



Blueprint for Academic Excellence
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I. Executive Summary

The South Carolina College of Pharmacy (SCCP) was formed in 2004 to integrate the Colleges of Pharmacy at the University of South Carolina (USC) and the Medical University of South Carolina (MUSC). After 10 years of the merger, the SCCP is currently evaluating the strengths and weaknesses of the college and plans to implement changes if needed to improve and strengthen the organization.

The South Carolina College of Pharmacy vision statement is: ***“Improving Health through Leadership and Innovation in Pharmacy Education, Research, and Patient Care.”*** The College has defined an aspiration to achieve quality of programs comparable to “TOP-10” colleges of pharmacy. To achieve this vision, the two campuses collaborate and leverage resources to improve performance and outcomes.

The College of Pharmacy programs are at the professional (PharmD) and graduate (PhD) levels. The College has a comprehensive set of Key Performance Indicators (KPIs) that serve as the College Dashboard (detailed below). In addition, the College influences some of the University undergraduate Dashboard measures. The pharmacy program attracts approximately 250 undergraduate students into the pre-pharmacy program each year and this affects undergraduate enrollment and incoming SAT scores. The College conducts advising for all USC undergraduate students designating pre-pharmacy as their program of study. Recently, the college received approval from the University of South Carolina, The Commission on Higher Education, and the Southern Association of Colleges and Schools to offer a new undergraduate degree program, the Bachelor of Science in Pharmaceutical Studies, which may be offered as soon as the Fall of 2015.

The top 6 KPIs include student satisfaction, faculty satisfaction, faculty journal publication rate, NIH funding ranking, number of students who go on to formal postgraduate training or education, and dollars of private giving. A full record of these and other key performance indicators are provided below. Student and Faculty satisfaction exceed our “top-10” benchmarks. NIH funding ranking and numbers of students going on to formal post-graduate training are comparable to top-10 benchmarks. While there is no national data, we believe that our record of private giving exceeds top-10 comparators. National data is not available at this time but our journal publication rate is likely below top-10 comparators.

II. Meeting Academic Dashboard Targets

The College has a formal quality improvement program, called *SCCP Excellence*, which includes comprehensive performance measurement (see below). To improve on performance measures we embed the goals in our yearly Pillar Goals. Specific actions for the goals are assigned to one or more of the following: college administration, department chairs, college committees, selected staff members, and to the faculty at large. Also, budget prioritization is required to focus resources on the goals.

Strategies planned to meet dashboard targets in 2015-16:

Enrollment: The College has maintained a consistent enrollment of Pharm.D. students since 2006. 190 students are admitted each year (110 at USC and 80 at MUSC). At any point in time there are approximately 420-440 Pharm.D. students on the USC campus, 315-325 Pharm.D. students on the MUSC campus and 15-30 students on the GHS campus. We do not plan to increase or decrease enrollment for FY 2016. This past year through an agreement with the Saudia Arabia National Guard Health Affairs, we have enrolled three (2 USC, 1MUSC) international students from Saudia Arabia into the second year of the Pharm.D. program.

Student Quality: Student quality is judged initially by incoming undergraduate GPA and PCAT scores. For the past few years the average GPA for students coming into the PharmD program has been 3.6 – 3.7. The average incoming PCAT score has been 66 to 70th percentile. Outgoing student performance is judged by NAPLEX pass rate (which was 96% this past year) and numbers of students going on for formal postgraduate training which was 63 this past year, the highest number for the College and a 47% increase over 2014. Applications to the college decreased this year by 18% from the previous year. This is consistent with the reduction in pharmacy school applications seen nationally.

Student retention rate: This is expressed as student attrition and has been less than 3% consistently for the past few years. The College uses a formal student mentorship and advisement system. We offer a comprehensive summer course remediation program to keep students on track. Each year we measure graduating student satisfaction, which has been above 96% for the past 5 years and 94.5% of graduating students would choose the SCCP again for their college of pharmacy. For students currently enrolled in the program 81% are satisfied with the program.

Graduation rate: The **4-year** graduation rate from the PharmD program was 91% of the class of 2014. The College enhances graduation rate and eventual job placement by career tracking programs and advisement, mentor program, job fairs, mock interviews, and other methods.

