seek innovative ways to enhance its brand through the development of partnerships that encourage positive reference, citation and reflection by our students, graduates and community stakeholders. A deliberate plan and strategic involvement by key stakeholders is vital in shaping perspective students’ perception of the COPHS’ quality educational experience.

In the effort to ensure our mission—and to respond to these challenges—the College will implement a new multifaceted “targeted” recruitment strategy.

The general scheme for the Pharmacy programs involves: (1) the development of an early admissions (0-6) program, (2) a new undergraduate degree program leading to the Bachelor of Science degree in Pharmaceutical Sciences, and (3) targeting different populations of high school and college students based on investigations of potential factors which may influence pharmacy and non-pharmacy students’ major selection. The College will pursue non-traditional methods of recruitment that can increase the awareness of pharmacy as a potential academic course of study and career.
Additional strategies to address issues of post-secondary health science competition include: (1) development of pipeline partnerships with primary and secondary schools, (2) expansion of partnerships and matriculation agreements with community colleges that permit opportunity for advanced education for health professionals, (3) expansion of curricula delivery methods (4) establishment of a competitive state-of-the-art learning environment, and (5) enhancement of programs’ visibility through marketing of program achievement and community involvement.

**Economic Environment**

State funding is highly competitive due to factors such as the funding formula, funding accountability issues, student scholarship and loan support limitations based on available state funds. State funding is an issue of concern for the University and COPHS. These concerns include reduced state appropriations, decreased enrollment, and the impact of the funding formula for state appropriations. Accountability issues also raise budgetary concerns.

For the 2013-2014 fiscal year, TSU experienced a reduction in state appropriations, loss of tuition revenue, and decreased enrollment which accounted for a budget shortfall. Research indicates that the decrease in enrollment is directly related to policy changes by the U.S. Department of Education related to Pell Grant awards coupled with the changes in the Parent Plus Loan from 2012; the result of these changes caused students to lose federal financial support from these sources. The University is optimistic that measures can be taken to reduce expenditures and adequately offset these losses. Therefore, the College is focusing on aggressive methods to maximize enrollment for all programs.

The COPHS receives a reduced allocation of state funding because of its classification as a program on an academic campus versus a health-related campus. The funding formula allocated for academic courses at academic institutions is substantially lower for the same courses of instruction at health-related institutions. Attempts to gain additional state funding for the pharmacy program based on the disparity in formula funding have proved unsuccessful when presented to the legislature.

The University also faces the concern of performance-based funding which is a growing trend in higher education supported by policymakers for greater accountability. This plan would tie all federal financial aid programs to a rating system of colleges on affordability, student completion rates, and the earnings of graduates.

It should be noted that the state budgetary issues presented do not pose constraints on student scholarship support from the College and loan support from the University.

**Health Services Reform**

Emerging funding initiatives through health care reform provide unique opportunities for the College’s researchers and practitioners to collaborate and lead large multidisciplinary research projects. Such projects are aimed towards improving the quality of care provided to patients through collaborations and coordination of care across disciplines and systems.
The Affordable Care Act (ACA), also referred to as health care reform, regards pharmacists as “Health Care Providers”, and not merely prescription dispensers. More specifically, many state Medicaid programs are revising their plans to accommodate teams of providers including pharmacists.

As a result, more and more pharmacists are electing to become members of interdisciplinary teams and/or participants of “Accountable Care Organizations” (ACOs). Such emerging care models are providing valuable opportunities for services such as managing complex medication therapies, providing patient education, and reducing medication and ultimately health care costs.

Programs in Pharmacy and Health Sciences should prepare for revision of curriculum design and clinical training that support the tenets of the ACA, particularly the transformation of “sick care” towards a focus on disease prevention and health promotion. ACA health workforce provisions can potentially lead to increased training, recruitment, and retention of both clinical and public health professionals. As well, larger insured patient populations and added defined ACA protocols can increase reliance on allied professionals.

**Opportunities**

We understand that competition, economic barriers, health care reforms, and other emerging issues require us to seek opportunities to meet such challenges. The need for interprofessional and interdisciplinary expertise for wellness, disease prevention and disease management has been identified by the Institute of Medicine and other national organizations. The development of new medicines, proof of their efficacy and safety, and creation of clinical practice guidelines based on scientific evidence are necessary in order for patients to obtain the best use of their medicines. The future is clouded by several issues, including the need for treatment of increasing numbers of more complex chronic diseases, a general decline of new drug approval, and the increased public scrutiny of drug costs and drug safety.

The pharmaceutical industry continues to need a talented pool of graduates in the pharmaceutical sciences that are trained and mentored through our educational and research enterprises. The need for innovation in early state drug discovery and for highly-trained pharmaceutical scientists and pharmacy professionals are great and provide unique opportunities for COHPS.

Thus, as a College, we must embrace an “educational renaissance”, through an in-depth examination of the changing face of health care and the role of health care professionals. In order to prepare for and develop the 2013 – 2019 Strategic Plan, COPHS’ faculty and staff participated in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in January 2013. During this activity, key areas of focus emerged and are incorporated throughout the plan. Working together and utilizing the information from our SWOT analysis, we have the potential to prepare our students for the many challenges and opportunities that face them in this era of increased health care competition and reform.
The COPHS has identified the following eight strategic initiatives critical to take COPHS to the next level of success.

1. Organization & Administration
2. Accreditation
3. Faculty and Staff Development
4. Student Development
5. Recruitment & Outreach
6. Research
7. Facilities Management & Resources
8. Program Evaluation & Assessment

The following pages present the goals, objectives, action steps, and key performance indicators (KPIs) undergirding COPHS’ strategic initiatives.

College-wide evaluation and assessment tools support on-going performance measurement and monitoring of progress in achieving the objectives of these initiatives. A key performance indicator is a type of performance measurement utilized by COPHS to evaluate the success of specific activities. These assessments often lead to the identification of potential improvements, so performance indicators are routinely associated with performance improvement initiatives. Accordingly, choosing the right KPIs relies upon a good understanding of what is important to the College to fulfill its mission and vision.
1. Organization & Administration

Current Situation – Goal 1: Unifying COPHS

The College is organized with a Dean, an Associate Dean for Academic Affairs, an Assistant Dean for Student Services, an Assistant Dean for Practice Programs, a proposed Interim Associate Dean for Health Sciences (Fall 2013) and three (3) Department Chairs.

The Dean of the College is responsible for providing leadership to COPHS in achieving its mission and goals. 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 proposed Associate Dean of Health Sciences is a newly created position designed to bring additional leadership to the department and will be primarily responsible for setting the strategic direction for curricula and instruction and professional development for the Health Sciences Department. The assistant and associate dean positions will work closely together to promote better integration between Pharmacy Practice Programs and Health Sciences. The Department Chairs are responsible for the administration of the didactic and experiential components of all programs.

Prior to hiring a new dean in September 2013, an Interim Dean led the College since October 2011, including development of the 2013 – 2019 Strategic Plan.

In 2007, COPHS learned that there was a perceived division or inequity between Pharmacy and Health Sciences as it relates to allocation of resources, equipment, faculty, and facilities. Through the current strategic planning process, it was determined that unifying COPHS through the One College, One Mission, One Goal concept will continue to be a major focus for faculty, administration, and students.

Accomplishments from 2007 – 2013

The permanent Dean of COPHS was hired in September 2013. Groundwork has been established to fill the proposed Associate Dean of Health Sciences position and to streamline the Dean’s organizational span of control, which support making the College’s leadership and planning functions more effective.
Directors of Assessment, Planning, and Effectiveness and Academic Advising and Counseling were added to the College’s organizational structure in July 2012. In past years, COPHS utilized the University’s faculty bylaws. COPHS drafted its first set of faculty bylaws and gained faculty approval in August 2013.

The College developed and implemented a formal communications plan in June 2013 that addresses communications between all stakeholders – faculty, staff, students, preceptors, alumni, and administrators.

Several initiatives focused on unifying COPHS such as establishing new faculty committees and including staff on the committees. These included Professionalism and Faculty/Student Relationships Committee and the Interprofessional Education Committee.

**2013 – 2019 Goals and Objectives**

An effective, functional, organizational structure is critical for COPHS to ensure that the needs of the academic programs are met, and that the administration operates effectively and efficiently. By the end of this decade, COPHS will be organized and operated as one unit that consists of at least nine degree programs.

With the hiring of the new dean, there will be an ongoing assessment of COPHS to determine the future direction of the organizational structure and associated strategies for success. At the same time, COPHS will continue to refine some of the initiatives that were started, but not completed, in the previous planning cycle, such as:

- Centralizing student services and experiential programs to meet the needs of all degree programs within the college.
- Housing all faculty, staff, and students in one facility.
- Focusing the College’s graduates on quality education and training in health care using interprofessional curricula and experiences.

**Exhibit 6**, on the following page, depicts the current organizational structure of COPHS.
Current Situation – Goal 2: Pharmacy Practice Department

A competent health care professional in the practice of pharmacy is the expected product of the COPHS Doctor of Pharmacy (Pharm.D) program. The Pharm.D graduate should possess foundational science knowledge, effective skills in provision of patient care, medication use management and personal attributes including self-awareness, innovative, leadership and professionalism essential for pharmacy practice at the highest level of the profession in any contemporary practice settings.

The new curriculum implemented in 2009 has been instrumental in achieving integration of basic and clinical sciences, early exposure of students to clinical sciences, increasing the number of credit hours for pharmacotherapy and organizing pharmacotherapy around organ systems. These changes have in a tangible way resulted in a better prepared pharmacist professional.

While the curriculum has improved significantly, we still have more than 5 percent of students who do not perform at the required level with gaps in their entry level skills. To close this gap, during the next six years the College of Pharmacy will implement several initiatives that will focus on student learning processes both during, pre and post-graduation.

Accomplishments from 2007 – 2013

During the prior strategic planning period several accomplishments in the program were noted. Among these were the implementations of the integrated curriculum, objective structured competent examinations (OSCE) for every year of the professional program, introductory pharmacy practice experiences (IPPE), formative and summative examinations, and student success plans. Additionally, Disease State Management (DSM) case presentations which are designed around four core rotations have been implemented to assist with the learning objectives of the practice. Two successive Pharm.D classes have matriculated through the new curriculum and we have observed improvements in the performance of students as a result of the new curriculum. Fourth year students have been able to win national patient counseling completion for two consecutive years. There has been a persistent increased passage rate on College exit examination and North American Pharmacist Licensure Examination (NAPLEX).

2013 – 2019 Goals and Objectives

In the next six years, COPHS will implement forward thinking initiatives that ensure COPHS Pharm.D graduates achieve the highest level possible of entry level pharmacy practice skills and personal attributes. These initiatives will focus and augment student learning processes, skills development and practice opportunities both during, pre and post-graduation. These will include evidence based training that achieves practice initiative such as the 2015 American Society of Health Systems Pharmacists (ASHP) practice model.
The IPPE program is being reorganized to provide more structured training during the professional program year one (P1) year with the use of Simulation Labs. Program year P2 and P3 students will begin their experiential training during the Summer prior to the start of their P2 and P3 year. Providing the practice experiences in the summer will allow the program to create a dedicated 4-week rotation blocks similar to the advanced pharmacy practice experiences (APPE) program (6-week blocks). The goal is to create a more structured learning and teaching experience for the students and preceptors. The expected outcome will let the student focus on their didactics during the semester allowing for an increase in student learning improved progression, and ensure the alignment of pre-APPE domain structure with COPHS Terminal Outcomes and ACPE Appendix C.

