College of Pharmacy Strategic Plan

CHSU
CALIFORNIA
HEALTH SCIENCES
UNIVERSITY

Mission

We exist to improve the health care outcomes of people living in the Central Valley by:

1. Inspiring diverse students from our region to commit to healthcare careers that serve our region;

2. Developing compassionate, highly trained, intellectually curious, adaptive leaders capable of meeting the healthcare needs of the future through a performance-based education;

3. Empowering people to teach, serve, research, innovate, and practice collaboratively in areas of skill and expertise in disciplines related to pharmacy.

Vision

To transform pharmacy into a primary care profession.

Values

Integrity: We keep promises and fulfill just expectations. By aligning our beliefs, thoughts and actions, we adhere to the highest ethical and professional standards in education, research and health care.

Excellence: We strive to achieve the highest quality in all that we do by using evidence-based methods, teamwork, critical reasoning, and continuous reflection on performance.

Collaboration: We strive to contribute positively to each other, our students, patients, university and community, through a culture of trust, respect, transparent communication, cooperation, cheerfulness, gratitude, and shared victories.

Diversity: We respect, embrace and harness the strengths of the many cultural backgrounds, languages, experiences and viewpoints of our students, faculty, staff and the community which we serve.

Innovation: We offer opportunity and resources to explore and pursue courageous innovation that matters for our students, faculty, staff, patients, and community.

Stewardship: We conscientiously utilize our resources – human, material and financial – in a highly efficient, effective, forward-looking and sustainable manner.

Growth: We value and invest in an assessment-driven culture that prioritizes growth and self-development. We strive to realize the potential of every student, faculty, staff, and community member through our individual and collective learning opportunities, decisions, policies and priorities.

Vision - Transforming Pharmacy into a Primary Care Profession

Goal 1 – A robust and sustainable strategic enrollment management plan (from first touch to graduation - that supports our diversity goals)

Purpose: Ensure adequate and sustainable enrollment of qualified candidates

Challenges that we need to overcome: 1) increasing number of schools 144 at present; 2) national decreasing demand for pharmacists; 3) national trend of declining enrollment 4) high tuition relative to other universities, especially out of state, 5) CHSU still relatively new

Potential opportunities: 1) expanding roles of pharmacists; 2) rural and underserved needs, especially in the Central Valley; 3) cost of living relatively lower in the Central Valley; 4) our prescriber-led rotation; 5) CHSU collegiality and friendliness; small class size and TBL; 6) Emphasis on personal and professional growth and leadership

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
1) Meeting enrollment goals through recruitment					
1.1 Increase the participation of students and faculty in recruitment planning and initiatives **1.1.2** Recruit and train local preceptors and volunteers to participate in admissions activities.	Asst Dean for Student Affairs & Enrollment, Director of Admissions	Numbers of students and faculty	Time and availability; space	June 2018	Faculty and staff trained for interviews 9/17. Preceptors asked to participate in interviews 9/17.
1.2 Develop an enrollment plan for prospective students that will increase new inquiries and participation in recruitment events.	Asst Dean for Student Affairs & Enrollment, Director of Admissions	Number of inquiries, data points associated with inquiries, and measure progress (increase, decrease, quality, etc.); number of touch points, sustainability of interest, funnel, number participating in events.	Faculty and staff availability	June 2018	Applications have increased during the first month of the 2017-18 cycle Contacted PCAT students via e-mail in Fall 2017

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Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
1.3.1 Develop new and maintain existing partnerships with institutions to achieve enrollment goals. **1.3.2** Establish pathways from high school through community college to CHSU **1.3.3** Develop 3+4 pathway with 4 year universities: UC Merced, Fresno State, Davis, Irvine	Asst Dean for Student Affairs & Enrollment, Asst to the President for enrollment	Increase number of partnerships, quantify partnership events, and design data collection that will link partnerships with inquiry flow. Number of partnerships	Part-time enrollment consultant	December 2017	Articulation agreements with, Fresno Pacific, Clovis Community College and Bakersfield College. (ongoing) Offered "reserved seat" agreement to all community colleges in the central valley through CVHEC (ongoing) Meetings with Holy Names University, West Hills College, and CSU Stanislaus as of 9/17
1b) Meet enrollment goals through student success, development and retention					
1.4 Offer a pre-orientation (Pharm Day) to assist with new student transition.	College Recruiter	Program implemented	Cost of events, housing; staffing	June 2018	Pending budget approval
1.5. Ensure students have regular, high-quality contact with faculty advisors.	Dean	Number of trainings and participation; Documentation of training objectives and outcomes. Provide evidence that students are meeting with their faculty advisors on an average of more than two times per semester.	Time; faculty availability; faculty training; documentation; logistics	May 2018	New academic advising process launched Sept. 2017
1.6. Continuously assess and improve the academic alert process for effectiveness.	Dean Exec Assistant	Reduce the number of steps to provide academic alert information; Reduce the number of requests for improvement to the process.	Logistics, documentation, and academic alerts	May 2018	In process of hiring academics coordinator who will oversee alert/tutoring (Chief of Staff) Chief of Staff will be conducting informal audit of grades earlier in semester before block exams to identify students who need help earlier