Other data related to the University dashboard: Our student to tenure-track faculty ratio (USC campus) is approximately 25:1. Research awards for FY 2014 were \$8,395,880 million. The highest amount of research awards in the history of the college.

III. Colleges Goals and their Contribution to the University's Key Performance Measures

Many of the measures described below directly address the key areas of teaching excellence, research / scholarship, and service to the state, community, profession and University.

2015-2016 Academic Years Goals

The College selected a series of goals under the categories of PEOPLE, SERVICE, QUALITY, GROWTH, and FINANCE. These goals are updated each year. The most recent goals are listed below (with progress and plans). Progress with each goal is tracked with a specific performance measure.

People

- Increase faculty satisfaction to $\geq 85\%$. For 2014 it was 77.9% (decreased from 84.3% in 2013). This is not unexpected. The founding SCCP Executive Dean resigned and the position remained vacant for several months until an interim was named. With the departure of the Executive Dean the faculty have concerns about the organization and its structure. In addition a revision of the SCCP agreement between MUSC and USC was revised but not approved. Nevertheless, The faculty satisfaction is higher than the mean for top 10 colleges of pharmacy (76.4%).
- $\geq 90\%$ of students, faculty, & staff feel the SCCP is welcoming to individuals with diverse backgrounds. 97.3% of students agreed or strongly agreed and 89.7% of the faculty agreed.
- $> 90\%$ of staff are satisfied with their job. In our 2014 staff satisfaction survey, 88% of the staff were satisfied with their job. Faculty and staff retention maintained at $\geq 95\%$ of current numbers. The faculty attrition rate for FY 2014 (departures not including retirements) was under 2%. Also, by survey, $\geq 80\%$ of faculty and staff are respectful to one another. This continues to be addressed by quality hiring practices, faculty and staff personal development, and by providing research and classroom support. Ten faculty development workshops were held in 2014.
- Increase by 10% the # of students completing international APPEs by 2015. Students completing international practice experiences increased from 29 in 2013-14 to 52 in 2014-15 (56% increase)

Service

- >90% of graduating students would choose the SCCP again for their pharmacy education. In 2014 it was 94.5%.
- 81.5% of our P1 – P3 students are satisfied with the SCCP Doctor of Pharmacy (increase of 0.5% from previous year). We continue to promote a career advisement process and expanded opportunities through the Kennedy Center. Also, we revised the curriculum and expanded international opportunities.
- At least two faculty members serve in leadership roles in state or national organizations. In 2014, 4 faculty members served in state and national elected offices.
- Improve faculty satisfaction with classroom technology to $\geq 70\%$. 56.9% of the faculty were satisfied with our classroom technology. This is a significant decline over the previous year and the lowest since 2010. This is most likely due to older equipment, with more failures and disruption to distance transmissions in CLS 215.
- Improve student satisfaction with classroom technology to $\geq 70\%$. For the questions, “The classroom technology allowed me to respond to instructor questions and ask questions as needed” and “The quality of the classroom technology (e.g. quality of transmission) met my needs for a learning environment” the percent that agreed or strongly agreed were 74% and 72%, respectively. One important technology issue is the outdated technology and design of CLS 215 on the USC campus. CLS215 has been cited as a substandard classroom by our accrediting agency, ACPE. The USC Campus has requested renovation of CLS215 for the past 3 years.
- 95% of students agree their interprofessional training within SCCP has been valuable, in 2014. IPE offerings have been enhanced on both campuses.

Quality

- Achieve a $\geq 95\%$ pass rate on first time takers of the NAPLEX. The NAPLEX pass rate for the class graduating in May 2014 was 96% (98% the year before). Measures implemented to increase test scores will be continued.
- Achieve a 93% graduation rate within 4 years of starting the program. For the 2014 class of the SCCP program, 90.5% graduated within four years of starting the program. The College has a comprehensive program of summer remediation to keep students on track to graduate on time.
- On a scale of 1 to 5, achieve an average score of ≥ 4.2 that students feel the faculty member is an effective teacher. The average response was 4.36 for FY 2014. This is addressed through faculty training and instructional seminars. The college sponsored a teaching retreat for faculty in December 2014. External

expert pharmacy educators were brought to present to the SCCP faculty during the retreat.

