COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

STRATEGIC PLAN

2008-2013

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INTRODUCTION

Purpose: The purpose of this document is to provide a comprehensive overview of the College of Pharmacy and Allied Health Professions and to articulate its strategic plan for the 2008-2013 timeframe. The plan has been developed to support established institutional goals and priorities for the same timeframe. Requests for funding to support the plan have been aligned with the University's strategic priorities, which are used as a basis for resource allocation decisions at the unit level. Although this plan covers a five year timeframe, the document will be updated annually to reflect changes and accomplishments.

Planning Process: The Committee on Mission, Planning, Organization and Financial Resources generally meets semi-weekly during the academic year in order to review pertinent information regarding the progress of the programs in the College. The Committee met for many additional planning meetings during June and July in order to prepare the Strategic Plan. Information provided by the Assessment and Outcomes Committee as well as all College committees was reviewed. A review of the current status of all College programs was undertaken. Additionally, the annual plans were reviewed at the end of each year. It is in light of the trends in pharmacy and the allied health professions education and practice that new objectives were developed in order to maintain excellence in all the programs. This plan will be distributed to the Faculty Council during the Fall 2009 semester for review and discussion.

Faculty hiring requests for the next fiscal year were developed by the departmental Personnel and Budget Committees and reviewed by the Assistant Dean for Administration and the Dean. The Dean established the final priority ranking of requested new positions.

Organization: The structure of this unit plan mirrors that of the University Strategic Plan. The main document articulates the College of Pharmacy and Allied Health Professions' mission and vision statements, and includes a S.W.O.T. analysis, discussion of the unit's goals, objectives, strategies, timeframe for completion and intended outcomes, and their link to the university goals and academic priorities.

UNIVERSITY VISION STATEMENT

St. John's vision is clear, direct and collegially shared across the institution. Embedded in this vision is our clear commitment to creating a learning environment for success in the 21st century while remaining rooted in our timeless mission.

"St. John's University will empower diverse learners with quality education for life. Through innovative teaching, research and service, we will foster rational, spirited inquiry and intelligent reflection. Our student-centered approach will be shaped by a caring, energized, nimble culture. Enlivened by our distinctive mission, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice."

(Donald J. Harrington, C.M., President, November 2000)

UNIVERSITY MISSION STATEMENT

St. John's University is Catholic, Vincentian and Metropolitan.

As a university, we commit ourselves to academic excellence and the pursuit of wisdom, which flows from free inquiry, religious values, and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous teaching standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John's is a Catholic university, founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community, which comprises members of many faiths, strives for an openness which is "wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise"(Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John's is a Vincentian university, inspired by St. Vincent de Paul's compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view and to further efforts toward global harmony and development, by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent.

St. John's is a metropolitan university. We benefit from New York City's cultural diversity, its intellectual and artistic resources, and the unique professional educational opportunities offered by New York, Rome and other cities throughout the world where our students study and serve. With this richness comes responsibility. We seek and welcome opportunities to partner and plan with our metropolitan communities. We encourage them to use our intellectual resources and professional expertise in developing solutions that address strategic issues of mutual concern. On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to

the educational, ethical, cultural, social, professional, and religious needs of dynamic cities in a dynamic world.

Mission Statement of St. John's University, New York
Approved by the Board of Trustees, December 1991
Revised: March 1999 and March 2008

INSTITUTIONAL GOALS 2008-2013

The institutional goals outlined below were established and refined through the Executive Planning Committee as a result of the May 2000 Board of Trustees Retreat during which the external challenges facing higher education were examined in light of St. John's internal strengths and weaknesses. They have been an integral part of our planning and budgeting efforts since then and were the guiding principles for the University's 2004-2008 strategic plan. Given the timeless nature of these goals, they are foundational to how we operate at St. John's. As indicated earlier, they will remain unchanged for this new planning cycle.

GOAL I: Develop our academic and institutional culture to be student-centered and committed to lifelong learning.

GOAL II: Enhance resource development and prioritize resource allocation to achieve our vision.

GOAL III: Build an organization of strong leaders where faculty, administrators and staff are enabled, motivated and engaged.

GOAL IV: Institutionalize our new vision and planning culture in the context of mission and external challenges.

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS PROFILE

St. John's University College of Pharmacy was established in 1929 when 76 students enrolled in the newly established three-year Ph.G. (Pharmacy Graduate) degree program under the leadership of Dr. John Dandreau as the College's first Dean. The school was located at 96 Schermerhorn Street in Brooklyn. In 1934 two other pharmacy degrees were approved by the University Trustees, the Ph.C. (Pharmacy Chemist which was 44 credits beyond the Ph.G.) and the first four-year B.S. in Pharmacy degree. In 1937, the four-year B.S. in Pharmacy degree was recognized as the mandatory degree to practice pharmacy.

Due to an increase in enrollment following World War II, the College of Pharmacy temporarily relocated to rented space in the Brooklyn Eagle Building in 1949 until its new building at 72 Schermerhorn Street was completed in 1952. Dean Dandreau retired in 1956 and Dr. Andrew J. Bartilucci became the College's second Dean.

In 1956 the College established its graduate division as it offered an M.S. program in Pharmacy and Pharmaceutical Chemistry. One year later the M.S. in Pharmaceutical Sciences was added before the College relocated to its current location in St. Albert Hall on the Queens campus in 1958. Rapid growth and expansion continued to occur as the B.S. in Medical Technology was approved in 1960, a five-year B.S. in Pharmacy degree replaced the four-year program in 1960, and a clinical pharmacy program was established at Mercy Hospital in 1967. The addition of the B.S. in Toxicology program and the Ph.D. program in Pharmaceutical Sciences in 1969, and the M.S. in Medical Technology program in 1971, led the College to change its name to the College of Pharmacy and Allied Health Professions in 1971. Other programs subsequently added were the M.S. in Pharmacy Administration in 1972, the B.S. in Physician Assistant in 1975, the College's first post-B.S. Pharm.D. program in 1977, the B.S. in Pathologist Assistant in 1980, and the B.S./M.S. program in Toxicology in 1981.

Dr. Albert Belmonte became the College's third Dean in 1988 as Dr. Bartilucci began to serve as University Vice President. Dr. Belmonte served as Dean until 1995 when Dr. Virginia Galizia became Acting Dean from 1995 to 1996. Dr. Thomas Wiser served as Dean from 1996-1998 and Dr. Robert A. Mangione was named Acting Dean in 1998 and then the College's fifth Dean in 1999. The current six-year Pharm.D. program was introduced in 1998 with the last B.S. in Pharmacy full class graduating in 2002.

The College is currently structured with two major divisions for Undergraduate and Graduate programs and three faculty departments: the Department of Clinical Pharmacy Practice, Department of Pharmaceutical Sciences and the Department of Pharmacy Administration and Allied Health Sciences. Each department has a Chairperson and an Assistant Chairperson. All faculty in the College are qualified and eligible to teach in their disciplines and are members of one Faculty Council which meets at a minimum once each month.

The College's Faculty Council has adopted By-Laws that describe the governing policies and procedures of the College. The administration of the College consists of the Dean, the Associate Dean for Pharmacy Programs, and seven Assistant Deans (Administration and Planning, Pharmacy Student Affairs, Allied Health Professions Programs, Graduate Programs, Assessment and Faculty Development, Pharmacy Experiential Programs, and Service Programs). These administrators (with the exception of the Assistant Deans for Pharmacy Experiential Programs and Service Programs) are joined by the three department chairs as members of the College's Committee on Mission, Planning, Organization and Financial Resources.