An additional goal is achievement of experiential assessments of students, sites and preceptors. A Preceptor Report Card is being developed to help preceptors’ better instruct students and to identify areas of improvement for their own continued professional development.

Implementation of core rotation assessments for fourth year pharmacy students to align both the student and preceptor/site with the learning objectives for that practice experience is another goal.

Improvements in OSCE are being developed to add more simulation to the examination and incorporate this assessment in both pharmacy and health sciences programs. Finally, we will achieve a minimum 95 percent first time passing rate for pharmacist licensure.
Current Situation – Goal 3: Pharmaceutical Sciences Department

The Department of Pharmaceutical Sciences, along with the Department of Pharmacy Practice, offers courses leading to the Doctor of Pharmacy (Pharm.D.) Degree. This is a six-year program requiring two years at the pre-pharmacy level and four years of study at the professional level. Courses offered through this department include the following disciplines: biochemistry in human diseases, pharmaceutics, pharmacokinetics, and integrated courses including pharmaceutical/medicinal chemistry, pathophysiology, and pharmacology. The department also offers courses leading to the Master of Science (M.S.) degree and Doctor of Philosophy (Ph.D.) degree and in Pharmaceutical Sciences.

There are 17 tenured and tenure-track faculty, one research faculty, three adjunct teaching faculty members, and a program coordinator. The department is growing rapidly with the continued expansion of the MS/PhD graduate program. Faculty are actively engaging in pharmaceutical research, and hence demands are also high in the area of research support such laboratory spaces, funding for graduate student assistantships, labor supplies, and updating equipment. In order to maintain competitiveness, the department needs more productive faculty and institutional support for faculty to conduct research. The department supports the primary mission of the College of Pharmacy and Health Sciences to produce quality health care professionals, particularly minorities who are competent in health care delivery including the provision of patient centered care and other health care services and programs.

The department is committed to an innovative, productive and receptive learning environment for instructional interactions, research and scholarly activities, and service; and to infusing new technology into its infrastructure and academic programs for the advancement of pharmaceutical education and research. In addition to providing basic pharmaceutical sciences instruction to doctor of pharmacy students, faculty are conducting research in several areas including atherosclerosis, hypertension, cerebrovascular diseases, cancer, infectious diseases and novel drug delivery systems. The faculty is also working to develop special programs to meet growing demands of the pharmaceutical profession or in pharmaceutical sciences.

Accomplishments from 2007 – 2013

The Department of Pharmaceutical Sciences faculty is actively and fully engaged in the development and implementation of the new Pharm.D. Curriculum. With the hard work of the faculty, the new curriculum has been a great success and the first group of the graduates achieved a 94.7 percent passage rate on the North American Pharmacist Licensure Examination during May through August 2013 exam window. Since the establishment of a MS/PhD program in Pharmaceutical Sciences, the department has graduated four PhD candidates who are currently working in drug companies, academic institutions, and the FDA. The department’s faculty was significantly strengthened with the successful recruitment of six new faculty members with expertise in nanotechnology, genomics, molecular pharmacology, and pharmaceutical chemistry.
The department strives to maintain a faculty with the necessary credentials and scholarly capability to offer a quality education to its students. During the 2007 – 2013 timeframe, over 82 percent of the faculty members in the department conducted some form of research and scholarly activity; 76 percent of the faculty had peer-reviewed publications; 35 percent of the faculty received some type of award or recognition; 53 percent received individual or cooperative research grants and contracts; and five faculty members either obtained or made applications to obtain U.S. patents. Pharmaceutical Sciences faculty are principal investigators in various federal research grants.

The department faculty, staff, and students participated in the College and University level activities as well as many health care related initiatives to help eliminate the disparities in health care delivery to the minority community locally and internationally.

2013 – 2019 Goals and Objectives

The Department of Pharmaceutical Sciences will move forward with overall goals of providing quality and effective delivery of course materials in the Pharm.D. and Ph.D. programs, promoting faculty and student participation in scholarly activities which advance pharmaceutical education and research, and improving faculty participation in service activities.

The department will work closely with the college administration and partner units to address the current needs including the development and implementation of a Bachelor of Science program in Pharmaceutical Sciences; enhancing faculty development programs to retain and recruit talented pharmacy faculty; and creating effective incentives for productive and dedicated faculty.

We will also focus on securing more extramural funded research grants to the faculty; providing state-of-the-art laboratory infrastructure support for faculty to conduct cutting edge research; and promoting innovative collaborative teaching and research activities in the department.
Current Situation – Goal 4: Health Sciences Department

The Department of Health Sciences consists of five high-performing and nationally recognized undergraduate health professions programs: Clinical Laboratory Science (CLS), Environmental Health (EH), Health Administration (HA), Health Information Management (HIM) and Respiratory Therapy (RT). Each undergraduate program has been awarded the esteemed educational status of full accreditation or certification by the respective professional educational agency. The Department also offers the Masters in Health Care Administration program as one of three graduate programs in the College.

Health Sciences programs maintain over 35 clinical and health-based affiliations within the Houston metropolitan area through which students achieve practical health service experiences essential to their respective student learning outcomes. Additionally, the programs preserve strong community relations through collaborative educational and research initiatives, and through faculty community service appointments at both local and national levels. Department faculty members, are responsible for accomplishing the educational objectives of the six health sciences programs through the benefit of collective effort, specialized professional expertise and achievement, community involvement, scholarly advancement and collegial assignment within their respective programs.

Health Science students are guided by a systematic matriculation and advisement process that permits both personal and professional development through skill-building and critical thinking exercises, specialized and interdisciplinary activities, and opportunity to practice communication and strengthen interactive adeptness. As such, the faculty commits to the expectant progression and success for the more than 500 enrolled health sciences majors to become market ready and, as applicable, licensed and credentialed graduates, poised for service and leadership in our local and national health care arenas.

Accomplishments from 2007 – 2013

In keeping with the COPHS mission to produce quality health professionals competent in the delivery of health services, the Health Sciences Department is pleased to assert an impressive record of accomplishments for the previous seven years.

The Health Sciences Department graduated more than 400 students over the past seven years producing alumni that have since become leaders in a range of health service industries including clinical practice managers and directors, public health advisors and regulators, and health service administrators. These and other graduates have returned to serve the department and college as contributing alumni, as faculty adjuncts, and as industry representatives.

The Health Sciences Department continues to maintain, establish, and build additional community partnerships. With five of our six programs having increased, and/or renewed existing clinical affiliate sites, the department now carries over 35 clinical and health related practice sites. As a result of these affiliations, the department has strengthened student internship and practice potential, effected program and departmental grant proposals, and crafted various
partnership initiatives. The department has also strengthened interdisciplinary activities through cross disciplinary faculty scholarship ventures, and through faculty-student community health initiatives. Health Sciences faculty continue to hold prominent community-based appointments such as advisory council to the Environmental Protection Agency, as a commissioner for the state forensic science commission, as leaders on community educational boards, as journal reviewers, and other prestigious community appointments. For example as advisory council, the COPHS representative serves as a council member for the EPA’s National Advisory Council on Environmental Policy and Technology (NACEPT). The council provides advice directly to the Director/Head of EPA on a broad range of environmental policy, technology and management issues. A faculty member also serves as commissioner for the Texas Forensic Science Commission (FSC). The FSC, created under House Bill 1068, has the mission to strengthen the use of forensic science in criminal investigations and courts. In addition, an Associate Professor served as president of a local area independent school board and president of the Texas Association of School Boards.

2013 – 2019 Goals and Objectives

The Health Sciences Department is poised to address identified program needs and advancement strategies through implementation of the 2013 – 2019 college strategic plan. The Plan outlines vital human resource adjustments, including addition of administrative and support personnel to achieve equity in departmental recognition and decision making, and to accommodate increased operational workload, each by Spring 2014. To achieve development of program expansion initiatives and accreditation for all department programs, plans include the hiring of high-quality and dedicated faculty commencing in Fall of 2013, with expected completion by 2018. Additional personnel will assist in the development of program expansion initiatives, establishment of an operational task-force by May 2014, and achievement of full accreditation and certification status for all department programs by Fall 2017. The department also plans to update faculty designation and promotional opportunities as a college effort by Fall of 2016. This will provide more incentive for dedicated full-time, clinical-based faculty to be more productive.

Critical to the achievement of planned strategies is the acquisition of state-of-the-art infrastructure, space and technology to assure program educational delivery in preparing competent, market ready, graduates and professional leaders. The College will develop and implement strategies to develop modern facilities to accommodate all programs within COPHS.
Strategic Initiative #1:
Develop an organization that facilitates achievement of goals and effectively utilizes its resources.

Goal #1:
Continue unifying the organizational structure to support the vision of “One College, One Goal, One Mission”.

- **OBJECTIVE 1.1** – Adopt comprehensive methods of identifying and removing cultural and operational fragmentation throughout COPHS.
  
  **Action 1.** Continue to refine and maintain an effective and efficient college-wide communications system which promotes unity amongst all COPHS stakeholders such as faculty, staff, students, preceptors, administration, and alumni.

  **Action 2.** Ensure COPHS administrative leaders are working collaboratively to promote a culture of inter-professional education and practice opportunities.

  **Action 3.** Cultivate an organizational environment within COPHS which enhances faculty collaboration and student learning.

  **Action 4.** Increase leadership team development. Increase development in team work, team-building workshops for all faculty and staff, and faculty/staff/students/alumni activities.

  **Action 5:** Establish an efficient process to ensure decision-making is made with adequate justification, timely communications, and transparency.

- **Key Performance Indicators**

  1. Periodic updates of COPHS’ college-wide communications plan. (Annually beginning Fall 2013)

  2. Evaluation of college-wide faculty/staff/students/alumni activities to monitor effectiveness. (Identify designated social events by May 2014; minimum 75% participation at events by Fall 2019.)

  3. Publicized and incentivized COPHS leadership/team-building workshops for all stakeholders including faculty and staff. (At least 1 annually beginning summer 2013)

  4. Analysis of faculty, staff and student annual survey data. (Yearly within 30 days of completing annual survey beginning Fall 2013)

  5. Documentation of outcomes of Inter-professional Education (IPE) committee meetings. (At least 1 per semester beginning Fall 2013)

  6. Hold IPE information event. (At least 1 event annually beginning Fall 2013)
7. Documentation of process for establishing an efficient process to ensure decision-making is made with adequate justification, timely communications, and transparency. (Fall 2013)

- **OBJECTIVE 1.2** – Promote organizational stability and growth.
  
  **Action 1.** Finalize, publish, and distribute COPHS’ faculty approved bylaws.
  
  **Action 2.** Establish Clinical Faculty status designations.
  
  **Action 3.** Promote awareness and buy-in among all stakeholders on the strategic direction of the College and their roles in achieving the goals.
  
  **Action 4.** Establish and maintain departmental annual reports (i.e. faculty profile reviews, scholarly activities, faculty development activities, budgets, etc.).

- **Key Performance Indicators**
  
  1. Promotional materials articulating the College’s mission and vision. (Review quarterly and update as necessary, beginning Fall 2013)
  2. Annual faculty and staff recognition program. (May of each year, beginning 2014)
  3. Annual review of faculty bylaws. (By Fall semester, beginning 2013.)
  4. Establishment and implementation of Clinical Faculty Status designations. (By Fall 2014)

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**Goal #2:**

To develop competent health care professionals in the practice of pharmacy.

- **OBJECTIVE 2.1** – Produce Pharmacy Practice graduates that demonstrate competency in the delivery of patient-centered care through innovative pharmacy education practice models and research.
  