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Goal 2 – A learning environment that enables students to reach their maximum potential in their education, lives and professional careers.

Purpose: To optimize the potential for students to achieve academic success and personal/professional growth.

Challenges: 1) Education and support needs of central valley population students that are greater than the average population needs; 2) Faculty need ongoing support to develop and maintain a quality learning environment and strategies that support growth; 3) We are not aiming simply for "average." We want our graduates to be at the front of the curve – in essence, they should be seen by primary care practitioners as PA/NP with the added value of drug expertise; 4) curriculum development is generally not very agile – with integration, alignment, etc.)

Opportunities: 1) establishing local residency and/or APP development programs; 2) skilled energetic clinicians inside and outside the college who share in the vision; 3) a college of medicine under development providing opportunities for collaborative education and care; 4) leadership infrastructure at the Dean and Provost levels.

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
2.1 Develop curriculum 2.0, the outcomes of which define a pharmacist with cutting-edge primary care competencies that are well integrated with those of other providers in the healthcare team and with personal competencies (GLOs) that enable them to serve as mature, creative leaders in their communities and profession • Use backward design • Interprofessional education and practice central to design, integration with COM. • Define Entrustable Professional Activities associated with the target CHSU practitioner • Work with physicians in curriculum design so that they can buy into this pharmacotherapy specialist • Identify concepts, processes, contexts, tools, ways of being • Envision creative curricular structures (e.g., PBL, CoP, Integrated Blocks-TBL, additional and earlier exposure to practice) • Develop course sequences, courses, assessments, learning activities	ADE, Dean, Provost in collaboration with Provost's Council and CAC	Accepted by prescribers Meet criteria to provide primary care in national and state legislation Practice ready to work with MD, PA and NP; alignment of distinct EPAs	May need courses / instructors outside current areas of expertise Time allocation for additional assessment from faculty, staff, TAs, residents, upper class students Faculties for simulation and OSCE Scheduling alignment and shared resources across colleges	Basic Design by August 2018 (for catalog) Syllabi complete by May 2019 Begin transition from curriculum 1.5 to curriculum 2.0 in fall 2019	COP faculty workgroup established; working through backwards design; development of key assessments across curriculum designed to meet PLOs and GLOs; Provost and Deans from both colleges meeting regularly to plan for interprofessional curriculum; GLOs rubric to be finalized by 12/17. Complete new LMS (Brightspace – CHSULearn) implementation spring 2018 3 curriculum models being investigated: assessment-focused, interrupted block; early clinical placement; presentation-based

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Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
2.2 Prepare clinical faculty to demonstrate and train others in Entrustable Professional Activities (EPA) and the Pharmacist's Patient Care Process • Immunization (all faculty) • MTM and APH (all faculty) • University of New Mexico Physical Assessment Certification (certification for advanced pharmacy practice designation in New Mexico – all faculty) • BPS certification (all faculty) • As needed: Certification in Geriatric Practice (CGP) Diabetes, Anticoagulation service, Lipids, Travel medicine, smoking cessation, Hormonal Contraceptive, ordering and interpreting labs	CAS Department Chair	5-10 year timelines for certification; monitor completion according to schedule	Cost of certifications Time and logistics of preparatory work	Faculty plans for completion by January 2018	As of fall 2017: 6 Pharmacy-Based Immunization Delivery Faculty Trainers Certified 6 Medication Therapy Management Faculty Trainers Certified 1 currently BCPS certified, 2 recently took BCPS certification exam, 1 recently took BCCCP certification exam 1 Rx for Change (smoking) Trainers 2 recently certified hormonal contraceptive 1 Team STEPPs Faculty Trainers Certified 2 APP certified faculty
2.3.1 Engender habits and abilities in students that reflect professionalism to other practitioners and patients, and are sought after by employers (Global Learning Outcomes) **2.3.2** Identify Global Learning Outcomes and engage students in opportunities to achieve such outcomes through co-curricular and IPE activities. **2.3.3** Provide mechanisms for feedback so that students can grow in relation to GLOs **2.3.4** Include an assessment of selected GLOs as part of the admissions process.	Dean, Faculty, PLC,	VALUE and other GLO Rubrics	Logistics of planning and executing the co- curricular and IPE plans	July 2018	GLOs and rubrics to be completed by Dec 2017 LLL course implemented to focus on the "how to" for students P3 students submitting portfolios aligned to GLOs Fall 2017 Continued development of Dean's Hour sessions across P1-P3 co-curriculum Improved student peer feedback system Spring 2017