Accreditation: The Pharm.D. program is accredited by the Accreditation Council for Pharmacy Education (ACPE). The next ACPE on-site accreditation evaluation is February 2010. The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Clinical Laboratory Sciences Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Radiological Sciences Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The EMS Institute is accredited by the Commission on Accreditation of Allied Health Educations Programs (CAAHEP). In March 2007 the University purchased the St. Anthony's Building from St. Vincent Catholic Medical Centers (SVCMC). This building which is located on Horace Harding Expressway was renamed the Dr. Andrew J. Bartilucci Center. The University also acquired the SVCMC Allied Health Professions Programs in March 2007. All relevant accreditation responsibilities associated with the SVCMC Allied Health Professions Programs were transferred to St. John's University following their acquisition.

Current Academic Program Offerings/Services: Programs of study offered through the undergraduate division are the six-year entry-level Pharm.D. (although students enrolled in years five and six of this program are categorized as graduate students as per financial aid guidelines), and the four-year B.S. majors in Physician Assistant, Toxicology, Medical Technology, and Radiological Sciences. A moratorium has been placed on admission to the Pathologist Assistant and Cytotechnology programs. The Pharm.D. program utilizes approximately 150 affiliated sites to offer the experiential education components of this curriculum. Affiliates include New York Presbyterian Medical Center (both Cornell and Columbia Universities), Northshore/LIJ Medical Center, Beth Israel Medical Center, Winthrop University Hospital, the New York City Poison Control Center, leading independent and chain pharmacies, and many other progressive healthcare organizations. The professional years of the allied health professions programs are taught at the Dr. Andrew J. Bartilucci Center and affiliated clinical sites throughout Queens. The entire Toxicology program curriculum is offered on the Queens campus.

Programs of study offered at the graduate level are the M.S. in Pharmaceutical Sciences (with specializations in pharmacology, medical chemistry, and industrial pharmacy); M.S. in Toxicology; M.S. in Pharmacy Administration (with specializations in

pharmaceutical marketing and quality assurance/regulatory affairs); and the Ph.D. in Pharmaceutical Sciences (with specializations in pharmacology, toxicology, medical chemistry, and industrial pharmacy). A moratorium has been placed on admission to the Practitioner Option Pharm.D. program. Graduate classes are offered in the evening, enabling students to engage in full-time study or part-time study while maintaining full-time employment.

The professional programs offered by the College seek to prepare competent and compassionate healthcare professionals who are committed to service. This commitment to service is demonstrated through the requirement that all Pharm.D. students complete academic service learning activities during their first year of study and during subsequent years in the program. Of particular note is the College's affiliation with Project Renewal (a faculty member and Pharm.D. students serve on a mobile health van with other healthcare providers serving the homeless on the streets of New York City).

The pursuit of ethical and morally sound science is emphasized in all of the research oriented programs offered by the College. Faculty and students continue to gain national attention for their innovative research. The College is proud to have had undergraduate students chosen for prestigious American Foundation for Pharmaceutical Education (AFPE) Gateway scholarships and graduate students recognized as AFPE Pre-Doctoral scholars.

St. John's University College of Pharmacy and Allied Health Professions is one of the few colleges in the country to offer study in toxicology at the B.S., M.S. and Ph.D. levels.

Professional Education Offerings:
Office of Continuing Professional Education
The Office of Continuing Professional Education of the College of Pharmacy and Allied Health Professions provides license mandated continuing education programs to pharmacists. The Accreditation Council for Pharmaceutical Education (ACPE) accredits the pharmacy continuing education programs. Through joint ventures the Office of Continuing Professional Education offers continuing education programs to physician assistants and clinical laboratory specialists.

Academic Journals, Centers and Institutes:
Sr. Jane M. Durgin Pharmacy Education Center
The Health Education Resource Center (HERC) is located in the Sr. Jane M. Durgin Pharmacy Education Center in St. Augustine Hall—Room B22. This facility provides a place for students to study, access needed information, and obtain other educational and technical services to support the course objectives of the College of Pharmacy and Allied Health Professions. These services include: general references, textbooks, periodicals, faculty notes and computerized bibliographic services. The Center is available for the use of students, faculty, alumni and practitioners.

Drug Information Centers

St. John's University College of Pharmacy and Allied Health Professions maintains two drug information centers (one on the Queens campus adjacent to the Health Education Resource Center and one at Long Island Jewish Hospital of Northshore/LIJ Medical Center). Faculty and students working in these centers provide drug information consultations (drug dosing, drug interactions, adverse drug reactions, approved Food and Drug Administration indications, investigational use of drugs, etc.) to pharmacists, physicians and other healthcare providers. Consumer information is also occasionally provided.

Urban Pharmaceutical Care Research and Education Institute

The Urban Pharmaceutical Care Research and Education Institute (the Institute) is an institute without walls. It serves as an "umbrella" under which many of the College's urban pharmaceutical care research and education activities are consolidated. The Institute's focus is on professional education as it seeks to provide opportunities for students and healthcare providers (pharmacists, physician assistants, physicians, nurses, etc.) to better understand how environmental, socioeconomic, and cultural characteristics impact upon individuals and groups living in urban settings to create unique healthcare needs. Professional continuing education programs and externally funded post-Pharm.D. residency programs have been available under the auspices of the Institute. The Institute also provides consumer education programs and serves to inspire professionals to conduct research addressing urban pharmaceutical care issues and to provide a forum to share their research findings. Inner city high school students are also informed about careers in pharmacy and are encouraged to pursue a career in pharmacy through Institute activities.

Information regarding enrollment/service trends and projections as well as student demographics can be found on the Institutional Research webpage on the University website.

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS MISSION

The College of Pharmacy and Allied Health Professions commits to academic excellence, scholarship, and service to humanity through the discovery and application of biomedical knowledge.

We facilitate and advance scholarship by offering innovative programs of study utilizing active learning approaches that are student-oriented and that inspire life long learning.

As compassionate health care professionals and scientists, we serve humanity through our dedication to excellence in health care and biomedical research. Building on a commitment to cultural diversity and benefitting from our metropolitan location and strategic alliances, we strive to serve as effective leaders, good citizens and moral and ethical individuals.

We commit ourselves to discovery, communication and application of biomedical knowledge as a critical component for the development of health care professionals and scientists. Through innovative basic, social and clinical research initiatives, we contribute to scientific knowledge, address contemporary health care issues and seek solutions to health care problems.

Our mission embodies the principles of the University's mission Statement: to provide a quality education in an environment that is Catholic, metropolitan and Vincentian.

Approved by Faculty Council (February 26, 1998)

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS VISION

The College of Pharmacy and Allied Health professions will be a nationally recognized model of distinctiveness for the preparation of exemplary health care providers dedicated to meeting the needs of all patients particularly the underserved in urban areas, distinguished scholars and leading researchers in the pharmaceutical and biomedical sciences.

Approved by Faculty Council (December 11, 2001)

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS S.W.O.T.

The S.W.O.T. analysis utilized in this Strategic Plan was performed by the College's Committee on Mission, Planning, Organization and Financial Resources. This committee consists of the Dean, the Associate Dean for Pharmacy Programs, and Assistant Deans for Administration and Planning, Pharmacy Student Affairs, Allied Health Professions, Graduate Programs and Assessment and Faculty Development. In addition, the Assistant Dean for Experiential Programs and the Assistant Dean for Service Programs assisted the committee in this S.W.O.T. analysis. Several meetings were held in which a careful internal analysis (strengths and weaknesses) and an external analysis (opportunities and threats) of the College were conducted. Data provided by the Office of Institutional Research as well as information provided by various professional and regulatory organizations (Accreditation Council for Pharmacy Education, American Association of Colleges of Pharmacy, National Association of Chain Drug Stores, National Association of Boards of Pharmacy, American Pharmacists Association, American Association of Pharmaceutical Scientists, Society of Toxicology, Accreditation Review Commission on Education for the Physician Assistant, etc.) that represent the professional and disciplines of the graduates of the College were carefully considered. The Committee emphasized means of objectively measuring the College's strengths weaknesses, opportunities and threats.