- Maintain a top 20 ranking for NIH funding for colleges of pharmacy. For 2013 (2014 data not available) the College ranked 22 of 133 colleges of pharmacy.
- > 75% of students seeking a residency obtain a residency. For the 2014 graduating class, 63 secured residency positions, 78% of those who applied. This is one of the highest percentages in the US.
- Increase the # of peer-reviewed publications to 2.0 / faculty member by 2016. For calendar 2012 it was 1.9 per faculty member which is an increase from 1.0 the previous year. The major approaches to increasing the rate are expansion of the research program, increase in the size of the graduate program, and emphasis on publications and faculty development by department chairs.

Growth

- For the SCCP, > \$4 million of private funds received as gifts or pledges. In FY 2014, \$7.1 Million was raised (\$1 million MUSC, \$6.1 million USC).
- Implement new integrated curriculum model in the P3 year. This is being accomplished.
- Implement E-portfolio system. A new e-Portfolio was implemented for the Class of 2017. Students are required to upload specific artifacts for each year of the curriculum and write a reflection paper annually. They are also required to meet with an e-Portfolio reviewer.
- Increase non-federal research grant awards to > \$500,000 by 2014. Non-federal awards were \$318,780 the past fiscal year.

Finance

- Actual expenses will not exceed any revised budgets for FY2014. The College maintains a balanced budget.
- Increase revenue generated by MUSC Family Medicine Rx by 20%. This has not been achieved due to move of the facility and change in the 340B price policy.
- Increase non-tuition revenue to the college. The addition of international students and offering an undergraduate intro to pharmacy course during the summer has provided the college with limited additional revenue in FY2014.

Five-Year Goals

1. Teaching Excellence

Goal 1 - Provide the highest quality professional pharmacy education by instilling requisite knowledge, competencies and values in graduates of the Doctor of Pharmacy program.

- Revise SCCP curricular competencies based on CAPE 2013 Competencies.
- Support and enhance external clinical partnerships for experiential training.
- Conduct research in instructional methods to improve learning outcomes.
- Provide faculty development in teaching methods including distributive education.

Goal 2 - Achieve graduate level research training programs leading to a PhD that are qualitatively and quantitatively comparable to TOP-10 pharmacy colleges.

- Identify support for faculty members with active funded research programs to accept more graduate students.
- Secure an NIH graduate program training grant.
- Expand participation in the Integrated Biomedical Sciences Graduate Program
- Expand the PhD program in pharmaceutical outcomes.

Goal 3 - Achieve greater than 90% satisfaction with the Doctor of Pharmacy program and the SCCP by students, faculty, alumni, and employers.

- Improve classroom, office and laboratory facilities.
- Provide excellent opportunities for mentorship and career advisement from experienced individuals.
- Provide adequate resources for learning and research
- Implement new programs through the Kennedy Pharmacy Innovation Center
- Implement the Walker Pharmacy Student Leadership program

Goal 4 - Continue to be a nationwide model for interprofessional education in the doctor of pharmacy curriculum.

- Expand interprofessional education to the Greenville campus, modeling what is currently being done in Charleston and Columbia.
- Develop models of interprofessional practice as educational sites. Develop journal publications and grants for IP activities.

2. Research / Scholarship Reputation and Productivity

Goal 5 - Increase the level of scholarship, particularly external research funding and the number of peer reviewed publications to be comparable with TOP-10 colleges of pharmacy.

- Provide mentorship to junior faculty members to improve their competitiveness for grant funding.

- Increase the number of tenure-track faculty members with active research programs, and increase the number of post-doctoral fellows within the SCCP.
- Secure NIH funding for a COBRE Award on the USC campus.

3. Service and Outreach to state, community, profession, and university

Goal 6 - Develop donor and alumni programs to increase external support of SCCP education, research, and academic programs.

- Development plan will be provided upon request
- Expand cultivation of top donor prospects

Goal 7 - Attract and enroll highly qualified, motivated students from diverse backgrounds in the College's education programs.

- Fully implement SCCP Diversity plan
- Assess recruitment activities to assure that we attract the highest quality students.
- Expand partnerships with undergraduate institutions in the state (such as with 3-year articulation programs).

Goal 8 - Increase entrepreneurial activity through research, service, and education programs.

- Increase the number of private ventures that emanate from the College
- Expand entrepreneurial opportunities through the Kennedy Center
- Become actively involved in the MUSC Center for Innovation and Entrepreneurship.