  **Action 1.** Identify and implement best practices for educating and training students.
  
  **Action 2.** Establish and sustain post-graduate education leading to accreditation of eligible programs.
  
  **Action 3.** Establish inter-professional experiences to develop skills in communication and leadership.
  
  **Action 4.** Identify current and future trends in the health care industry in order to establish collaborations in practice and research.
  
  **Action 5.** Enhance core practice experiences to engage interns in innovative pharmacy practice models.
Action 6. Increase College stakeholders’ awareness of IPE competency domains.

Action 7. Provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the required professional competencies.

- Key Performance Indicators
  1. Identification and use of best practices and care processes to inform students, residents, and pharmacy practitioners in the delivery of patient care. (Fall 2014)
  2. Implementation and assessment of new post-experiential training tools and evaluation processes. (Fall 2013)
  3. Formal, updated evaluation methods for processes of care essential to pharmacy practice (e.g. medication history taking, medication reconciliation, discharge counseling) and documentation of core elements of each process. (Spring 2014)
  4. Formalized plan that incorporates “mock simulations” throughout the curriculum for students’ knowledge application and learning. (Fall 2015)
  5. ASHP accreditation for the Pharmacy Practice post graduate [PGY1] residency program. (Summer 2016)
  6. Inter-professional (IPE) training for faculty and staff. (One training annually beginning Fall 2013)
  7. Enrollment reports and plans for pharmacy practice experiences. (Project the number and types of sites needed annually beginning Fall 2013 and annually thereafter)
Goal #3:
To train independent and creative graduates for careers and advance degrees in pharmaceutical sciences.

- **OBJECTIVE 3.1** – To prepare graduates with the knowledge and skills needed for the BS, PharmD, MS and PhD degrees in pharmaceutical sciences.
  
  **Action 1.** Identify and implement best practices for educating and training students.
  
  **Action 2.** Provide students with optimal understanding of critical scientific principles and knowledge which influences modern biomedical and pharmaceutical therapy.
    
    a. Prepare students for careers and research in the pharmaceutical sciences, including molecular pharmacology, drug delivery, medicinal chemistry, and pharmacokinetics/pharmacodynamics.
    
    b. Establish inter-professional experiences to develop skills in communication, team-building, and leadership.
    
    c. Prepare students with the knowledge and skills needed in drug discovery, drug development and, personalized drug therapy for advanced degrees.
  
  **Action 3.** Expand development opportunities outside of traditional learning contexts.

- **Key Performance Indicators**
  
  1. Examples of documented instructional tools and best practices disseminated to faculty to provide student exposure for careers and advance degrees and associated communications and leadership mechanisms. (Fall and Spring semesters each year beginning Fall 2014)

- **OBJECTIVE 3.2** – To expand the degrees offered with a new undergraduate degree program for the Bachelor of Science in pharmaceutical sciences.
  
  **Action 1.** Pursue the establishment of a new undergraduate degree program leading to the Bachelor of Science in Pharmaceutical Sciences.
  
  **Action 2.** Develop a plan to recruit and promote the B.S. in Pharmaceutical Sciences; targeting mid to high performing TSU pre-pharmacy students.

- **Key Performance Indicators**
  
  1. Written proposal for establishment of a new undergraduate B.S.P.S. degree program. (Fall 2014)
  
  2. Demonstrated student achievement through increasing levels of integration of skills as they progress through the program. Example: Annual formative/
summative examinations passage rate percentage 70 percent or higher. (Annually, beginning Fall 2019)

- **OBJECTIVE 3.3** – To promote faculty development and innovative scholarly activities and to enhance the PhD program in pharmaceutical sciences.

  **Action 1.** Enhance faculty research portfolio through collaboration and innovation.

  **Action 2.** Encourage faculty to seek grant funding for their research.

  **Action 3.** Improve the overall quality of the graduate program.

- **Key Performance Indicators**

  1. Faculty presentations at research forums at local, state, and national levels. (At least one annually beginning August 2014)
  2. Faculty publications in peer-reviewed journals. (At least one annually beginning August 2014)
  3. Faculty submit extramural research grant applications for funding. (One annually per faculty, beginning December 2014)
  4. Graduate students’ presentations/publications. (One annually per student beginning December 2014)
Goal #4:

To develop competent health professionals in Health Sciences.

- **OBJECTIVE 4.1** – To develop health professionals that benefit local, national and international communities through service as patient-centered clinical practitioners, as population-focused health practitioners, as public health policy and regulatory specialists, as innovative leaders in health systems management, and as health scientists that contribute to health research and education, and to the promotion of health and community well-being.

  **Action 1.** Identify and implement best practices for educating and training students.

  **Action 2.** Establish dual or tract programs in Clinical Laboratory Sciences in forensics and other disciplines.

  **Action 3.** Establish an Environmental Health graduate program.

  **Action 4.** Establish Health Administration minor tract for multiple academic majors.

  **Action 5.** Establish professional degree tracts between existing programs.

  **Action 6.** Enhance and continue program expansions such as the Lone Star Campus (LSC).

  **Action 7.** Establish an honors tract for Health Sciences programs through the University Honors College.

  **Action 8.** Establish dual MHCA programs with MPA, MBA and PharmD (other options to be considered).

  **Action 9.** Establish inter-professional experiences to develop skills in communication, team-building, and leadership.

- **Key Performance Indicators**

  1. Development of a comprehensive plan to institute each new programmatic expansion, such as needs assessments, and detailed timelines. (May 2014)

  2. Establishment of an operational task-force for implementation and monitoring. (May 2014)

  3. Hiring of faculty to support high-quality instruction for program expansion, meet accreditation and market needs. (Fall 2013 – Fall 2018)

  4. Reorganization of department to include DHS Associate Dean, Unit Program Coordinator, and Advisor positions. (Spring 2014)

  5. Establishment of Clinical Faculty designation and promotional process. (Fall 2016)
Goal #5:
To evaluate, assess and design the organizational structure annually to ensure that it meets the COPHS needs and accreditation/compliance standards.

- **OBJECTIVE 5.1** – Monitor the organization and administration structure for academic gaps, vacancies, and comparison to peers.
  
  **Action 1.** Ensure that each department or operational unit assesses structured positions during its scheduled assessment and effectiveness (A&E) advisory sessions.

  **Action 2.** Establish a formalized benchmarking criteria and process for the COPHS.

  **Action 3.** Establish procedures to ensure vacant positions are filled in a timely manner.

- **Key Performance Indicators**
  
  1. Initial organizational assessment process. (January 2014)
  2. A&E Advisory Review Sessions. (Biannually)
  3. COPHS benchmark comparison to peers. (January 2014 and annually thereafter)
  4. Updated/revised COPHS organizational structure. (September of each year)
  5. Select candidates to fill vacant positions. (By July 1 of each year and annually thereafter)
2. Accreditation

Current Situation – Accreditation

TSU is a fully accredited institution by the Southern Association of Colleges and Schools (SACS), the regional body for the accreditation of degree-granting higher education institutions in the Southern States. The COPHS is a member of the American Association of Colleges of Pharmacy and the Association of Schools of Allied Health Professionals. The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). All COPHS programs are currently accredited except the Health Administration and Masters in Health Care Administration.

Accomplishments from 2007 – 2013

Since 2007, the Doctor of Pharmacy program has experienced two focused visits, two interim visits and one comprehensive on-site ACPE Evaluation Team visit; all of which resulted in continued and/or affirmed accreditation. Throughout this period, the overall recommendations from the Evaluation Team suggest that the College focuses on demonstrating evidence-based improvement, in areas such as strategic planning, student development, curricular development/delivery and full achievement of its mission and goals. COPHS has adopted an ongoing college-wide review process, which facilitates improvement and compliance of all COPHS programs requirements.

Within the Health Sciences Department, the Clinical Laboratory Science (CLS) Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Environmental Health (EH) program is accredited by National Environmental Health Science and Protection Accreditation Council (EHAC). The Health Information Management (HIM) Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The Respiratory Therapy (RT) Program is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Health Administration (HA) program is certified by the Association of University Programs in Health Administration (AUPHA). The recent hire of the Masters in Health Care Administration (MHCA) Program Director will service the referenced development of an accreditation plan for the MHCA program.

All five Health Sciences undergraduate programs received nationally recognized awards of accreditation or certification by 2009. Three of these programs, CLS, EH and RT, received the maximum years of accreditation that can be awarded. CLS and EH are each accredited through 2019, and Respiratory Therapy is accredited through 2015. HIM maintains continued accreditation and HA is scheduled to apply for a 2014 re-certification. A summary of the accreditation status follows on Exhibit 7.
Exhibit 7: Summary of Accreditation Status
Fall 2013

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Accreditation Period Ends</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Pharmacy</td>
<td>Accreditation Council for Pharmacy Education (ACPE)</td>
<td>2014</td>
<td>Continued accreditation, next self-study due in 2017</td>
</tr>
<tr>
<td>Clinical Laboratory Science (CLS)</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>2019</td>
<td>Maximum number of years</td>
</tr>
<tr>
<td>Environmental Health (EH) Program</td>
<td>National Environmental Health Science and Protection Accreditation Council (EHAC)</td>
<td>2019</td>
<td>Maximum number of years</td>
</tr>
<tr>
<td>Health Information Management (HIM) Program</td>
<td>Commission on Accreditation for HIM (CAHIM)</td>
<td>2013</td>
<td>Annual certification</td>
</tr>
<tr>
<td>Respiratory Therapy (RT) Program</td>
<td>Committee on Accreditation for Respiratory Care (CoARC)</td>
<td>2015</td>
<td>Maximum number of years</td>
</tr>
<tr>
<td>Health Administration Program</td>
<td>Association of University Programs in Health Administration (AUPHA)</td>
<td>Last certification 2009 – 2012</td>
<td>Will apply for 2014 recertification. Program can receive minimum of 3 to maximum of 6 years.</td>
</tr>
<tr>
<td>Masters in Health Care Administration</td>
<td>Association of University Programs in Health Administration (AUPHA)</td>
<td>Not Applicable</td>
<td>Will begin applying for accreditation in 2014</td>
</tr>
</tbody>
</table>

For applicable programs, Clinical Laboratory Science, Respiratory Therapy and Health Information Management, student performance on professional board examinations increased significantly. The Respiratory Therapy program has consistently produced 100 percent board pass rates for the past six years of student cohorts. The program, having met or excelled in accomplishing accreditation thresholds for student professional credentialing success, job placement and other key accreditation metrics, received recognition and award from its accreditation agency. The Clinical Laboratory Science credentialing success has increased to 75 percent for the 2013 student cohort, up from 47 percent in 2011.

2013 – 2019 Goals and Objectives

Each COPHS program will 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.

Accreditation
- Continue to refine curriculum to improve pass rates on certification and licensure exams
- Enhance instructional technology, career placement, and employer satisfaction
- Actively maintain existing accredited/certified programs
COPHS will actively maintain all existing accredited programs and pursue re-certification and accreditation for the Health Administration and Health Care Administration programs, respectively. COPHS will address compliance with the new 2013 Health Administration certification criteria, and will develop an accreditation plan for the Masters in Health Care Administration program.

COPHS must implement curricular innovations, systematically evaluate outcomes, and modify strategies to continue producing quality health care professionals who are competent in the delivery of pharmaceutical care and other health care services and programs. Additionally, the College must seek to provide an innovative, productive and receptive learning environment for research, scholarly activities and services while implementing new technology in its infrastructure and academic programs.
Strategic Initiative #2:  
Establish a comprehensive, systematic culture ensuring the COPHS meets or exceeds accreditation standards for all degree programs.

Goal #1:  
To establish a college-wide review process which facilitates development, articulation and implementation of a comprehensive plan for compliance and full accreditation of all degree programs.