STRENGTHS

1. A major strength of the College is the faculty who are committed to excellent teaching, scholarship (grants, presentations, publications), and practice. This includes the voluntary preceptors dedicated to educating our students during their experiential rotations.
2. A strong commitment to service learning within the professional programs. All pharmacy students participate in service learning and service learning is expanding into the allied health professions.
3. The utilization of laboratories and recitations within our curricula enhances student engagement.
4. The commitment to low faculty:student ratios in the experiential components of our programs enhances student engagement.
5. The College has embraced a culture of assessment. The College has an administrator, a data administrator, and a faculty council committee dedicated to assessment. Administrators, faculty and students are all involved in the assessment process.
6. Research opportunities on the graduate and undergraduate levels are available which enhance student engagement and assist in the development/refining of critical thinking skills.
7. The College and its departments utilize numerous programs and events to enhance student engagement including White Coat Ceremonies, Toxicology Expos, Town Hall Meetings, Career Fairs, and Lunch with a Leader programs.

8. The College has a culturally diverse student body which enhances the educational experience and improves cultural awareness.
9. The faculty of the College have initiated numerous active learning modalities to engage students in an active learning environment. Examples of such include TurningPoint for student/audience participation in didactic lectures and the use of a patient simulated mannequin in our Physical Assessment Laboratory.
10. All students within the programs of the College are assigned Faculty Advisors (enhances engagement).
11. Several initiatives have been completed to enhance the environment within the College and St. Albert Hall including the completion of the Science Master Plan, the building of the Sciarra Conference Room, and the renovation of the CVS/Pharmacy Student Lounge.
12. The Doctor of Pharmacy program has a high student retention rate.
13. The students entering the various programs of the College have high academic credentials (i.e., SAT, ACT scores, high school average).
14. The College's Urban Pharmaceutical Care Research and Education Institute is dedicated to the improvement of healthcare care for those living within our community, especially the marginalized.
15. The Continuing Education Division of the College has provided a Pharmacists Immunization Delivery Program for our students and practicing pharmacists which allows them to become certified as immunizers. Thus far, 431 individuals have received certification to provide needed immunizations against communicable diseases.
16. Students, faculty, staff and administrators of the College have embraced the Vincentian Mission of Service by participating in the University's Service Day as well as other service activities throughout the year (Fundraisers, Walk for the Homeless, etc). Several personnel of the College have completed the Vincentian Mission Certificate Program.
17. Student engagement is enhanced by the professional student organizations within the College and their interaction with their faculty mentors.
18. The location of the College within the New York metropolitan area and its numerous prestigious healthcare institutions enhances the educational experience of our students.
19. A Discover the World Program which enhances the educational experience and cultural awareness has been successfully implemented for Doctor of Pharmacy students. The College is planning on expanding this program for students enrolled in other programs within the College.

WEAKNESSES

1. Visibility and prominence of the College has not been maximized.
2. Significant cohort of alumni yet to be cultivated.
3. Some full-time faculty manpower needs remain unfulfilled.
4. St. Albert Hall’s physical resources are currently at capacity.

5. Some classrooms utilized by the College are in need of enhancements; limited availability of seminar and meeting rooms.
6. Student professionalism is not fully developed.
7. Programmatic promotion of the majors of the College needs to be understood and further developed.
8. Faculty and staff development needs to be enhanced.

OPPORTUNITIES

1. National manpower shortages for Pharmacists, Physician Assistants, Clinical Laboratory Scientists, Radiological Technologist and Toxicologists.
2. Assess potential sources of funding as part of the national healthcare reform agenda.
3. Employ new licensure requirements for allied health professions graduates in New York State as a recruitment tool.
4. Expand programmatic offerings through the development of dual degree programs (i.e. B.S. in Pharmaceutical Sciences/M.S. Physician Assistant).
5. Further develop and expand our relationships with all aspects of the healthcare industry.
6. Continue to evaluate the marketability of new degree programs on both the undergraduate and graduate levels. Potential new programs may include:
   <u>Undergraduate:</u> B.S. in Pharmaceutical Sciences, B. S. in Athletic Training, B.S. / M.S. In Physician Assistant.
   <u>Graduate:</u> M.S. in Physician Assistant, M.S. in Public Health.
7. Maximize Continuing Professional Education programs:
   a. consider the establishment of Certificate Programs
   b. employ new modalities in programmatic offerings
   c. apply for provider status of CME credit.
8. Continue to secure additional alumni support.
9. Continue to secure funding to establish and support additional Post-Doctoral training programs (i.e. University Residencies, Fellowships, Post-Doctoral programs) from external funding sources.
10. Expand the activities of the Urban Pharmaceutical Care Research and Education Institute in collaboration with VISA initiatives.
11. Develop interdisciplinary/interprofessional education initiatives across all healthcare curricula as outlined by various healthcare education organizations.
12. Utilize the University's global focus to expand the College's global studies initiatives and establish the College/University as a global education leader within AACP.
13. Address the University's focus on mission by expanding the Academic Service Learning program across all College curricula.
14. Assess public service needs (removal/limitation of drug exposure in the environment, improving medication safety, supporting the Medical Service Corps).

15. Explore the potential collaboration with other educational institutions in the area of experiential education.
16. Explore new mechanisms to recruit competent students in all College majors from underrepresented populations.

THREATS

1. Continued compliance with ACPE, ARC-PA, NAACLS, JRCERT, CAAHEP and Department of Health accreditation standards as well as required licenses. Maintain State Education Department approval of Ph.D. and M.S. programs.
2. Availability, management and cost of experiential education.
3. Attrition of faculty due to other opportunities, i.e., industry, government agencies, other Universities, practice positions.
4. Competition rather than planned collaboration, i.e., interest of other Colleges within the University, to establish programs that can be most effectively and efficiently offered by the College of Pharmacy and Allied Health Professions or in collaboration with this College.
5. Schools in the region that offer competing majors; the establishment of the Touro College of Pharmacy; CUNY's search for a Dean for a new Pharmacy College in New York City.
6. Impact of global financial crisis on the College.
7. Replacing basic science faculty who retire and do not have labs with new faculty who will require research laboratories.
8. Reorganization of healthcare (mergers of hospitals, reorganization of healthcare delivery systems) which impact the College's position within these healthcare settings.

STRATEGIC DIRECTION

The strategic direction of the College is summarized in the College Vision Statement which emphasizes that the College "will be a nationally recognized model of distinctiveness for the preparation of exemplary healthcare providers dedicated to meeting the needs of all patients particularly the underserved in urban areas, distinguished scholars and leading researchers in the pharmaceutical and biomedical sciences."

The College recognizes its outstanding students and faculty and commits to sustaining a culture of continuous assessment and quality improvement to further enhance the classroom, laboratory, and experiential education of our students. While the College recognizes the value of each of its programs of study, and commits to further strengthening all programs, it is very proud that the Pharm.D. and toxicology programs were identified as University programs of distinction and are particularly highlighted.

The College's faculty, administration and students are very grateful for the many improvements provided by the Science Master Plan and recognize that the completion of this Plan, as well as the completion of additional improvements to St. Albert Hall that have been externally funded (in addition to those improvements funded by the Master Plan), have had a profoundly beneficial impact upon the learning environment, the delivery of the College's curricula, and the research activities of the faculty and students. The College continues to investigate sources of external funding that could be secured to be utilized to expand St. Albert Hall to facilitate the exciting future of research and education in the pharmaceutical sciences.