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Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
2.4 Create and implement a comprehensive co-curricular and IPE plans that is flexible, diverse, addresses the GLOs, and is easily documented and managed by faculty, advisors and students	Associate Dean for Student Development and Professionalization PLC	All GLOs and CAPE domains represented Outcomes documented	Cost of management systems Logistics for faculty, advisors and students to ensure successful outcomes and compliance with procedures Expand and fully develop students' portfolios	July 2018	Organize co-curricular activities such that all students achieve all GLOs - fall 2017. Develop new strategies to maximize opportunities and alignment of core-curricular schedule demands - 2018. Conduct SII for specific co-curricular activities – fall 2017. Discussion on a formal research training curriculum is underway by the Research and Scholarship Committee. Currently, students have opportunity to conduct research through independent study elective course. Formal curriculum for research is planned by Dec 2017 in alignment on funding discussions.
2.5 Strengthen IPE program – to produce IPEC competencies	Asst Dean Education, Chair CAS	Complete transcript in OrgSync IPE outcomes met in APPEs	Logistics of executing IPE activities	May 2018	Assessment data collected after each IPE activity Activates scored with PIPEs IPE portfolio submission Spring 2018 Co-development of PharmD and DO curricula
2.6 Develop a PGY1 residency and/or APP program	CAS Chair, Director of Experiential.	APP program offered PGY1 residency approved and recruitment initiated	Resident salary Cost and logistics of offering APP experiential hours	APP September 2018 Residency July 2019	Under development by a CAS faculty working group.

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Goal 3 – Faculty who are engaged, productive and recognized leaders in their areas of skill and expertise

Purpose: Our mission includes empowering people to teach, serve, research, innovate and practice collaboratively in areas of skill and expertise in disciplines related to pharmacy. Productive and recognized faculty will in turn provide better recognition of the institution, innovative research, leadership learning, recruitment of students, and retention of talents.

Challenges: 1) time; 2) resources and personnel; 3) junior faculty need support in teaching and scholarship; 4) strong mentoring required to help individual faculty build their niche 5) size and quality of faculty; 6) develop and implement policies to retain valued faculty; 7) no graduate program; 8) laboratory personnel and secretarial help

Potential Aids: 1) faculty with a "can-do" attitude and who are open to try new things; 2) faculty with expertise in process education, TBL and cognitive moral development can do something impactful in education; 3) faculty with expertise and skills in scientific areas can do innovative research; 4) experienced faculty can provide service and leadership to the local and greater community.

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
3.1.1 Create and implement a faculty development program that includes mentoring workshops projects etc., and is designed to improve performance in the following areas • Instructional Design Criteria • Facilitation of Learning • Assessment and Evaluation of Learning and Growth • Mentoring and Advising • Research and Scholarship • Academic Community Membership • Disciplinary Professionalism **3.1.2** Assess faculty development regarding professional growth of individual faculty **3.1.3** Establish an ongoing faculty mentorship program	CAC, Assistant Dean of Education, and Department Chairs	Annual faculty evaluations Faculty involvement in publishing research and scholarship Faculty needs assessment and promotion planning	Cost of workshops and webinars etc. Logistics of development programs Limitations due to heavy workload Travel expenses	March 2018	Comprehensive faculty development plan established Completion of faculty workload analysis and faculty needs assessment survey. Satisfactory feedback on AACP faculty survey Implement faculty mentorship program
3.2 Develop cross training, leadership and succession plan	Department Chairs, CAC, and Dean	Number of individuals pursuing new leadership roles Cross coverage of course work	Number of faculty	September 2018	Plans developed in both department in the summer of 2018