- OBJECTIVE 1.1 – Maintain full accreditation through the quality of the Pharmacy Practice degree program and in compliance with accreditation standards.
  
  **Action 1.** Ensure that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies required as a member of an inter-professional team.

  **Action 2.** Improve systematic reviews of the curricular structure, content, process, and outcomes, based on assessment data.

  **Action 3.** Develop and implement a structured inter-professional education component to all College program curricula.

  **Action 4.** Increase College stakeholders’ awareness of IPE competency domains.

  **Action 5.** Employ evidence-based practices to competency domains, and integrate enactment of knowledge, skills, values/attitudes that define working together across health care professions, as appropriate to improve health care outcomes in specific care contexts.

- Key Performance Indicators

  1. NAPLEX first-time passage rates; graduation rates; attrition rates for NABP/ACPE compliance. (Meet or exceed national average for each competency area-fluctuates annually, beginning 2014)

  2. Approval of the restructuring of professional courses to enroll students from the various COPHS programs. (Beginning 2015 and annually thereafter)

  3. Curriculum Committee workshops to conduct course/curricula reviews for reporting and recommendations of revisions. (One annually beginning 2014)

  4. Formative and summative assessments. (Students will achieve an 80% passage rate by 2015)

  5. All exams, courses, formative/summative assessments and comprehensive exams. (Students will be at 90% passage rate by 2018)
• **OBJECTIVE 1.2** – Maintain full accreditation through the quality of *Pharmaceutical Sciences degree* programs and in compliance with accreditation standards.

  **Action 1.** Improve graduate students capacity to address major questions in the pharmaceutical sciences including molecular pharmacology, drug delivery, and pharmacokinetics/pharmacodynamics.

  **Action 2.** Promote faculty development and scholarly productivity through innovative research.

  **Action 3.** Expand various program functions through committees, services and recruitment.

• **Key Performance Indicators**

  1. Comprehensive Examination passage rates. (Students will score at least 75 percent annually on the comprehensive assessment beginning Fall 2016 and annually thereafter)

  2. Formative and summative curricular assessments. (Students will achieve 80 percent passage rate by Fall 2015 and annually thereafter)

  3. Increase graduates job placement rates by 5 percent every two (2) years. (Beginning Fall 2015 and biannually thereafter)

  4. Percentages of faculty grant awards and national meetings presentations annually. (Increase by 5% beginning Fall 2015 and annually thereafter)

  5. Percentages of faculty research and publications annually. (Increase by 5% beginning Fall 2015 and annually thereafter)

• **OBJECTIVE 1.3** – Maintain full accreditation/certification through the quality of the *Health Sciences* degree programs and compliance with regional and institutional accreditation agencies as recognized by the U.S. Department of Education.

  **Action 1.** Increase collaboration with Health Sciences program director’s accreditation review committees through scheduled biennial Assessment & Effectiveness plan (A&E) reviews with the Office of Assessment and Assessment Committee (AEIC) using accreditation/certification standards.

  **Action 2.** Develop an ongoing comprehensive review process for certification and accreditation of Health Sciences programs to ensure all reports are in compliance and completed in a timely manner.

• **Key Performance Indicators**

  1. Program exit comprehensive examination passage rates; Board examination passage rates – Accrediting/Certifying/SACS compliance. (Spring 2014)

  2. 3-year aggregate Percentage of total graduates obtaining board credentials. (Greater than 74% beginning Fall 2015)

  3. Accreditation plan for the Master of Health Care Administration (MHCA) program. (Develop by January 2014)
4. Recertification for Health Administration (HA) program. (Fall 2015)
5. Institution of joint participation amongst students in Pharmacy ethics course and Health & Sciences ethics course. (Fall 2015)
6. Assessment & Effectiveness plans review sessions. (1 per semester beginning Fall 2013)
3. Faculty & Staff

Current Situation – Faculty & Staff

Faculty and staff are essential to the educational, research, and service goals of the COPHS.

The faculty in the COPHS are appointed in three departments (Departments of Pharmacy Practice, Pharmaceutical Sciences, and Health Sciences,) and housed in three locations: Nabrit Science Building, Gray Hall, and the Nabisco Building (Texas Medical Center). The COPHS faculty has increased from 43 in 2007 to 52 in 2013, with 15 faculty/instructors in pharmacy practice, 21 in pharmaceutical sciences, and 16 in health sciences.

Currently, there are 20 administrative/professional staff and five research staff positions within the College. Changes in programmatic initiatives have led to both the removal and addition of staff positions. Since 2007, the Coordinator of Distance Education and Media Technology Pre-Health Professions Coordinator and the Director of Alumni relations was removed.

Since 2010, the Director of Assessment, Planning, and Effectiveness as well as the Director of Advising were added to the College’s organizational structure to provide leadership in assessment and advising and support services, respectively. The Director of Experiential Training was replaced with the Director of Clinical Affairs. The Experiential Education/Assistant Professor of Pharmacy Practice is the only open position in COPHS as of Fall 2013.

Since 2007, the COPHS endured the instability of state funding and still maintained its faculty and staff levels to meet the basic teaching, research, and service needs of the College.

A structured professional development and mentoring plan was developed for use in hiring new faculty in the department of Pharmaceutical Sciences in Fall 2012. This plan has been adopted for use in the departments of Pharmacy Practice and Pharmaceutical Sciences. The University has a formal mentoring program for faculty hired within the last five years. Five faculty in Pharmacy Practice and two faculty in Pharmaceutical Sciences are participants in this program. The program includes required participation in the University Teaching and Learning Excellence Center, established January 2012, as well as engagement with research mentors.

Professional development for faculty and staff is identified as an area that requires continued attention in the College. Upon hiring in Fall 2009, the Associate Dean for Academic Affairs was charged with the responsibility of faculty professional development programming. Staff professional development was an area of focus for the Interim Dean, who held several sessions with staff in this regard such as the 2012 retreat.
Accomplishments from 2007 – 2013

During the period covered by the last Strategic Plan, significant accomplishments have been achieved.

- The interim department chair positions have been filled. The administrative assistant positions in two of the departments have been augmented to program coordinator positions.
- Faculty promotions have included 10 from assistant professor to associate professor (eight with tenure) and six from associate professor to professor. Faculty (approximately 33 percent) have received funding/grants for their research. The number of faculty and students participating in research activities has increased significantly.
- The first annual End of Year Faculty and Staff survey was implemented in 2013 to gauge faculty and staff satisfaction in the workplace.
- Two staff members attained advanced (Ph.D.) degrees and additional staff are in advanced academic programs.
- The College conducted two faculty development activities per semester and one professional development activity per semester for staff.

2013 – 2019 Goals and Objectives

The recruitment and retention of qualified faculty and staff is critical to meet the demands of the academic initiatives of the COPHS, with specific emphasis on experiential and interprofessional training. The COPHS must commit to creating an ongoing program of development for its faculty and staff that equips them with the knowledge and skills to actively contribute to the mission and strategic initiatives of the COPHS and University. The College must also establish a program of reward and recognition for those faculty and staff who exceed the expectations of their positions and roles.

Although the College has seen an increase in faculty positions and maintenance of staff levels, the College must continue to assess its need for faculty and staff resources in order to move beyond meeting the basic needs of the programs.
Strategic Initiative #3:  
Ensure that COPHS recruits and retains the talent and leadership to execute our vision and mission.

Goal #1:  
To recruit and retain talented faculty and staff.

- **OBJECTIVE 1.1** – Recruit and retain highly qualified and motivated faculty who meet the needs of the COPHS.
  
  **Action 1.** Identify needed faculty and staff positions, obtain approval, post, and fill any vacant faculty and staff positions.

  **Action 2.** Retain all productive faculty, including promotions, especially for faculty at Assistant Professor level (result of faculty mentoring programs).

  **Action 3.** Continue to refine and implement a structured mentoring development plan (at time of hire).

  **Action 4.** Continue to refine, approve and implement a professional development plan for mid-level and senior faculty.

  **Action 5.** Develop and implement incentives to promote, publicize, and monitor professional service (i.e. National Institutes of Health (NIH) and other grant review panels; elected officers of scientific societies; editorial boards, etc.).

  **Action 6.** Develop and maintain strategies to promote faculty commitment to execute COPHS vision and mission.

  **Action 7.** Enhance and sustain recognition of faculty research, teaching, and service through media attention and awards.

- **Key Performance Indicators**

  1. Documented evaluation of staffing needs and approved positions times posted and filled. (By Fall 2016)

  2. Appointment and retention of faculty on Clinical Track (non-tenure) (By Fall 2016)

  3. Increased emphasis on Scholarship of Teaching and Learning education, with ultimate aim of undertaking a “Master Teacher” designee. (Beginning Fall 2013; increased emphasis by Fall 2019, “Master Teacher” designee)

  4. Documentation of a formal/written mentoring development plan with checklists to provide mentoring in research and teaching for newly hired faculty members. The development plan should conclude in successful promotion to Associate Professor with Tenure within six (6) years of hire. (Documented plan developed at time of hire, beginning Fall 2014)
5. Documentation of a formal/written professional development plan implemented for mid-level and senior faculty. These plans should result in successful promotion to Professor for several faculty within the period of the Strategic Plan. (Beginning Fall 2015 and update annually.)

6. Faculty accomplishments documented in newsletters, on bulletin boards, and announced at faculty meetings. (Minimum of once during each semester, beginning Fall 2013)

7. College-wide activity to promote commitment to mission and vision of COPHS. (Minimum of one activity per semester beginning Fall 2013)

8. Presentation of faculty teaching awards. (College-wide annual presentation in annually, May 2015)

9. Analysis of faculty annual survey results. (May 2013 and annually thereafter)

- **OBJECTIVE 1.2** – Recruit and retain highly qualified and motivated staff who meet the needs of the COPHS.

  **Action 1.** Develop and implement a structured mentoring development plan (at time of hire).

  **Action 2.** Develop and implement incentives to promote, publicize, and monitor professional service.

  **Action 3.** Develop and maintain strategies to promote staff commitment to execute COPHS vision and mission.

  **Action 4.** Enhance and sustain recognition of staff accomplishments through media attention and awards.

- **Key Performance Indicators**

  1. Development of a written mentoring development plan with checklists to provide mentoring in assigned area for newly hired staff. (At time of hire beginning January 2015)

  2. Staff accomplishments documented in newsletters, on bulletin boards, and announced at staff meetings (initially during each semester). (Minimum of one-time during each semester beginning Fall 2013)

  3. College-wide activity to promote commitment to mission and vision of COPHS. (Minimum of one activity per semester beginning Fall 2013)

  4. Presentation of staff professionalism awards. (Annually beginning May 2015)

  5. Assessment of adequacy of departmental operating budgets that includes staff development activity. (Annually beginning Fall 2014)

  6. Analysis of staff survey results. (May 2013 and annually thereafter)
Goal #2:

To improve professional and personal growth of faculty and staff.

- **OBJECTIVE 2.1** – Increase professional skills, talents, and abilities of college faculty and staff.
  