The College must also make plans to assure that the resources (affiliated clinical sites, full-time and voluntary faculty, etc.) that are needed to provide excellent experiential education are available to support the clinical components of relevant programs of study (in particular the Pharm.D. and Physician Assistant programs) during this era of healthcare organization acquisitions and mergers. Careful study is also being given to monitor the impact that the establishment of Touro College of Pharmacy in New York City and the anticipated establishment of a CUNY College of Pharmacy in New York City will have upon the Pharm.D. program.

The College is proud that its accredited programs of study have received full accreditation status however it also recognizes that it must carefully adhere to these accreditation standards to maintain this designation. It is also anticipated that the College's graduate (M.S. and/or Ph.D.) programs may be subjected to review by the New York State Education Department as part of its cyclical review of all programs in the near future.

The College continues to investigate and work towards the establishment of additional new programs of study. Programs currently being studied and/or developed include an MPH program and an AS program in Dental Hygiene. The College also looks forward to studying the possible development of other allied health professions programs such as

Athletic Trainer and post-professional certificate programs for practicing physician assistants and radiologic technologists. The transition of the B.S. with a major in Physician Assistant to a BS/MS program is also being studied and a new BS/MS curriculum is currently being developed. Potential collaborations with institutions of higher education and the pharmaceutical industry in India are also being studied for the potential offering of graduate programs of study.

The importance of conducting nationally recognized scientific research in the pharmaceutical and biomedical sciences is an important priority for the College. Faculty members, working in conjunction with their graduate students, will continue to engage in important scientific studies that will lead to national presentations, peer reviewed publications, competitive grants, and patents. Successful research will also further enhance the reputation of the College and provide an exciting stimulus to instruction given in the undergraduate and graduate programs offered in the College.

The College has achieved some success in establishing externally funded post-Pharm.D. residency and fellowship programs. Proposals to secure external funding to establish additional programs are currently being developed. The College also seeks to secure external funding to support the establishment of Post-M.S. and Post-Ph.D. fellowship programs.

The enhanced cultivation of College alumni and friends must also continue to be emphasized as the College seeks to strengthen its fiscal status through the acquisition of additional external funding to support key initiatives including facility enhancements, scholarships and research initiatives.

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS GOALS

This section outlines College of Pharmacy and Allied Health Professions goals, objectives, strategies, success measures, interdependencies, responsibility and timeframe for completion, and how they relate to and support the University's goals and priorities.

The College has embraced three Comprehensive Goals which align with the four Institutional Goals of the University. Additionally, the College has analyzed its SWOT Analysis to combine further objectives according to the University Strategic Priorities.

The following areas relate to the three Comprehensive Goals of the College:

Comprehensive College Goal 1: Enhance local, regional, national and international reputation of the College.

Objective 1: Maintain accreditation of all pertinent degree and certificate programs (Pharmacy: Accreditation Council on Pharmacy Education, [ACPE]; Physician Assistant: Accreditation Review Commission on Education for the Physician Assistant [ARC-PA] ; Clinical Laboratory Sciences: National Accrediting Agency for Clinical Laboratory Sciences [NAACLS]; Radiological Science: Joint Review Committee on Education in Radiologic Technology [JRCERT]; Emergency Medical Services Institute: Commission on Accreditation of Allied Health Education Programs [CAAHEP]).

Success Measures:

- Identified changes from all self study reports implemented
- Positive review by all accrediting agencies
- Accreditation maintained for all programs
- Self-study reports for allied health programs completed (Current Accreditation Period: ARC-PA, 3/1/07-3/31/12; NAACLS, 7/1/04-6/30/10; JRCERT, 3/1/07-8/1/12; CAAHEP, 11/17/08-11/30/09)

Strategies:

- Review and implement Pharmacy Self-Study recommendations and ACPE actions
- Assess the benefits/risks of altering the 0-6 to 2-4 Pharm.D. program structure
- Complete all necessary reports from and respond to requirements of all pertinent accrediting agencies

Responsibility: Committee on Mission, Planning, Organization and Financial Resources; Faculty Council; Assistant Dean for Assessment and Faculty Development; Self-Study Steering Committee; Program Directors

Target Date for Completion: Ongoing and subject to change after Pharmacy accreditation site visit in February 2010.

Interdependencies: Office of the Provost

Objective 2: Expand Continuing Professional Education program offerings to include all campuses, diverse disciplines and additional modes of delivery; establish certificate programs; target pharmaceutical industry; offer Continuing Medical Education programs; expand EMS Institute offerings.

Success Measures:

- Expand Continuing Professional Education programs by 15% and Continuing Medical Education programs established on all campuses
- Certificate programs offered by 2010
- Pharmaceutical industry support targeted for specific programs
- EMS Institute offerings expanded

Strategies:

- Expand Manhattan and Oakdale campuses' continuing professional education programs
- Continue to investigate the use of distance education technology for continuing professional education programs
- Investigate certificate programs that may be offered
- Investigate and become certified provider for Continuing Medical Education programs
- Survey pharmaceutical industry professionals and enhance program offerings i.e., the annual Jarowski Seminar
- Expand EMS Institute program offerings

Responsibility: Director of Continuing Professional Education; Associate Dean for Pharmacy Programs; Committee on Continuing Professional Education; Director of EMS Institute; Advisory Boards; Dean

Target Date for Completion: Ongoing

Interdependencies: Information Technology; Office of Marketing and Communication; Office of Development; Office of Alumni Relations

Objective 3: Expand the College-wide assessment process and incorporate ongoing assessment activities to ensure continuous quality improvement and utilization of data.

Success Measures:

- Additional assessment tools and activities will be added each year
- Annual reports on assessment data will be presented to Faculty Council

Strategies:

- Charge Committee for Assessment and Outcomes to expand assessment activities
- Benchmark with other Universities

Responsibility: Committee on Mission, Planning, Organization and Financial Resources; Assistant Dean for Assessment and Faculty Development; Assistant Dean for Graduate

Programs; Data Administrator for Assessment; Committee on Assessment and Outcomes; Faculty Development Committee; Faculty

Target Date for Completion: Additional assessment tools and activities will be utilized each year

Interdependencies: Institutional Research; Information Technology; Office of the Provost; Library; College Development Officer; Office of Business Affairs

Objective 4: Investigate and create new majors, i.e., M.S. in Pharmacy Administration with a specialization in Health Policy Anaylsys and minors, i.e., Public Health, etc. to expand the programs offered by the College

Success Measures:

- New majors and minors developed beginning in Academic Year 2010

Strategies:

- Conduct market research survey to determine the need for new majors and minors
- Develop the curriculum
- Evaluate the financial and enrollment components to the programs
- Programs approved by Faculty Council, Board of Trustees, and New York State Education Department

Responsibility: Curriculum and Educational Policy Committee; Committee on Mission, Planning, Organization and Financial Resources; Faculty

Target Date for Completion: New majors and/or minors available beginning in Academic Year 2010

Interdependencies: Office of the Provost; Office of Enrollment Management; Office of Business Affairs; Office of Marketing and Communication

Objective 5: Strengthen existing Advisory Boards and establish needed additional boards (based on program and discipline).

Success Measures:

- Advisory Boards based on program and discipline established

Strategies:

- Dean will reach out to faculty and alumni to contact potential advisory board members based on their expertise and potential for participation in the College
- Existing advisory boards will be strengthened

Responsibility: Dean; Committee on Mission, Planning, Organization and Financial Resources; Faculty

Target date for Completion: Advisory Boards by program and discipline will be continuously established beginning in Academic Year 2009

Interdependencies: Office of Alumni Relations; College Development Officer

Objective 6: Develop a plan to build a wing on St. Albert Hall.