Goal 9 - Establish international partnerships that enhance our teaching, research and service missions and support the strategic plans of USC and MUSC.

- Establish and maintain 4 active international partnerships to enhance teaching, service, or research.

4. Sustainability

Goal 10 - Improve the physical facilities on both campuses to attract and retain students, faculty, and staff.

- Break ground on a new College of Pharmacy building on the MUSC campus.
- Improve and expand classroom and laboratory facilities on the USC campus.

Appendix A. Resources Needed for USC Campus of the SCCP (ranked by priority)

Goal 1: Teaching Excellence Improve Pharm.D. student instructional space, design, and technology in CLS 215 (main distributed learning classroom).			
Type of Resource Fiscal	Existing \$100,000	Additional \$500,000	Strategy To improve and advance pedagogy. Meet ACPE standards. Improve student experience.
Goal 1: Teaching Excellence Improve and expand the use of assessment methods in all aspects of the Doctor of Pharmacy program.			
Type of Resource Personnel in Assessment	Existing None	Additional 1 FTE	Strategy Systematic collection, review and use of information for the purpose of improving student learning and program quality
Goals 2 and 5: Research and Graduate Education Increase the level of external research funding/scholarship to support post-doctoral training and graduate level training programs leading to a Ph.D. degree.			
Type of Resource Space (Lab/Research) (Animal Research)	Existing 18,000sq.ft.(Lab) 0 Animal	Additional 4,000sq.ft.(Lab) 1,000sq.ft.(Animal)	Strategy Support COBRE grant. Grow funded research. Increase PhD students.
Goal 1: Teaching Excellence Improve Pharm.D. student instructional space, design, and technology.			
Type of Resource Space-Multiuse Classroom/Meeting Use	Existing 0	Additional Open space for 60 students	Strategy For active learning, group discussion/ Assignments, Organization Meetings. Meet ACPE Standards.

Appendix B. Benchmarking Information

Top 10 Pharmacy Colleges are (5 tied at #9)

University of California San Francisco
 University of North Carolina--Chapel Hill
 University of Minnesota
 University of Texas--Austin
 Ohio State University
 University of Kentucky*
 University of Michigan--Ann Arbor

Purdue University
University of Arizona
University of Florida
University of Illinois-Chicago
University of Maryland- Baltimore
University of Wisconsin--Madison
University of Washington

Peer Institutions

Auburn University
University of Connecticut*
University of Georgia*
University of Tennessee* - Memphis
Rutgers University*

* Peer institutions for USC

Appendix C. Colleges top strengths and important accomplishments in the last 5 years

- Achievement of full accreditation for SCCP and implementation of the integrated program.
- Increased NIH funding since 2007 by 40% to \$7.1 million (FY 2014). NIH funding ranked #22 in US.
- Establishment of the Kennedy Pharmacy Innovation Center with a \$30 million gift. Construction and opening of Aseptic Compounding Experience Lab in CLS.
- Recruitment of 5 CoEE-SmartState Chairs in Medication Safety, Drug Discovery, Tissue Death, Injury, and Regeneration, and Translational Cancer Therapeutics.
- Establishment of pharmacy program at Greenville Hospital System.
- Implementation of interprofessional instruction.
- Approval of new undergraduate degree at USC – BS Pharmaceutical Sciences.

Appendix D. College Weaknesses and Plans for Addressing Weaknesses

- Inadequate and insufficient space for faculty and graduate student offices, courses, laboratory research, and centers. Need more and improved space for active learning activities. The vision and mission of the college has changed dramatically since initial space allocation for college of pharmacy (1976).
- Quality and reliability of distance education classrooms. Classroom facilities and network transmission are substandard at USC (CLS 215). We have implemented an electronic examination system and enhanced use of technology in other rooms.
- Status of tenure track and non-tenure track faculty members during T&P process is unclear. Uniform process across campuses is at a stalemate.
- Small size of the graduate program. Rebuilding the PhD in pharmaceutical outcomes will require adding/replacing faculty. Growing PhD in DD&BS requires more incentives/support for graduate students and improved recruiting.