  **Action 1.** Support faculty and staff research and professional development.
  
  **Action 2.** Identify faculty and staff needs for professional development and ways to support such activities.
  
  **Action 3.** Promote collegiality and acknowledgement of duties/services/talents of all faculty and staff.

- **Key Performance Indicators**
  
  1. Documented participation of faculty and staff at local, state, and national research, teaching, and/or professional workshops and/or conventions. (Five total presentations each year; minimum 90% faculty and staff attendance including Teaching & Learning Effectiveness Center (TLEC) courses beginning Fall 2014)
  
  2. Professional development workshops each semester. (Minimum of one per semester beginning Fall 2014)
  
  3. Relationship-building exercise or activity for faculty and staff. (Annually at Faculty/Staff Retreat beginning June 2014)
  
  4. Staff attendance at professional training events (Each staff attend at least one within 6 years by May 2014 and annually thereafter)
  
  5. Increased support of staff achievement of academic pursuits outside COPHS. (By Fall 2019)
  
  6. Increased camaraderie among faculty and staff (by participating in internal social events. (Identify designated social events by May 2014; minimum 75% participation at events by Fall 2019)

- **OBJECTIVE 2.2** – Develop and implement practices that nurture and reward an entrepreneurial spirit throughout the College.
  
  **Action 1.** Provide recognition to faculty and staff who develop and promote opportunities for students to learn and apply sound business principles to address the healthcare needs of a diverse and dynamic population.
  
  **Action 2.** Develop critical thinking and approaches used to produce success by entrepreneurs, and application of ideas to solve patient and healthcare industry issues.
Key Performance Indicators

1. Establishment of networking activities and opportunities with healthcare professionals/entrepreneurs and peers for students to gain knowledge through shared hands-on experiences. (One per semester beginning Spring 2014.)
2. Faculty and staff research and presentations regarding innovative approaches to solve current healthcare issues. (Annual faculty workshops/meetings beginning Fall 2014)
4. **Student Development**

**Current Situation – Student Development**

The Office of Student Services (OSS) is responsible for administering all activities that involve students. Oversight of this office is provided by the Assistant Dean for Student Services. There are six (6) committed full-time staff members with a wide range of backgrounds, talents, and expertise to serve in the areas of admissions, recruitment, retention, advising, and graduation. The staff includes the following positions: Director of Student Services, Director of Academic Advising and Counseling, Coordinator of Admissions, Coordinator of Recruitment and Retention, Senior Office Assistant, and Administrative Assistant. Additionally, there is an Academic Advisor who is housed in the OSS and under direct supervision of the Dean.

In the Fall semester 2012, the College had an enrollment of 1,097 pre-professional and professional students. These students are all serviced in some capacity through the OSS. Students are classified in the College of Pharmacy and Health Sciences (COPHS) as pre-professional or professional. Pre-professional students are lower level students who have not been accepted into the professional phase of any major/program. Professional students are those students that have been accepted into the professional phase of the various degree programs. Advising for pre-professional students occurs via advisors in OSS, while professional student advising is conducted by faculty members in the various programs.

There is a current need to continuously work to improve the academic advising, mentoring, and career counseling of pre-professional and professional students in all programs to ensure academic success and timely graduation. Additionally, communication with pre-professional students and health science students needs to improve to ensure the timely delivery of information and help create an environment that fosters success.

Currently, pre-professional students take the majority of their courses through the College of Science and Technology (COST). There is not a formalized relationship with COST to ensure there is a true understanding of the academic needs of the students who are seeking admission into the professional phases of the programs in the College. Furthermore, there is no structured programming for pre-professional students to ensure they are on the path for academic success.

**Accomplishments from 2007 – 2013**

A newly created position was filled for a Director of Academic Advising and Counseling. This position serves to provide guidance in student support services for students in the areas of professional advising, career counseling, academic monitoring, and conflict resolution. Also, the acquisition of an Academic Advisor has enhanced the advising capabilities of OSS.

Communication efforts with students has improved through the establishment of the monthly Student Leaders meetings, biannual Chats with the Dean, and Blackboard class sites for pharmacy classes. Additionally, the development of the quarterly OSS Bulletin has served as a
way to provide professional level students with information about topics relevant to them. The establishment of an orientation program for incoming student organization leaders has also served as a way to communicate expectations from the College and provide leadership development for these students.

A partnership with the TSU College of Education has been developed to implement a pilot program that allows graduate students in counseling to serve as Student Counseling Interns (SCIs) to provide support services to students who have been identified as academically, “at-risk.”

2013 – 2019 Goals and Objectives

Going forward, the COPHS is positioned to establish collaborative relationships with various entities at TSU who interact with COPHS students at the pre-professional level. Specifically, COPHS will work with COST, which serves as the primary educator for our students at the pre-professional level to ensure they are aware of their educational needs in order to better prepare them for success at the professional level. We will also partner with the Thomas Freeman Honors College to identify potential students who could be awarded scholarships and be granted admissions to the professional programs at the freshman level. Working with the University Academic Village is also a priority to ensure students with COPHS majors are provided support services that will help them be successful. Additionally, we will work with the University to develop a freshman seminar course that is required for all pre-professional students, which exposes them to all of the COPHS career majors and provides tools for academic success.

COPHS will also enhance academic advising to identify students at the freshman/sophomore level who are academically “at-risk” for not being admitted into the professional phase of their major and intervene earlier with advising to guide them in their options for majors, if necessary. Furthermore, we will establish fully functioning academic support services for students at the professional level to provide tutoring services, peer mentoring, and career counseling.

Establishing a mechanism to readily identify professional-level health science students and improve communication with students in health sciences is also a priority for COPHS. We will establish a leadership development program and make it available to all professional students to prepare them as future leaders in the healthcare industry. Additionally, we will work to continue developing and enhancing the professionalization program within the College.
Strategic Initiative #4:
Expand services and access to meet the needs of an increasingly diverse student body.

Goal #1:
To develop an integrated plan which incorporates all of the College’s programs, practices and planning related to achieving the optimal recruitment, progression and graduation of our students.

- **OBJECTIVE 1.1** – Promote advisor-student collaboration and provide opportunities for ongoing individualized support while focusing on holistic student development.
  
  **Action 1.** Monitor and develop the current process within COPHS that gives pre-health professions and professional students adequate support for mentoring and tutoring.
  
  **Action 2.** Evaluate and expand student satisfaction surveys to strengthen and align student/staff perceptions of advising and career counseling services.
  
  **Action 3.** Conduct a comprehensive assessment of students’ perceptions of the quality of pharmaceutical and health sciences education.
  
  **Action 4.** Increase engagement with pre-health professions students to develop an awareness of opportunities in health professions, in support of academic programming.
  
  **Action 5.** Expand advising and career counseling services for pre-health and professional students.

- **Key Performance Indicators**
  
  1. Tutoring and Mentoring program that has active student participation by setting criteria for eligibility, membership guidelines, responsibilities, and incentives. (August 2014 and annually thereafter)
  2. Database system for monitoring participation and use of resources provided by the collaborative support system(s); evaluate pre and post student progress. (August 2014 and every semester thereafter)
  3. Database system for monitoring student satisfaction with support services. (August 2014 and annually thereafter)

- **OBJECTIVE 1.2** – Promote and develop learner-centered, technology-enhanced, assessment-driven, community integrated and inter-professional education in the programs, through cognitive science-based, innovative learning approaches.
  
  **Action 1.** Foster professional competency through life-long learning, and strive for high ideals, teamwork, and unity within the health profession in order to provide optimal patient care.
Action 2. Create new methodologies to teach and support students’ learning and persistence using effective methods of course delivery, teaching practices, and support services.

Action 3. Establish and publicize program outcomes for professional exam success, career placement, and student satisfaction for each program.

Action 4. Strengthen and maintain satisfactory graduation rates for all students.

Action 5. Establish and maintain satisfactory passing rates on comprehensive examinations and preceptor evaluations.

Action 6. Promote and increase inter-professional scholarship activities within department, college and university programs.

Action 7. Increase critical thinking and problem solving exercises throughout the curricula.

Action 8. Provide students the opportunity to participate in local, state, national and/or international professional meetings, internships, and other programs.

Key Performance Indicators

1. Mechanism for measuring increase in scholarly production (i.e., poster and/or oral presentations, publications) of faculty and students. (Minimum 5% improvement annually beginning August 2014)

2. Student and faculty participation in interdisciplinary activities. (5% increase in student participation rates annually beginning August 2014)

3. Analysis of faculty, staff and student survey data college-wide and interdepartmental. (Annually monitor negative survey alert triggers above 20%, beginning Fall 2013 and create action plan for improvement)

4. Comprehensive workshops for interdepartmental staff related to the health industry and assessment best practices. (Minimum of one workshop per year with documented attendance and feedback beginning Spring 2014)

5. Interdepartmental faculty workshops related to teaching and learning methodologies. (Minimum of one per semester beginning January 2014)

- **OBJECTIVE 1.3** – Improve progression and graduation rates by monitoring student performance through early detection of academic difficulty, provision of appropriate remediation and access to individualized students services such as tutoring and faculty advising.

  Action 1. Establish and cultivate a systemic and measurable student success program (i.e. outline program criteria and procedures across all programs)
Action 2. Enhance the early-intervention plan and framework (i.e. grade postings; ‘assessment’ review; comprehensive remediation practices, etc.)

Action 3. Establish a Student Success Task-Force.

Action 4. Examine the admissions criteria on overall academic achievement to ensure it supports the University’s and College’s mission.

- **Key Performance Indicators**
  1. Comprehensive early-intervention scheme such as grade postings, referrals, exam review, attendance, and select remediation practices. (Annually beginning Fall 2014)
  2. Functioning Student Success Task Force. (Meetings twice a year beginning January 2014)

- **OBJECTIVE 1.4 –** Improve communications, professionalism and harmonious relations among all stakeholders.
  
  Action 1. Examine policies and procedures for reporting unprofessional conduct for continuous improvement.

  Action 2. Establish assessment and reporting system(s) to summarize how student issues are resolved.

  Action 3. Engage and cultivate the professional grievance committee’s involvement by introducing best practices through various communication methods.

  Action 4. Establish a plan to assess and report students’ perceptions of professionalism and harmonious relations during appropriate forums.

- **Key Performance Indicators**
  1. Analysis of student/faculty survey results. (Annually beginning June 2014)
  2. Trainings to facilitate students’ communication and networking skills. (By August 2014 and annually thereafter)
  3. Assessment and reporting system (June 2014 and review annually)
  4. Documentation of grievance committee’s actions (June 2014 and annually thereafter)
5. Recruitment & Outreach

Current Situation – Recruitment

Recruitment primarily occurs via one recruiter housed in the Office of Student Services. Program Directors from the various health science programs may participate in targeted recruitment for specific programs. Process enhancements are needed to ensure adequate recruiting for all COPHS programs. COPHS needs to improve relationships and partnerships/agreements, both locally and regionally with potential feeder schools as a means of recruiting African American and Hispanic students for the various programs. Marketing efforts for all programs are lacking and this requires improvement, particularly in the area of technology and utilization of social media.

Accomplishments from 2007 – 2013

During the last strategic planning period, the OSS hired a recruiter and expanded recruitment efforts to areas outside the City of Houston. Additionally, the recruiter became active in the Texas Association of Collegiate and Admissions Officers recruitment events. Our efforts were expanded to the Southern/Valley area of Texas and the Dallas metropolitan area. A greater presence was also made at community college transfer fairs. Students also became more actively involved in the College’s recruitment efforts.

2013 – 2019 Goals and Objectives

Future goals include developing partnerships with educational institutions at all levels, including middle and high schools, community colleges, and undergraduate programs with predominant minority populations to establish a pipeline for enrollment in all professional programs. There will also be efforts made to enhance marketing for all programs to recruit minority students who meet professional entrance exam test scores and grade point averages that have been identified as measures of success in the programs.

The College plans to develop a 0-6 program for pre-pharmacy students which will allow participation in a program at the freshman level that grants automatic admissions to the professional pharmacy program if certain criteria are met. As well, programs of the same type will be developed for the health science programs in an effort to increase...
enrollment. Partnerships with targeted pipeline schools will be used to recruit students for these programs.