Success Measures:

- Plan developed and funding secured to build a wing on St. Albert Hall

Strategies:

- Aggressive fundraising and donor cultivation
- Publicity regarding the achievements of faculty and students to encourage potential donors

Responsibility: Dean; Advisory Boards

Target Date for Completion: Ongoing fundraising activities over the next five years and a plan developed by 2013

Interdependencies: College Development Officer; Office of Alumni Relations; Office of Grants and Sponsored Research; Office of Marketing and Communication; Office of Design and Construction; Office of the Provost; Office of Business Affairs

Comprehensive College Goal 2: Strengthen the fiscal status of the College.

Objective 1: Effectively plan and manage enrollment in all College programs based on market forces and resources; plan to continue to meet the didactic and experiential learning needs of all the programs in the College due to student retention.

Success Measures:

- All experiential learning needs will be met by acquiring additional sites and funding
- Enrollment successfully managed in all College programs based on resources
- Compliance with College enrollment plan
- Secure additional funds (internal and external support) for experiential education

Strategies:

- Review/refine and/or develop plans to accommodate instructional/experiential education across all programs as the need arises
- Clinical Coordinators will aggressively pursue additional sites
- Applications for funding from various sources will be submitted

Responsibility: Committee on Mission, Planning, Organization and Financial Resources; Assistant Dean for Pharmacy Experiential Programs; Clinical Coordinators; Program

Directors; Curriculum and Education Policy Committee; Department Chairs; Faculty Council

Target Date for Completion: Plans will continuously be reviewed and refined

Interdependencies: Office of Enrollment Management; Institutional Research; Information Technology; Office of Business Affairs; Office of the Provost; College Development Officer

Objective 2: Increase the number of externally funded post-graduate training programs (residencies, fellowships and post-doctoral programs) and investigate ways to incorporate them in College's activities; review graduate student benefits packages.

Success Measures:

- Annual increase in number of externally funded post-graduate training programs
- Post-doctoral culture will be developed in the College as evidenced by the participation of the residents and fellows in College activities/seminars
- Conduct an ongoing assessment of the competitive status of graduate student benefits
- Graduate student benefits will contribute to excellent enrollment

Strategies:

- Evaluate market
- Research potential affiliates
- Secure external funding
- Conduct an ongoing assessment of the competitive status of graduate students benefits
- Investigate additional funding sources for graduate students benefit packages

Responsibility: Dean; Associate Dean for Pharmacy Programs; Assistant Dean for Graduate Programs; Assistant Dean for Administration and Planning; Director of Graduate Research Programs; Department Chairs; Ad-Hoc Committee on Residencies and External Fellowship Programs; Faculty

Target Date for Completion: Annual assessment of number of externally funded post-graduate training programs offered and participation of those residents and fellows in College activities through Fiscal Year 13; annual benchmark report on graduate student benefits

Interdependencies: College Development Officer; Office of Grants and Sponsored Research

Objective 3: Obtain additional funding (internal as well as external from public and private sources) to support undergraduate and graduate student activities on both the local and national level as well as support existing and/or new College initiatives.

Success Measures:

- External funding secured to support student activities
- Expansion of scholarly pursuits/activities throughout the College in terms of publications, grants and presentations
- New initiatives developed
- Alumni giving increases by 10% by 2013

Strategies:

- Identify and pursue external funding sources
- Increase external grant submissions
- Continue to promote faculty scholarly activities as manifested by peer-reviewed presentations, publication, external grant submissions and external grant acquisitions
- Engagement by students and faculty in scholarly activities
- Promote attendance at workshops to assist in grant writing
- Create and implement Alumni Development Plan
- Publicize College activities more effectively
- Strengthen College Advisory Boards to assist with securing funding and new initiatives

Responsibility: Committee on Mission, Planning, Organization and Financial Resources; Department Chairs; Assistant Dean for Assessment and Faculty Development; Committee on Faculty Development; Faculty

Target Date for Completion: Annual reports submitted at the end of each fiscal year;

Interdependencies: College Development Officer; Office of Grants and Sponsored Research; Office of the Provost; Office of Business Affairs; Office of Alumni Relations; Office of Marketing and Communications; College Advisory Boards

Comprehensive College Goal 3: Strengthen the overall structure of the College.

Objective 1: Continue to evaluate the organizational structure of the College and the College Bylaws.

Success Measure:

- Allied Health Sciences department established
- College Bylaws revised as needed

Strategies:

- Obtain approval from the Office of General Counsel, Office of the Provost and Faculty Council to establish the department
- Update College Bylaws to reflect the addition of the new department and any other changes
- Establish the 4th department to house the Allied Health faculty

Responsibility: Dean; Faculty Council

Target Date for Completion: New department established for Academic Year 2010-11

Interdependencies: Office of General Counsel; Office of the Provost

Objective 2: Establish systematic ongoing development programs for faculty, administrators, staff, preceptors and students to enhance scholarship, leadership development and the student centered delivery of college curricula (teaching); and to encourage faculty, administrators and staff members to attend University and College sponsored professional development programs.

Success Measures:

- Systematic ongoing faculty development programs will be established
- Attendance at University professional development programs by administrators, staff and faculty
- Increased faculty participation in development programs

Strategies:

- Faculty Development Committee will offer additional seminars/programs
- Faculty, administrators and staff members are encouraged to attend University programs
- Inculcate a culture of professional and leadership development among faculty, administrators and staff
- Expansion of a structured preceptor development program

Responsibility: Assistant Dean for Assessment and Faculty Development; Faculty Development Committee; Administrative Supervisors; Department Chairs; Dean

Target Date for Completion: Ongoing through Fiscal Year 13

Interdependencies: Office of Human Resources; Center for Teaching and Learning; Office of the Provost; Professional Development Center; Technology Learning Center

The College embraces the three University Strategic Priorities of Mission, Student Engagement and Global initiatives. In response to the overall question of "*How do we serve,*" the College has identified specific objectives which correspond to these University priorities.

Goal: To enhance the fulfillment and embodiment of the Mission.

Objective 1: Establish a College based Mission orientation program for all College constituents.

Success Measure:

- Completion of a College Mission Orientation Program (to address specific College related matters and to supplement the University programs) by staff, administrators, faculty, preceptors and students

Strategies:

- Develop a College Mission Orientation Program
- Pilot with all new hires beginning in Academic Year 2009
- Expand to all College personnel over the next three years
- Introduce the College mission to all first year students
- Develop preceptor program in Academic Year 2009

Responsibility: Committee on Mission, Planning and Organization and Financial Resources; Dean; Assistant Dean for Pharmacy Experiential Programs; Administrative Supervisors; Program Directors

Target Date for Completion: Roll out program over the next three years according to the timeline identified in the Strategies

Interdependencies: University Ministry

Objective 2: Expand Academic Service Learning programs to all majors.

Success Measure:

- Increased student participation in Academic Service Learning by 50%
- Increased Academic Service Learning course offerings
- Increased number of faculty including Academic Service Learning in courses

Strategies:

- Encourage appropriate Curriculum Committees to identify opportunities for, and assist with, the integration of Academic Service Learning
- Implement Academic Service Learning activities within appropriate courses
- Increase Academic Service Learning course offerings
- Acknowledge faculty for participation in Academic Service Learning activities to Faculty Council

- Encourage faculty to attend University Academic Service Learning training programs

Responsibility: Dean to charge committees during Academic year 2010; Appropriate Curriculum Committees; Assistant Dean for Service Programs

Target Date for Completion: Committees charged during Academic Year 2010; Student and faculty participation increased by Academic Year 2013

Interdependencies: Academic Service Learning Office

Objective 3: Investigate the possible establishment of an on Campus Community Pharmacy and Clinic that will serve the healthcare needs of the University Community.