- Insufficient financial resources to support teaching and research activity. Lack of recurring revenue source to enhance and expand infrastructure to support the mission of the college. Work with Provost's office to secure additional funding.
- Diversity: At present, about 12% of the student body and only 2 of 75 faculty members are from underrepresented minority groups. The College has been implementing a Diversity Plan and needs to develop a plan to more effectively recruit URM faculty members.

Appendix E. Statistical Profile (USC Campus)

1. Number of entering freshmen – NA
2. Freshmen retention rates – NA
3. Sophomore retention rates – NA

4. Number of majors enrolled:

	Undergraduate	1 st Professional	Doctoral
Fall 2011	485	438	19
Fall 2012	495	440	18
Fall 2013	455	432	18
Fall 2014	440	458	19

5. Number of entering first professional and graduate students (*ave. PCAT not available*):

	1 st Professional	Doctoral
Fall 2011	117	8
Fall 2012	119	6
Fall 2013	120	3
Fall 2014	123	6

6. Number of graduates:

	1 st Professional	Masters	Doctoral
Fall 2013	1	0	0
Spring 2014	102	1	0
Summer 2014	1	1	2

7. Four, 5, 6-year graduation rates for undergraduates - NA

8. Total credit hours generated by unit

	# Credit Hours
Fall 2013	7146
Spring 2014	7013
Summer 2014	2206

9. Percent of credit hours by undergraduate major taught by faculty with the highest terminal degree: Fall 2014=38.1%, Spring 2013=41.58%, Fall 2013=39.57%

10. Percent of credit hours by undergraduate major taught by fulltime faculty: Fall 2014=53.26%, Spring 2013=44.78%, Fall 2013=50.23%

11. Number of faculty by title by rank

Faculty by Title by Rank			
	Fall 2012	Fall 2013	Fall 2014
Tenure Track			
Professor	4	4	5
Assoc. Professor	9	11	8
Assist. Professor	6	6	5
Non-Tenure Track			
Professor	2	2	2
Assoc. Professor	3	3	3
Assist. Professor			
Clinical	15	17	17
Research	6	5	6

12. Current number and change in the number of tenure track and tenured faculty from underrepresented minority groups from 2013.

5 current– Minority, hired 1 minority faculty to non-tenure track positions this past year.

Office of Research, Information Technology and Data Management

1. The total number and amount of externally sponsored research proposal submissions by funding source for FY 2014.

Submissions = 20 (25% over FY13) Amount = \$6,766,136 (82% over FY13)

2. Summary of externally sponsored research awards by funding source for FY 2014.

Fed = \$ 6,160,440 (117% over FY2013) Phi = \$ 58,531 Oth = \$ 495,647 STA= \$33,288

Total and federal extramural funding processed through SAM in FY 2014.

Total = \$6,766,136 Federal = \$6,160,440

3. Total sponsored research awards per tenured/tenure-track faculty for FY 2014 by department and rank.

Clinical Pharmacy and Outcomes Sciences \$551,834

 Tenured/Tenure Track \$393,357 Non Tenure Track 158,477

Palmetto Poison Center \$417,071 (all non-tenure track)

Drug Discovery and Biomedical Sciences \$5,221,682

 Tenured/Tenure-Track: Professor \$3,354,816 , Assoc. Prof. \$ 893,933

 Assist. Prof. \$972,933.

Dean \$575,549

5% Funding Question

The program that has the greatest impact on the College of Pharmacy is the Doctor of Pharmacy program.

The College of Pharmacy base budget for FY16 = \$7,266,938

5% of the base budget = \$363,347.00

+ 5%

If the College of Pharmacy had an additional 5%, I would invest it into this program.

The greatest immediate need for this program is renovation of CLS 215, which is a large technologically equipped classroom seating approximately 125 students. With our class size of 110 students, the college would not be able to deliver the professional program curriculum without this classroom. The technology in this classroom was last updated in 2005.

Based on the estimates provided by facilities and UTS the estimated renovation costs for this classroom are \$545,000.

- 5%

The college would need to reduce the budget by \$363,347.00. Since most of the “A” fund expenditures go towards educational programs, any cut in recurring funding will negatively impact the college. The college would need to consider all of the following items to achieve a 5% budget reduction.

Development Office	\$150,564
Dept. Operating Funds	\$ 20,000
Palmetto Poison Center	\$180,000
FRI Position	\$150,000