The College plans to increase the pharmacy class ratio of TSU students who are accepted into the professional programs. We will also increase the number of underrepresented Blacks and Hispanics in an effort to be consistent with the mission. Additionally, the College plans to improve the size and quality of the pharmacy school applicant pool and become more competitive with other pharmacy programs in the state in the admissions process by participating in PharmCAS and establishing an early application deadline.

To aid in recruitment efforts the College plans to host more events for potential students, including open houses, admission application workshops, and health profession major fairs. Also, it will expand its online presence by improving the website, developing a Twitter®/Facebook® account, and hosting online/virtual information sessions for potential students.

Additionally, the College will increase student involvement in recruitment and partner with the alumni association to get alumni more actively involved with recruitment efforts.

**Current Situation – Outreach**

Outreach includes a variety of activities that expose students, faculty, and staff to issues in urban care by increasing their awareness of health issues that disproportionately affect the underserved and those resources that are available to improve the health outcomes of the said population. Outreach activities also provide a platform for interprofessional education and collaboration.

The COPHS has always maintained a presence in local communities through course projects, research, and community service. Prior to 2006, the College did not have a system of documenting those efforts or communicating the impact on the community to its current and potential supporters. Currently, the College collaborates with various communities, organizations, and institutions to address the health of populations across Houston. Community activities conducted regularly through the College include health fairs, service-learning, community based interventions and research, representation on local task forces. These collaborations produce experiential opportunities like internships to support students’ development and training in their respective degree programs. These collaborations also create venues to support research and scholarly activities among the faculty.

**Accomplishments from 2007 – 2013**

The creation of the Coordinator of Outreach position allowed the COPHS to dedicate a full-time resource to documenting its outreach efforts and building and maintaining new relationships with communities, institutions, and organizations whose mission is similar to that of the College. Newsletters and quarterly reports are regularly distributed to document and promote the College’s outreach efforts. COPHS forms at least two new community partnerships annually.
The College’s outreach efforts have led to various curricular and research activities. Curricula throughout the COPHS implement formalized service learning initiatives. From 2008 to 2012, first year pharmacy students were required to complete 40 hours of service-learning through a course in the curriculum. The undergraduate health administration program celebrated its 12th year of implementation of its service-learning program, the “Pathway to Longevity Seminar.” The respiratory therapy program formed collaboration with the Houston Independent School District (HISD) to implement the American Lung Association’s Open Airways for Schools programs, whereby respiratory therapy students teach HISD students about asthma management. The College has been recognized by the March of Dimes and American Heart Association for its contributions to each of their missions. Each year, our faculty participates in an international medical services delivery program in Tanzania. One of our students participated in a mission to Vietnam to provide medical screenings to poor communities. Our TSU Student National Pharmacy Association was selected as the Chapter of the Year in 2012.

Collaboration with the local Harris County Health Systems Hospital District led to the establishment of the Center of Excellence in Health Disparities Research to focus on reducing cardiovascular disease and stroke in minority populations in Houston. The college also hosted the 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.

2013 – 2019 Goals and Objectives

The strategic direction of the COPHS’ outreach initiative will be expanded to elevate the role of community engagement within the COPHS. Goals and objectives will focus on creation of a plan that includes training, education, and research in community engagement and outreach. A formalized system of tracking recruitment and outreach efforts is needed to quantitatively measure the COPHS’ level of participation and impact on the communities served. The outreach initiative will re-establish a community advisory board to ensure that the interests and needs of the community are represented and inform the development and implementation of the COPHS’ community engagement plan. The College will also seek opportunities to increase service and training in the international community.
Strategic Initiative #5:
Promote programs to attract students, funding, community support and recognition.

Goal #1:
To establish partnerships with other units within the University, College, and the community to increase access and improve the recruitment, enrollment, and graduation of our students.

- **OBJECTIVE 1.1** – Develop and institute a comprehensive recruitment plan to attract quality students to all COPHS programs on local, state and national levels.

  **Action 1.** Develop and cultivate partnerships with educational institutions at all levels to create a pipeline of qualified traditionally under-represented minorities to COPHS programs.

  **Action 2.** Develop a schedule to monitor and track the communication and marketing plan targeting prospective students.

  **Action 3.** Cultivate relationships with faculty, staff, students, alumni and parents to involve them in the recruitment process.

  **Action 4.** Enhance the process for monitoring and reporting each entering PharmD class profile data (i.e. demographics, high school, GPA, test scores, recruitment method, etc.).

  **Action 5.** Implement initiatives to improve the applicant pool to the PharmD program.

  **Action 6.** Enhance plan to attract underrepresented minorities to graduate programs.

- **Key Performance Indicators**

  1. Partnerships with educational institutions that focus on health professions at the middle school, high school, and community college level. (At least 2 at each level by 2016)

  2. Increase quality applicant pool for PharmD program by 25 percent. (Overall and science GPA 3.5 or above and/or PCAT of at least 50 percent. (by 2016)

  3. Establishment of a 0-6 PharmD program for quality underrepresented students. (By 2015)

  4. Competitive TSU applicants for the PharmD program. (50 percent increase by 2015)

  5. Underrepresented African Americans admitted to the PharmD program. (10 percent increase annually by 2014)

  6. Participation of underrepresented minorities in graduate programs. (25 percent increase by 2015)
• **OBJECTIVE 1.2** – Increase community engagement of the COPHS among defined internal and external audiences in order to further its mission and strategic directions.

  **Action 1.** Establish a college-wide community engagement plan, outlining stakeholders’ participation, marketing and communications and system(s) to monitor and promote the COPHS’ involvement in community based initiatives.

  **Action 2.** Establish and maintain a formal system of reporting community engagement activities.

  **Action 3.** Establish and maintain an advisory board of community partners to support the COPHS community engagement plan.

  **Action 4.** Expand and structure service-learning experiences throughout the curricula to promote enhanced understanding of civic, cultural, social issues and health disparities. (i.e., course designs, sites, activities, etc.)

  **Action 5.** Implement activities to promote community service among college stakeholders (i.e. alumni, students, faculty, and staff).

  **Action 6.** Facilitate communications (i.e. meetings, letters, etc.) with leaders of partner institutions to identify common activities of mutual benefit.

**Key Performance Indicators**

2. College-wide community service activities. (Minimum biannually beginning October 2014).
3. Number of community service hours. (Minimum 10 hours per student annually, beginning May 2015)
4. Number of advisory board meetings and level of participation (Biannually at 50 percent attendance for each meeting beginning September 2014)
5. End of Year Survey. (Annually beginning April 2014)
6. Number of Student Outreach Reports (Minimum 5 annually beginning Fall 2016).
7. Number of service-learning initiatives within the programs’ curricula (Minimum of 2 programs annually beginning May 2016)

• **OBJECTIVE 1.3** – Increase capacity to conduct community based research.

  **Action 1.** Implement trainings in methods of community based participatory research (CBPR).

  **Action 2.** Establish and maintain membership and involvement with Community-Campus Partnerships for Health (CCPH).
Action 3. Develop and maintain a system of communicating and disseminating CBPR resource opportunities (i.e. trainings; funding; partnerships, etc.) to the COPHS.

Action 4. Develop and maintain relationships with community partners.

- Key Performance Indicators
  1. Annual registration in CCPH. (Annually beginning Fall 2014)
  2. Pre-Post training evaluations. (10 percent increase in knowledge and engagement from pre to post training, beginning Fall 2014)
  3. Frequency of correspondence to stakeholders about training, funding, and opportunities for collaboration. (Minimum correspondence monthly, beginning Fall 2014)
  4. Number of community based participatory research collaborations. (One every three years, beginning Fall 2014)

- OBJECTIVE 1.4 – Expand international course offerings and learning opportunities.

  Action 1. Development of a plan for expanding international course offerings and learning opportunities.

  Action 2. Increase participation of COPHS students in existing global programs and course offerings at the University.

- Key Performance Indicators
  1. Documented plan for expanding international course offerings and learning opportunities. (By May 2014 and review annually).
  2. Number of students, faculty and staff participating in international learning opportunities. (September 2016 and annually thereafter)
  3. Number of international course offerings. (September 2016 and annually thereafter)
6. Research

Current Situation – Research

The College of Pharmacy and Health Sciences (COPHS) is committed to providing an innovative, productive and receptive learning environment for research and scholarly activities and services. This goal is consistent with the research mission of the University, which is to academically prepare and develop ethnically diverse students to discover solutions to health and other problems that disproportionately affect urban minority.

The Institute for Biomedical and Health Disparities Research is supported by grants from the National Institutes of Health (NIH); National Institute on Minority Health and Health Disparities (NIMHD); and Research Centers in Minority Institutions Program (RCMI). The COPHS research infrastructure consists of faculty research ranging from nanotechnology to health disparities. Areas of research of particular interest to the College include asthma, atherosclerosis, cancer, hypertension, neurotoxicology, novel drug delivery systems, pharmacokinetics, renal disease and stroke.

The COPHS Research Centers (The Center for Biomedical and Translational Research; The Center for Cardiovascular Diseases; The Center for Health Disparities Research: Cardiovascular Diseases and HIV) provides support for innovative research and more opportunity for extramural funding.

Accomplishments from 2007 – 2013

The COPHS creates multiple opportunities for students to engage in research. Students from the COPHS’ pharmacy, health administration, and pharmaceutical sciences programs took part in the University’s annual Research Week held April, 2013. COPHS students conducted six oral presentations and submitted more than 50 poster presentations. The Institute/Centers also support pharmaceutical sciences graduate students (MS/PhD) development.

Other notable accomplishments include faculty publications of high impact peer-review journals, the receipt of federally funded research projects (i.e. NIH, DOD, HHS), and faculty merit awards.

Members of the faculty and PhD graduate students in pharmaceutical sciences have presented research to several national and international annual professional meetings including American Association of Pharmaceutical Scientists (AAPS), American Association for Cancer Research (AACR), American Association of College of Pharmacy (AACP), The American Society for Pharmacology and Experimental Therapeutics (ASPET), and the International Conference on Antimicrobial Agents and Chemotherapy (ICAAC).
Pharmaceutical Sciences and Health Sciences faculty won competitive NIH multiyear research awards. Faculty also received numerous U.S. patents on pharmaceutical and drug products. Pharmaceutical Sciences faculty are principal investigators in various federal research grants as exemplified below.

- Associate Professor of Pharmaceutics: received $67,944 in grant support from the Texas Higher Education Coordinating Board on his project “Innovations in Competency Education: Strengthening the Pipeline”. This collaborative study with Texas Tech University Health Science Center was conducted to test the effectiveness of Keller’s competency-based learning method in pharmaceutical education.

- Professor of Pharmacology: is the Principal Investigator of a NIH funded five-year $6,454,537 Institute for Biomedical and Health Disparities Research center grant.

- Professor of Pharmaceutics: received a $838,603 grant award from Department of Defense to study pharmacogenetic factors that may predict clinical chemotherapeutic outcomes of ovarian cancer patients.

- Research Assistant Professor and Pharmacologist: received a four-year R15 grant of $418,561 from NIH to investigate hydrogen sulfide-releasing compounds and their effects on intraocular pressure regulation. This research has the potential to lead to the development of novel therapeutic agents for the treatment of glaucoma, a disease that disproportionately affects African Americans.

- Professor and Director of the Center for Cardiovascular Diseases: received multiple NIH awards including a $2.13 million R25 Research Scientists Award, a $1.04 million RO1 award to study role of uric acid in cardiovascular and renal diseases and HIV, and a $408,718 P30 award to establish a Center for Health Disparities Research in Cardiovascular Diseases & HIV.