Success Measure:

- Decision made regarding whether or not a fully operational Campus based Community Pharmacy and Clinic is financially and legally feasible

Strategies:

- Benchmark other University Community Pharmacies and Clinics and report to the College on the feasibility of the project
- Obtain University approval for the establishment of a campus community pharmacy and clinic
- Identify appropriate space for the state of the art pharmacy and clinic
- Identify potential business partners
- Build and open a campus community pharmacy and clinic

Responsibility: Dean; Department Chairs; College Facilities Committee

Target Date for Completion: Feasibility report submitted and reviewed by Academic Year 2011; institutional approval given if project is deemed appropriate for operationalization by 2013

Interdependencies: College Development Officer; Office of Grants and Sponsored Research; University Administration; Office of Design and Construction; Office of General Counsel; Vice President for Wellness

Objective 4: Expand the visibility of the Urban Pharmaceutical Care Research and Education Institute and establish a five year plan.

Success Measure:

- Increase the visibility, recognition and role of the Institute both internally and externally

Strategies:

- Partner with Catholic and other healthcare providers to undertake clinical and research initiatives
- Actively engage Ozanam Scholars of the College in activities of Institute
- Develop public service opportunities that are focused on urban healthcare
- Establish an annual national symposium
- Enhance research and scholarship activities in related areas
- Expand the role of stakeholder participation in College activities through the Institute

Responsibility: Dean; Assistant Dean for Service Programs and Director of Urban Institute; Urban Institute Advisory Committee; other College Advisory Boards
Target Date for Completion: Ongoing work of committees to be reported and five year plan developed by 2010

Interdependencies: Office of Grants and Sponsored Research; Vincentian Institute for Social Action (VISA); Vincentian Center for Church and Society

Objective 5: Increase enrollment of traditionally underrepresented populations in both our undergraduate and graduate programs.

Success Measure:
- Increase number of underrepresented students enrolled

Strategies:
- Targeted recruitment strategies
- Secure external funding to support outreach to underrepresented student recruitment
- Partner with the Office of Enrollment Management to enhance recruitment efforts

Responsibility: College Enrollment Task Force; Committee on Mission, Planning, Organization and Financial Resources; Assistant Dean for Pharmacy Student Affairs; Assistant Dean for Allied Health Professions Programs; Program Directors

Target Date for Completion: Annual review and report of student applications and enrollment

Interdependencies: Office of Enrollment Management; Office of Grants and Sponsored Research; Office of Development

Goal: To enhance Student Engagement in the College.

Objective 1: To establish a culture of leadership which enhances student engagement.

Success Measures:
- Offer various programs which expand the opportunities for student/faculty engagement and enhance a culture of leadership

Strategies:

- Workshops will be conducted
- Speakers will be invited to campus (i.e., Lunch With A Leader Program and other initiatives)
- Enhance the role of faculty moderators and advisors for student organizations

Responsibility: Committee for Mission, Planning, Organization and Financial Resources; Faculty Development Committee; Student Affairs Committee; Student Leaders; Ad Hoc committee

Target Date for Completion: Leadership Development Program will be created in Academic Year 2010, piloted in Academic Year 2011, reviewed and refined in ongoing academic years

Interdependencies: Office of Human Resources; Student Government; University Development Office; Office of the Provost; University Ministry; External Professional Organizations

Objective 2: Increase the use of technology to enhance student engagement.

Success Measure:

- A variety of technologies will be used to enhance student engagement both within and outside the classroom setting

Strategies:

- Enhance provision of technology for preceptors and coordinators to increase assessment initiatives
- Provide faculty with tablet computers
- Work with Information Technology to provide students with PDA technology for use in clinical years
- Provide graduate students with laptop computers
- Expand the use of technology throughout the curriculum (e-portfolios, white boards, tablets, audience response system, podcasts)
- Establish faculty and staff development programs to improve the use of technology
- Increase the faculty certified in distance learning

Responsibility: Curriculum Committees; Faculty Development Committee; Faculty

Target Date for Completion: Ongoing review and piloting of tools over each academic year

Interdependencies: Information Technology; Center for Teaching and Learning; Office of the Provost; Office of Development; Office of Grants and Sponsored Research; Technology Learning Center

Objective 3: Enhance interpersonal communication and interactions between students and faculty to facilitate academic excellence.

Success Measures:

- Students demonstrate proficient communication skills
- Increased number of extra or co-curricular activities among students and faculty
- Students motivated to join professional organizations in their chosen professions
- Greater publicity of College events via Website
- Increase student participation in College and University activities by 5%
- Increase student participation in professional organizations by 5%

Strategies:

- Increase recitations
- Explore feasibility of reducing class size/section enrollment
- Encourage the use of active learning strategies in the classrooms/labs/other learning environments
- Increase publicity of events on College Website
- Secure external funding to sponsor events

Responsibility: Faculty; Students; Curriculum Committees; Student Affairs Committee; Assessment and Outcomes Committee

Target Date for Completion: Annual review and report of participation data; annual review of communication skills data from Pharmacy Competency Exam

Interdependencies: Center for Teaching and Learning; Learning Communities; Student Government; Office of Student Life; Office of Marketing and Communications; College Development Officer; Office of Grants and Sponsored Research

Objective 4: Explore interdisciplinary/interprofessional education initiatives.

Success Measure:

- Completion of a curricular plan

Strategies:

- Appointment of an Ad Hoc committee
- Creation of a white paper

Responsibility: Dean; Ad Hoc committee

Target Date for Completion: Ad Hoc committee appointed in Academic Year 2010; white paper completed and reviewed by Academic Year 2011

Interdependencies: External Accreditation agencies

Objective 5: Develop a process that recognizes faculty involvement with student endeavors.

Success Measure:

- Approved faculty recognition process

Strategies:

- Charge Faculty Affairs Committee
- Develop a recognition process

Responsibility: Dean; Department Chairs; Faculty Affairs Committee

Target Date for Completion: Faculty Affairs Committee charged in Academic Year 2010; recognition process developed and offered by Academic Year 2013

Interdependencies: Office of Marketing and Communication; Office of General Counsel

Goal: To increase Global Initiatives in the College.

Objective 1: Expand the Discover the World opportunities to all students in the College

Success Measure:

- Increased enrollment by 50% in Discover the World program by 2013

Strategies:

- Appoint Director/Assistant to the Dean with responsibilities that include global programs
- Establish a plan to increase Discover the World enrollment by 50%

Responsibility: Dean; Associate Dean for Pharmacy Programs; Assistant Dean for Allied Health Professions Programs; Assistant Dean for Graduate Programs; Assistant Dean for Service Programs; Director/Assistant to the Dean for Global Programs; Department Chairs

Target Date for Completion: Director/Assistant to the Dean appointed by Academic Year 2011; plan to increase enrollment in place by 2012; enrollment increased from current participation rate by Academic Year 2013.

Interdependencies: Office of the Provost; Office of Global Studies; Office of Business Affairs

Objective 2: Expand global perspectives in the curriculum.

Success Measure:

- Inclusion of global perspectives in course curricula

Strategies:

- Review syllabi to identify where global education may be included
- Survey faculty

Responsibility: Curriculum and Educational Policy Committees; Faculty; Assessment and Outcomes Committee

Target Date for Completion: Ongoing review of syllabi and inclusion of relevant global perspectives in courses

Interdependencies: Office of Institutional Research; Office of the Provost

Objective 3: Explore affiliations with national and international programs.

Success Measure:

- Increased affiliations with national and international programs

Strategies:

- Establish contact with Universities with similar programs and other professional organizations in the Discover the World cities

Responsibility: Associate Dean for Pharmacy Programs; Assistant Dean for Allied Health Professions; Assistant Dean for Graduate Programs; Director/Assistant to the Dean for Global Programs

Target Date for Completion: Ongoing reports of contacts with other Universities and programs

Interdependencies: Office of Global Studies; Office of General Counsel; Office of the Provost

Objective 4: Become recognized leaders in global health care education

Success Measure:

- Leadership positions in national organizations involved in global healthcare education initiatives
- Individuals appointed to various healthcare advisory boards focusing on global health issues (i.e., United Nations)

Strategies:

- Publications and presentations in relevant areas.
- Networking with international professional associations

- Increase student participation in professional organizations by 5%
- Increase student participation in College and University activities by 5%

Responsibility: Faculty; Associate Dean for Pharmacy Programs; Assistant Dean for Allied Health Professions; Assistant Dean for Graduate Programs; Assistant Dean for Service Programs; Director/Assistant to the Dean for Global Programs
Target Date for Completion: Ongoing activities and connections established

Interdependencies: Office of Global Studies; Vincentian Center for Church and Society; Office of the Provost

Objective 5: Establish graduate recruitment initiatives in new international markets

Success Measure:
- Increased number of graduate applications from new international markets to programs offered by the College

Strategies:
- Highlight programs and application process on Webpage
- Develop new graduate recruitment material targeting selected international markets

Responsibility: Assistant Dean for Graduate Programs; Director of Graduate Research Programs; Department of Pharmaceutical Sciences and Department of Pharmacy Administration and Allied Health Sciences Chairs

Target Date for Completion: Annual review of application data

Interdependencies: Office of Graduate Admissions; Office of Marketing and Communications; Office of International Students

APPENDIX A.

LIST OF DEGREES AND PROGRAMS

Programs of Study

The pre-professional years in the undergraduate and professional degree programs are coordinated with those of other departments of the University. This arrangement gives the student the valuable advantages of a broadening influence resulting from close contact with students and faculty of several schools in the University.

Undergraduate/Professional Degrees and Majors Available

Pharmacy Program (Pharm.D.)

The entry-level Doctor of Pharmacy curriculum is designed to provide our students with the scientific knowledge and clinical and leadership skills that will enable them to render pharmacist directed patient care. Pharmacist directed patient care encompasses the following: traditional pharmacy prescription dispensing and medication distribution, the promotion of optimal drug therapy, a covenantal relationship with patients and an acceptance of legal and ethical standards of practice.

The program develops students into competent pharmacists who possess the knowledge and skills needed to provide the highest quality of care for his/her individual patient. This curriculum provides students with a strong foundation in the liberal arts and sciences that is consistent with a strong academic program of study. The program is configured as a six-year course of study that admits students directly into the major from high school and includes liberal arts and sciences, and introductory professional coursework which is introduced early in the program to enhance the students' awareness of their chosen profession. The final four years concentrate on integrating basic and applied pharmaceutical, social and clinical sciences in both the classroom and practice settings. The curriculum employs an integrated and innovative approach to learning, and stresses the application of knowledge that is patient specific and focused.

The courses offered by the College focus on pharmacists' responsibilities in ensuring the rational use of medication therapy in patients, while imparting necessary knowledge and patient care skills to deliver effective pharmacist directed patient care. Students are challenged to become life-long learners to continually develop and strengthen their skills and knowledge base.

Physician Assistant Program

The four year program of study leading to a Bachelor of Science degree with a major in Physician Assistant consists of two academic years of collegiate instruction at the Queens Campus of the University, followed by 24 months of professional education at the Dr. Andrew J. Bartilucci Center and affiliated healthcare institutions.

Students must appear for an interview before the Subcommittee on Admissions prior to approval for progression to the professional/clinical portion of the curriculum. A student must achieve a GPA of 2.7 (both overall and in mathematics and science) to be granted an interview). The performance on the interview and other relevant credentials are evaluated when determining if a student may progress to the professional phase of the program).

Qualified independent students (i.e. students possessing a relevant B.S. degree who meet the rigorous admission standards) are considered for admission to the Physician Assistant certificate program. These students are not granted a B.S. degree. The future of this admission pathway is currently being reviewed.

Medical Technology Program
The four year program leading to the Bachelor of Science in Medical Technology degree consists of three years of pre-professional and professional study at the University and one calendar year of professional education at the Dr. Andrew J. Bartilucci Center and affiliated healthcare institutions.

A student's completion of the entire program leading to the B.S. in Medical Technology depends upon the completion of the professional/clinical year (i.e. the fourth year offered at the Bartilucci Center and affiliated intuitions for clinical study). Promotion to the professional/clinical year is influenced strongly by the student's academic performance. Admission is competitive.

Radiological Sciences Program
The four year program of study leading to a Bachelor of Science degree with a major in Radiologic Sciences consists of two academic years of collegiate instruction at the Queens Campus of the University, followed by 24 months of professional education at the Dr. Andrew J. Bartilucci Center and affiliated healthcare institutions.

Students must appear for an interview before the Subcommittee on Admissions prior to approval for progression to the professional/clinical portion of the curriculum. The performance on the interview and other relevant credentials are evaluated when determining if a student may progress to the professional phase of the program.

Qualified independent students (i.e. students demonstrating the required level of achievement and possessing the relevant credentials) are considered for admission to the professional phase of the radiologic technology program. These students are not granted a B.S. degree. The future of this admission pathway is currently being reviewed.

Toxicology Program
The underlying principle of toxicology is to protect health and the environment from the harmful effects of chemicals. It is grounded in scientific research and applied in public policy. Thus, the toxicology curricula (undergraduate and graduate) are designed around the principles of scientific inquiry and Vincentian principles. The faculty constantly

evaluates the Toxicology Program in order to maintain a contemporary edge to both the scientific foundation of the science and the issues of focus.

St. John's is one of the few institutions in the U.S. which offers the full triad of degrees (BS, MS, Ph.D.) in toxicology which enhance each other. Quality graduate research is the foundation on which scientific education rests and the undergraduate program opens the focus of issues and inquiry. A variety of structured mechanisms build on this cross-fertilization, including undergraduate research, mixing of the toxicology community at events during the year (opening receptions, toxicology exposition), and the BS/MS degree. The College also benefits from it's affiliation with the New York City and Long Island Poison Control Centers. Continued promotion of the program and support of faculty research and education initiatives will strengthen the program.

Graduate Programs of Study
Overview
The Master of Science (M.S.) programs:

- Programs leading to the Master of Science in Pharmaceutical Sciences, Toxicology and Pharmacy Administration are offered. Students can chose between thesis and non-thesis options in most programs. Within the three M.S. degree programs there are numerous specializations including: pharmacology, medicinal chemistry, industrial pharmacy, pharmaceutical marketing, and regulatory affairs/quality assurance.
- The College of Pharmacy and Allied Health Professions has developed a unique program in cooperation with the Department of Library Science of St. John's College to allow students to obtain a double master's degree in pharmaceutical sciences (specialization in pharmacology) and in library science.
- The College also collaborates with St. John's College through the Institute for Biotechnology for graduate study at the M.S. level in pharmaceutical and biological biotechnology.

The Doctoral program:

- Ph.D.: The College also offers a program of study in pharmaceutical sciences with specializations in medicinal chemistry, pharmacology, toxicology and industrial pharmacy/pharmaceutics leading to the Doctor of Philosophy degree.

Overview of the Master of Science Programs
The programs leading to the Master of Science degree are designed to prepare individuals to contribute to advances in areas of pharmacy, allied health and the biosciences. The Master of Science programs develop skills in critical thinking to prepare graduates for positions in research, industry, education and medical settings. In addition, graduates learn to interpret and critically review basic and clinical research in order to foster lifelong learning.