- Associate Professor of Pharmaceutical Sciences: received a four-year $450,000 support on a NIH-Support of Competitive Research Continuance Award (SC3) for a novel nanoparticle anticancer research project. The professor was also the recipient of a prestigious $60,000 Research Starter Grant in Pharmaceutics from the Pharmaceutical Research and Manufacturers of America Foundation.
2013 – 2019 Goals and Objectives

The COPHS seeks to strengthen the infrastructure needed to increase faculty competitiveness in biomedical and behavioral research. The primary goal of the University Institute for Biomedical and Health Disparities Research is to provide the infrastructure needed to increase faculty competitiveness in biomedical and behavioral research. Recruitment of biomedical research faculty and their development is also an objective of the institute. The COPHS strives to remain competitive among peer pharmaceutical colleges/schools in the area of national research and to develop cross-disciplinary programs which reduce health disparities among minority and other disadvantaged populations.

Strengthening the research experience for the College will require resources to recruit and retain research faculty and scientists as well as existing faculty. It will also require an ongoing commitment to the development of research-based curricula and training and postgraduate studies program. This infrastructure also will be enhanced by the development of a core of administrative staff and professionals specially trained to support and coordinate research and scholarly endeavors within the College.

- Strengthen infrastructure needed to increase faculty competitiveness in biomedical and behavioral research
- Remain competitive in national research
- Develop programs which reduce health disparities among the disadvantaged
- Maintain commitment to the development of research-based curricula, training, and postgraduate programs
Strategic Initiative #6:
Provide the infrastructure needed to facilitate cutting-edge sponsored research and training for faculty and students.

Goal #1:
To advance the basic and clinical sciences which are fundamental to health professions by conducting research that generates scholarly contribution.

- **OBJECTIVE 1.1** – Preserve a cadre of highly qualified and motivated faculty who promote research, knowledge generation and student research mentorship through acquisition of extramural funding and published research.
  
  **Action 1.** Establish means/measures by which faculty members scholarly contributions (quality and quantity) are judged and recognized within the College.
  
  **Action 2.** Optimizing research/creative achievement outputs relative to inputs (i.e. time, personnel, materials, facilities and equipment).
  
  **Action 3.** Develop and implement research plan priorities.

- **Key Performance Indicators**
  
  1. Proposals developed with targeted seed funding. (Achieve 100 percent submission rate, each file beginning 2014)
  2. Internally published list of key parameters of faculty productivity and begin tracking these parameters (i.e. committees, major grant studies, state, national and international awards and honors, publications, keynote presentations at major meetings, etc.) (Annually beginning May 2014)
  3. Support teaching load; graduate assistance. (By each semester beginning December 2014)
  4. Success rate of grants and contracts enabled by targeted seed funding. (50% annually beginning December 2014)
  5. Annual quantitative benchmarks for each parameter for development of an incentive program. (Annually beginning May 2014)
  6. Documented research plan and priorities. (December 2014 and annual updates)

- **OBJECTIVE 1.2** - Strategically position the College to become nationally and internationally recognized through educational programs, scientific discovery and faculty development.
  
  **Action 1.** Establish and maintain grant development and support infrastructure that facilitates the submission of centers and program grant proposals.
  
  **Action 2.** Develop and implement strategies to increase funding success rates and better position faculty for success (e.g. roundtable discussions, grants-in-development sessions, mock reviews/critiques).
Action 3. Evaluate need, approve, and recruit Associate Dean for research and graduate programs.

- **Key Performance Indicators**
  1. Rate of funded grant applications. (Increase by 5% annually beginning December 2014).
  2. Number of grant submissions. (Increase by 5% annually beginning December 2014).
  3. Faculty attendance and participation in professional assemblies and activities. (Increased by 5 percent annually beginning December 2014).
  4. Documentation of decision regarding Associate Dean for research and graduate programs. (August 2014).

- **OBJECTIVE 1.3** – Expand translational research within the College of Pharmacy and Health Sciences with external partners.
  
  **Action 1.** Develop cutting-edge research in pharmaceutical sciences, drug discovery, clinical translational research, and clinical trials participation.

  **Action 2.** Promote faculty research, grant and publication productivity.

- **Key Performance Indicators**
  1. The translations of clinical studies results through guideline development, meta-analysis, and systematic reviews. (Departmental Annual Reports, beginning December 2014)
  2. Evidence-based research activities that impact industry or health care practice. (At least 1 activity, annually beginning December 2014)
  3. Forums for presentation of data analysis. (Annually beginning December 2014)

- **OBJECTIVE 1.4** – Increase capacity to conduct community based research.
  
  **Action 1.** Establish an ad hoc committee to plan annual training seminars in methods of community based research.

  **Action 2.** Develop a research plan and priorities with community partners in support of College initiatives.

- **Key Performance Indicators**
  1. Documentation of faculty and staff trainings to discuss: 1) opportunities to work with community 2) understanding collaborative partnerships and 3) creating knowledge throughout the research process. (Annually beginning August 2014)
  2. Documentation of student trainings to discuss: 1) opportunities to work with community 2) understanding collaborative partnerships and 3) creating knowledge throughout the research process. (Annually beginning August 2014)
  3. Documented Research plan. (August 2014 with annual updates)
7. Facilities Management & Resources

Current Situation – Facilities Management

Facilities and technology are essential components of the COPHS learning environment as healthcare provider training involves both didactic and practical experiences. Maintaining classroom and laboratory training environments with the capability to adapt quickly to technical advances that add to student learning is an absolute necessity. It is also essential to provide functional space to accommodate the research activities of faculty members as well as to provide necessary support service to students, faculty, and staff.

COPHS is housed in three facilities – Spurgeon Gray Hall, Nabrit Science Center, and the Texas Medical Center (TMC). The Pharmaceutical Sciences and Pharmacy Practice Departments utilize the space available in Gray Hall and the TMC campus. The Nabrit Science Center has functionally obsolete space allocated to the COPHS Health Sciences programs including classroom, laboratory training, research, study halls, and faculty/staff offices. This situation requires immediate attention.

The Texas Medical Center space is leased and is equipped with a large lecture hall, a drug information center, research laboratories, a reading room, student lounge, computer laboratory and faculty/staff offices. The Office of Experiential Educational Training is located at the TMC campus, and third and fourth year pharmacy students attend most of their didactic classes on the TMC campus. The lease for this space will end in 2015. Therefore, a detailed transition plan will be developed to address this situation to minimize any disruptions to the ongoing activities of the College.

Accomplishments from 2007 – 2013

Improvements in several facility areas were made during the 2007 - 2013 COPHS Strategic Plan timeframe. At Gray Hall these include: adding a second student lounge; retrofits to conference rooms and the Student Services areas; adding a graduate student classroom; and adding a back-up electrical generator to support research programs. Upgrades to audiovisual capabilities for classroom teaching and video conferencing have been made at both the Texas Medical Center (TMC) campus and Gray Hall.

2013 – 2019 Goals and Objectives

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

In the short-term, these goals are to address the immediate improvement in the space requirements for the Health Sciences Programs and address the transition from the Texas
Medical Center campus. In the long-term, the goal is to house COPHS in one state-of-the-art facility.

There is a need to improve the 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, it is recommended for TSU to adopt a systematic 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. A clear integration of academic standards for classrooms, laboratories, study halls, libraries and staff offices with the facilities master planning assumptions limits the opportunity for errors in design and space functionality as well as reduces any shortfalls in facilities projects that potentially drive up capital costs or result in inadequate building spaces. We expect that the COPHS will become a key player in this systematic process as it is developed and implemented.

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. A funding plan to achieve the construction of a new building to house the COPHS in one facility is essential to achieving the mission and vision.

To maintain the COPHS as a major provider of health care practitioners, TSU must secure adequate space and ongoing funding.
Current Situation – Resources

Ensuring adequate resources is critical to the ongoing growth and success of COPHS. The College’s endowment fund grew to $2.4 million from $1.6 million, reflecting 50 percent in growth since completion of the last strategic plan. On average, COPHS’ endowment has increased by $100,000 annually in the last seven year period.

COPHS supported 256 students with scholarships valued at $250,000 during the 2012-2013 academic year alone.

The College offers study preparation review courses to improve student performance on the licensure examination. In addition, to provide more intense faculty instructional support in classrooms, the College hired three different consulting groups to conduct preparation reviews for the NAPLEX and MPJE licensure examinations.

COPHS resources were targeted toward several strategic faculty hires in Health Sciences, Pharmacy Practice, and Pharmaceutical Sciences by expanding recruiting efforts and offering more competitive salaries. These key hires provided much needed technical and instructional support and will result in the ongoing strengthening of COPHS programs.

Finally, over the past several years, the College has spent approximately $150,000 annually to support classroom upgrades to enhance the student learning environment.

Accomplishments from 2007 – 2013

COPHS enjoyed two major accomplishments regarding resources during the 2007 -2013 strategic planning cycle. (1) Without drawing any funds from the endowment account, the College increased its endowment balance to $2.4 million. (2) The College’s NAPLEX pass rate for 2013 increased to 94.7 percent up from 90.5 percent in 2012.

2013 – 2019 Goals and Objectives

During the 2013 – 2019 strategic planning cycle COPHS will focus on the following areas to further expand its resource allocations to support needed growth within the College.

To increase support for COPHS’ endowment and scholarships a comprehensive plan will be developed to identify additional funding sources from alumni, individuals, corporations, foundations, governments, and other donors. The College will continue to explore funding opportunities with federal and private agencies to expand COPHS’ research initiatives.

COPHS will continue to identify innovative strategies to provide enhanced instructional support to improve student’s learning experience during their coursework, laboratory, and external clinical/professional encounters. Lastly, continued focus will be directed toward program development support for improving NAPLEX and MPJE passage rates until all students have achieved a 100 percent pass rate.
Strategic Initiative #7:
Reflective of a unified vision; safe and secure infrastructure; aesthetically pleasing environment.

Goal #1:
To effectively plan and manage facilities to promote a conducive instructional environment that allows COPHS students to maximize their learning potential.

• **OBJECTIVE 1.1** – Maintain operational efficiencies conducive to optimal learning that includes consideration of facilities, technology, equipment, materials, accessibility, and concern for students.

  **Action 1.** Maintain space, technology and infrastructure to accommodate adequate and appropriate student learning environment and promote culture for innovative learning that meets or exceeds accreditation and industry standards.

  **Action 2.** Maintain space, technology and infrastructure to accommodate student advisement, counseling and service activities, research, and interdisciplinary cooperation.

  **Action 3.** Maintain space, technology and infrastructure for faculty development, scholarship and creativity.

• **Key Performance Indicators**

  1. Annual report that assesses physical and materials needs aligned with stated objectives. (Spring 2014 and annually thereafter)

  2. Monthly meetings/minutes that demonstrate facilities use and maintenance scheduling; new requirements; and issue resolution. (Spring 2014 and annually thereafter)

  3. Survey data. (Spring 2014 and annually thereafter)

• **OBJECTIVE 1.2** – Develop and execute a [short-term] Facilities Plan for efficient, cutting-edge and effective operations and technology infrastructure.

  **Action 1.** Develop and execute a plan to upgrade all classroom/lab space currently considered to be functionally obsolete.

  **Action 2.** Establish a systematic process for engaging the academic community in space planning and to realign space projections with strategic educational goals and objectives.

  **Action 3.** Plan funding to support overall space and technology requirements.
Action 4. Identify and build out appropriate space for Health Sciences and Texas Medical Center units to include but not limited to labs, offices, classrooms, and student/faculty support areas.