Master of Science in Pharmaceutical Sciences
Students studying for the M.S. in Pharmaceutical Sciences can specialize in:

- Pharmacology

- Medicinal Chemistry
- Industrial Pharmacy

Students who plan to undertake graduate work in pharmaceutical sciences with a concentration in pharmacology, medicinal chemistry, or industrial pharmacy must hold an acceptable baccalaureate degree with a major in pharmacy or in one of the physical, chemical or biological sciences.

Master of Science in Toxicology
The M.S. in Toxicology program prepares graduates for leadership roles in chemical and pharmaceutical companies, Government agencies and testing laboratories. Subspecialities which can be tailored to the graduate student's needs include: forensic toxicology, cosmetic toxicology, drug metabolism, analytical toxicology, molecular toxicology, environmental toxicology, neurotoxicology, renal toxicology and industrial toxicology. Students who plan to undertake graduate work in Toxicology must hold an acceptable baccalaureate degree with a major in toxicology, pharmacy or in a related physical chemical or biological science.

Master of Science in Pharmacy Administration
Students studying for the M.S. in Pharmacy Administration may specialize in:

- Pharmaceutical Marketing
- Regulatory Affairs/Quality Assurance

The Regulatory Affairs/Quality Assurance program prepares individuals to assume supervisory positions in specialty areas which include parenterals, administration of HMO's, clinics and nursing facilities. The regulatory aspects and industry are stressed in the program. The pharmaceutical marketing specialization is designed for medical sales representatives and others interested in the marketing of pharmaceuticals. Areas of study include: pharmaceutical sales and marketing, drug regulatory affairs and standards, administrative principles, merchandising and management in the institutional setting.

Students in this program may be permitted to use electives to satisfy pre-MBA requirements. Students wishing to use this option must advise the department at the time of their acceptance.

For graduate study in pharmacy administration with a specialization in pharmaceutical marketing, applicants should possess a baccalaureate degree in pharmacy. However, those possessing a bachelor's degree in business administration will considered. The latter may also be required to take certain undergraduate pharmacy administration courses to compensate for not possessing a degree in pharmacy.

Doctoral Program
Doctor of Philosophy in Pharmaceutical Sciences
The College of Pharmacy and Allied Health Professions offers the Ph.D. degree in Pharmaceutical Sciences. The program in pharmaceutical sciences leading to the Doctor of Philosophy degree was formulated to prepare individuals to meet evolving needs in

pharmaceutical education, research and industry. Students can specialize in pharmacology, toxicology, medicinal chemistry and industrial pharmacy/pharmaceutics. The Doctor of Philosophy program in pharmaceutical sciences allows graduates to assume leadership roles in education, research, government and industry. Graduates of the program become important resources in the preparation of faculty to teach in both graduate and undergraduate pharmacy and allied health professions programs and the development of expertise in pharmaceutical and biomedical research. Students are trained to respond to rapidly changing needs in pharmaceutical dosage design, drug production and drug analytical methods. Students learn fundamental skills in basic and applied research in toxicology, pharmacology, medicinal chemistry and industrial pharmacy/pharmaceutics.

APPENDIX B:

DEMOGRAPHICS

(Provided by Institutional Research)

Student Demographic Characteristics: College of Pharmacy and Allied Health Professions has a total enrollment of 2,532 students; 60% undergraduate, 68% female; and 54% students of color. Seventy-five percent of the students are from New York. The remaining 25% originate from 23 other states, Puerto Rico and 30 foreign countries. The average SAT's for all students increased from 1068 in Fall 1998 to 1229 in Fall of 2008. Other student demographics are summarized on the chart that follows and detailed in Appendix H.

SUMMARY OF STUDENT DEMOGRAPHICS FALL 2008

	White	African-American	Hispanic	Asian/ Pacific Islander	Unknown	Non-Resident	Male	Female	Catholic
Undergraduate	23%	5%	4%	51%	13%	4%	40%	60%	26%
Graduate	22%	2%	1%	38%	6%	31%	40%	60%	19%
Total	22%	4%	3%	47%	13%	12%	40%	60%	24%

Faculty Characteristics: College of Pharmacy and Allied Health Professions has 80 full-time instructional faculty members, 49% female and 35% faculty of color. About 84% of full-time faculty members hold a Ph.D. or other appropriate terminal degree.* Fifty-five percent are tenured, including 71% of the males and 39% of the females. An additional group of 18 adjunct faculty provides instruction annually.

Employee Characteristics: College of Pharmacy and Allied Health Professions has 27 full-time administrators, 68% female and 19% administrators of color. They have an average length of service of 11 years. There are 23 full-time staff, 96% female and 17% staff of color. They have an average length of service of 8 years. There are an additional 13 part-time administrators and staff.

*All faculty teaching in the Pharmacy, Toxicology and graduate programs hold the Ph.D. or appropriate terminal degree. When Allied Health Professions faculty are included in this category for Fall 2008, many did not hold graduate level degrees.

APPENDIX C:

OVERVIEW STATISTICS
(Provided by Institutional Research)

st. john's UNIVERSITY
COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Undergraduate and Graduate Division

Queens campus

Fall 2008

- Total Enrollment students: 2,532 *(5% increase over Fall 2007)*

- Gender

	Fall 2007		Fall 2008	
	College of Pharmacy	St. John's University	College of Pharmacy	St. John's University
Female	62%	58%	60%	57%
Male	38%	42%	40%	43%

- Average age: 21

- Students come from 24 states, Puerto Rico and International Students (Non-Residents) from 30 countries.

- Largest programs *(excluding undeclared students)*
  - Pharmacy (6-Year)
  - Physician Assistant
  - Pharmaceutical Sciences

- During the 2007-2008 academic year, 387 degrees were conferred *(18% increase over 06-07).*

Undergraduate Division

Queens campus

Fall 2008

- Total Enrollment students: 2213 *(3% increase over Fall 2007)*
- New freshmen
  - 5085 Applied
  - 1,384 Accepted *(27% of Applied)*
  - 453 Enrolled *(33% of Accepted)*
- Gender

	Fall 2007		Fall 2008	
	College of Pharmacy - UG	St. John's University - UG	College of Pharmacy - UG	St. John's University - UG
Female	62%	59%	60%	58%
Male	38%	41%	40%	42%

- Mean SAT Scores

	SAT Math		SAT Verbal		SAT Combined	
	2007	2008	2007	2008	2007	2008
Total College of Pharmacy	640	647	584	582	1224	1229
Total St. John's University	545	554	530	533	1075	1087

- Average age: 20

- Students come from 24 states & Puerto Rico and International Students (Non-Residents) from 19 countries.
- During the 2007-2008 academic year, 82 degrees were conferred *(7% decrease from over 07-08).*
- One-year Retention Rates (*Full-time Baccalaureate Students*)

	Fall 2006 – 2007	Fall 2007 - 2008
▪ College of Pharmacy	87%	85%
▪ St. John's University	79%	76%

- Six-year Graduation Rates of 2002 cohort (*Full-time Baccalaureate Students*)
  - College of Pharmacy 68%
  - St. John's University 61%

st. john's UNIVERSITY

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Graduate Division

Queens Campus

Fall 2008

- Total Enrollment students: 808 *(4% increase over Fall 2007)*
- New First Time Graduate
  - 842 Applied
  - 264 Accepted *(31% of Applied)*
  - 97 Enrolled *(37% of Accepted)*

	Fall 2007		Fall 2008	
	College of Pharmacy - GR	St. John's University -GR	College of Pharmacy - GR	St. John's University -GR
Female	62%	64%	60%	64%
Male	38%	36%	40%	36%

- Gender

- Average age: 24

- Students come from 9 states and International Students (Non-Residents) from 17 countries.

- Largest programs *(excluding undeclared students)*
  - Pharmacy (6-Year)
  - Pharmaceutical Sciences

- During the 2007-2008 academic year, 311 degrees were conferred (26% increase over 06-07).