- Key Performance Indicators
  1. Monthly reports that include progress on identified tasks including the following:
     a. Periodically updated functional adequacy report (Spring 2014 and biannually thereafter)
     b. Program and department physical needs assessment aligned w/ stated goals and objectives. (Spring 2014 and annually thereafter)
     c. Facilities Management Assessment & Effectiveness Plan. (October 2014 once per semester thereafter).
  2. A learning environment that simulates a practice or occupational setting and meets OSHA and other industry standards. (Fall 2013 and each semester thereafter)


  Action 1. Conduct a needs assessment to validate updated instructional classroom and laboratory facilities, equipment and supplies to accommodate individual and group instruction based on future targeted class sizes as well as projected research needs.

  Action 2. Create a comprehensive COPHS facilities plan for incorporation in the TSU Master plan.

  Action 3. Develop a detailed plan to request construction of a new state of the art facility for the College of Pharmacy and Health Sciences to accommodate all COPHS programs.

  Action 4. Identify and secure supplemental funding for the new construction project (alumni capital campaign, etc.)

  Action 5. Acquisition of space, technology and infrastructure to accommodate academic expansions (Fall 2019)

- Key Performance Indicators
  1. Facilities committee assessment report outlining current and future requirements. (Fall 2014 and annually thereafter)
  2. University approval of plans regarding the establishment of the new COPHS facility. (By 2015)

- OBJECTIVE 1.4 – Provide adequate physical and financial resources to accomplish the mission and vision of the College.
**Action 1.** Increase COPHS scholarships, endowments, and other resources through alumni, community and inter-professional partnerships.

**Action 2.** Provide resources and services to accommodate a diverse student population.

**Action 3.** Establish an efficient and effective process for allocation of resources based upon priorities and providing adequate communications and transparency.

- **Key Performance Indicators**
  1. Develop a customized plan to enhance financial stability through ensuring fiscal stewardship of the College. (Fall 2014)
  2. Facilities Management & Resources reports/meeting outlining progress and plan implementation. (1 per semester beginning Fall 2014)

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**Goal #2:**

To support the mission and vision of the College by maximizing the effectiveness of allocated resources.

- **OBJECTIVE 2.1** – Maintain and increase existing funding sources including the endowment, scholarships, research, program development, and instructional support.
  
  **Action 1.** Engage stakeholders to advocate, attract, and sustain necessary public and private investments in COPHS.

  **Action 2.** Develop a marketing strategy that enhances “brand identity” for COPHS and creates additional funding opportunities.

  **Action 3.** Develop a comprehensive plan to maintain existing and identify new revenue sources/funding streams to support the endowment, scholarships, research programs, and other critical infrastructure needs such as faculty talent enhancement and instructional/program development.

  **Action 4.** Continue to use collaborative and transparent decision-making regarding the effective and efficient use of COPHS resources.

  **Action 5.** Identify financial resources for faculty and staff development.

- **Key Performance Indicators**
  
  1. An electronic database of potential COPHS donor stakeholders that includes contact information. (Fall 2014 and updated quarterly thereafter)
  2. Planned stakeholder donor events that target specific resource needs. (Fall 2014 and annually thereafter)
  3. A documented campaign that formalizes strategies to create COPHS brand identity. (Fall 2015)
  4. A formal/written plan to document revenue sources/funding streams to support the endowment, scholarships, research programs, and other critical infrastructure needs (Fall 2015 and updated annually thereafter)
5. Regular meetings to monitor and discuss COPHS resource allocations and needs. (Fall 2014 and annually thereafter)

6. Assessment of adequacy of departmental operating budgets that includes faculty development activity. (Annual assessment beginning Fall 2014.)
8. Program Evaluation & Assessment

Current Situation – Program Evaluation & Assessment

In January 2013, the Accreditation Council for Pharmacy Education (ACPE) advised the College to formally develop an assessment plan which consistently measures the extent to which the College’s mission and goals are achieved. As recommended by ACPE, the new assessment plan (2013-2014) outlines a comprehensive strategy of continuous quality improvement. This will be accomplished by measuring program effectiveness regarding student abilities, knowledge, skills, values, and performance beyond the classroom. The plan establishes accountability, as it includes collecting, documenting, and disseminating data throughout the College.

The COPHS assessment plan provides a grounded framework for the evolution of assessment practices. Ensuring quality of assessment at the College can be accomplished by simplifying assessment with an emphasis on accountability and improvement; institutionalizing assessment efforts; and adding more innovation in the assessment. The foundation of the College’s evaluation and assessment practices is based on the mission, strategic planning, student learning and programmatic outcomes.

The Office of Assessment, Planning and Effectiveness (OAPE) works collaboratively with the Assessment, Evaluation and Improvement Committee (AEIC) and the Curriculum Committee(s) to promote and facilitate improvement, ongoing evaluation, and assessment throughout the COPHS. The AEIC and OAPE conduct analyses of various forms of past, current, and future assessment methods and instruments to determine its appropriateness and flexibility.

Accomplishments from 2007 – 2013

In Fall of 2009, COPHS implemented a new professional pharmacy degree curriculum that includes the required didactic content and practice experiences, with mandatory practice experiences occurring in each semester. The overriding goal of the curriculum is to develop students’ critical thinking abilities while preparing them with the competencies to become excellent health practitioners and leaders in healthcare.

The Health Sciences Department enhanced the program assessment and evaluation processes to achieve compliance with the University accrediting body, Southern Association of Colleges and Schools (SACS), and as such, produced two satisfactory accreditation reports in the last four years for each of the six programs. Additionally, the undergraduate Health Administration program developed a comprehensive examination to measure students’ achievement of learning outcomes.

The COPHS undergraduate and graduate programs’ plans of assessment achieved compliance with the university’s accrediting body, SACS. The university-wide SACS accreditation system serves as a foundational tool for all degree programs’ assessments and compliance standards.
In July of 2012, the COPHS filled the position of the Director of Assessment, Planning and Effectiveness. This position has provided direction and organization towards establishing an evidence-based culture of assessment within the COPHS. The increased focus on systematic assessment, planning and curricular effectiveness fosters both the accountability and improvement goals of the College.

The COPHS Office of Assessment, Planning and Effectiveness (OAPE) has outlined a blueprint for integrating assessment with continuous quality improvement. The newly established college-wide Assessment and Effectiveness (A&E) process is an ongoing review of all COPHS units (19), emphasizing evidence of improvement and compliance. The A&E process is an annual cycle of assessment which allows individual units to demonstrate accountability, while also remaining sufficiently flexible for continuous improvement. The A&E Plans serve as central evaluative tools relative to each unit, and represents a consistent approach towards meeting the College’s mission and strategic initiatives.

The Assessment Committee (AEIC) has implemented an annual review process for all progress examinations administered throughout the PharmD program. The process facilitates Faculty and Exam Committees’ systematic evaluation, analyses and reporting of information in a timely and efficient manner.

**2013 – 2019 Goals and Objectives**

Assessment practices will be expanded and institutionalized to ensure deliberate efforts and strategic decisions are made in order to sustain and continue to evolve assessment. Strong programmatic and student learning assessments will require continuous planning and investment. Increased knowledge, commitment, and dedication of all stakeholders will aggressively be sought after through ongoing professional development activities. The College must methodically introduce proven best practices in teaching and learning methods and develop critical thinking and problem solving skills of all learners.

To improve consistency in the reporting, maintenance, and dissemination of data, the College will continue promoting and expanding the COPHS data integration plan. The Assessment Office plans to continue development and dissections of peer comparative data, highlighting key performance indicators for all areas of the College. Also, the assessment team seeks to improve formalized processes of evaluating how assessment results are used as the basis for making changes for continuous improvements.
Strategic Initiative #8:
Improvement and innovation in the achievement of both programmatic goals and student achievement within all COPHS programs.

Goal #1:
To establish systematic and sequential methods of effectively measuring and evaluating curricula structure, content, delivery and organization for continuous improvement.

- **OBJECTIVE 1.1** – Establish departmental processes to regularly engage faculty in curricular and course delivery improvements.

  **Action 1.** Assess and document pharmacy practice abilities required of P1-P3 students.

  **Action 2.** Develop additional assessment instruments (if needed) to ensure that all required performance competencies are satisfied.

  **Action 3.** Examine and improve the curriculum to ensure that the College’s assessment of students’ preparedness for APPE experiential training is appropriately aligned with ACPE standards (Appendix D).

  **Action 4.** Examine and improve the curriculum to ensure all courses and exams address all learning outcomes effectively (CAPE Supplemental/TSU Outcomes, etc.).

  **Action 5.** Integrate IPE competencies into the COPHS curricula.

  **Action 6.** Introduce best practices in teaching and learning methods which have demonstrated achievement of stated [ability-based] outcomes, and the development of critical thinking and problem solving skills of diverse learners.

  **Action 7.** Incorporate nationally standardized assessments into the evaluation of student learning to allow comparisons and benchmarks with all accredited and peer institutions.

  **Action 8.** Develop mechanisms to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale.

  **Action 9.** Ensure that all courses have an on-line presence to some degree.

  **Action 10.** Development of discipline-specific faculty teams periodically examining and reporting on assessment results for student learning outcomes (1 per year).
Action 11. Develop an instrument that permits students to periodically self-assess their performance in certain courses or situations.

Action 12. Develop at least one area of the curriculum that is recognized as commendable or exceeds accreditation standards.

- Key Performance Indicators
  1. Identify and review performance competencies for P1-P3 students. (Fall 2013 and annually thereafter)
  2. On-going analysis of formative and summative progress examinations results. (Fall 2013 and annually)
  3. Mapping of existing assessment instruments IPPEs; OSCEs; formative exam; comprehensive exam, course exams, etc. to performance competencies for P1-P3. (Fall 2013 and annually)
  4. Faculty Teaching and Learning workshop. (Spring 2014 and annually)
  5. Examine results of piloted Pharmacy Curriculum Outcomes Assessment Examination (PCOA) and report with comparative analysis of traditional progression examinations. (Spring 2013 and annually)

- OBJECTIVE 1.2 – Develop and maintain an evaluation of the quality of the college-wide Assessment and Effectiveness Plans (A&E).

  Action 1. Ensure academic and administrative units comply with biennial reviews in the development of quality A&E plans for continuous improvement.

  Action 2. Ensure A&E plans support the College’s mission and facilitate progress towards implementing initiatives outlined this strategic plan.

  Action 3. Examine the College’s new assessment plan to ensure it continually provides evidence of appropriate evaluation of the College’s mission.

- Key Performance Indicators
  2. Evidence-based plans with on-going modifications for improvement. (Each semester beginning Spring 2013).

- OBJECTIVE 1.3 – Establish, maintain and continuously expand a longitudinal database of student assessment and progression statistics.

  Action 1. Promote and expand the COPHS data integration plan for consistency in reporting, maintenance and dissemination.
Action 2. Establish and maintain a comprehensive data visualization system comprised of peer comparative data, highlighting key performance indicators for all areas of the College.

Action 3. Improve formalized processes to evaluate how assessment results are being used as the basis for making changes for continuous improvements.

- **Key Performance Indicators**
  1. Demonstration of progress examinations results continuously being used to improve course delivery and content and curricular sequencing. (Fall 2014 and annually)
  2. Continual review of assessment liaison tools to ensure achievement of the educational objectives of the professional degree program. (Fall 2014 and annually)
  3. Implementation and analysis of the Pharmacy Curriculum Outcomes Assessment Examination (PCOA). (Fall 2014 and annually)
  4. Benchmarking system to compare peer institutional data (AAMS). (Annually beginning Spring 2014)