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Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
3.3 Set expectations with resources for faculty to engage in scholarship, publish, present at national meetings and presentations required for promotion and development • Research equipment and facilities infrastructure • Establish a process for disbursing research funds • Establish IRB and Office of Human Subject Research • Establish IACUC and Animal Research Facility • Develop and maintain knowledge of funding needs and research/ programmatic capacities to encourage faculty to pursue funding and/or research development opportunities; • Develop and implement grant writing workshops and training seminars that improve faculty ability to successfully compete for external grant funds; • Coordinate with potential internal and external partners to increase the competitive odds of CHSU proposals; • Support faculty with the proposal development and grant submissions; • Assist with planning of research budget and grant preparation • Coordinate internal approvals for proposals and ensure timeliness of approvals and accuracy of institutional sponsored project records;	CAC, Provost, Dept. Chairs, Research Scholarship Committee (RSC)	Numbers of grants, papers, invited lectures, etc.	Hire more PBS/CAS faculty Creation of Office of Sponsored Research (possible Director of Research) Expand internal seed funding and publication funding Research Personnel/ Technician in the Research Lab for Lab Maintenance and Research Secretarial help in ordering research items, inventory; edit, review publications and grants Develop Graduate program (e.g. traditional Masters (MS) and Professional Science Masters (PSM) Animal Research Facility	June 2018 December 2019 March 2018 Summer 2018 Summer 2018 December 2019 December 2020	Research budget expansion Re-establish Research symposium Some faculty already engaged in external partnerships (Havard , Kolli, Pattipati, Hussain, A. Shenoy, V. Shenoy, Duncan) Seed fund established; managed by RSC Formulate research strategy plan: a)basic research b) translational research; c) educational research; d) clinical outcomes research;– will be seeking industry partnerships in these strategic areas Considering two master's tracks: traditional and PSM Approval of animal facility in new building plans.

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Goal 4 – Patient centered clinical services for educating future health care providers

Purpose: The CHSU program teaches, develops, integrate and apply the basic science knowledge, social/behavioral and clinical sciences to advance Patient-centered clinical services in primary care for residents in the Central Valley.

Challenges: 1) Lack of impactful alignment of course content in the patient care course sequence; 2) lack of alignment of PDA contents with Patient Care series; 3) lack of strategic planning to develop longitudinal and progressive OSCE cases, incorporate standardized patient care process (collect, interpret, prioritize, formulate assessments, and plan) to assure critical reasoning; 4) limited opportunities for oral presentation of patients in the didactic patient care course; 5) lack of faculty/staff to develop and evaluate OSCE performances on the day of activity; 6) inadequate rubric to assess clinical pharmacy related performance; 7) lack of clinical IPPE3/APPE experiential sites; 8) lack of resources (i.e. point of care testing, staffing) at current FQHC sites.

Potential Aids: 1) A strong core of clinical faculty with passion, drive and expertise in patient-centered clinical services; 2) Potentially more clinical experiential sites after accreditation visit; 3) Two faculty with Advance Pharmacy Practice (APP) designation; 4) Proposed plan to offer training for APP designation.

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
4.1 Alignment of course contents in the Patient Self-Care, Patient Care I-IV and PDA course sequence					
4.1.1 Assess alignment of specific disease states to patient self-care and patient care courses. critical content mapping specific disease states to course content	Course Directors; CAS Department Chair Assist Dean of Education	Mapping: Patient care course series to address alignment of all comorbidities.	Logistics for continuous dialogue by course directors	September 2018	Mapping completed to Patient Self-Care and Patient Care Courses. Implement course modifications as identified mapping.
4.1.2 Assess alignment of content between PDA and clinical sciences courses.	Course Directors, CAS and PBS Department Chairs Assist Dean of Education Dean	Mapping: PDA and clinical science course series to address alignment of disease state and pharmacology.	Logistics for planning and careful attention to increasing faculty workload due to double teaching, if contents are to be shifted.	September 2018	Mapping completed to PDA and Clinical Sciences Courses. Implement course modifications as identified my mapping.

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Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
4.2 Longitudinal and progressive OSCE cases, incorporate standardized patient care process (collect, interpret, prioritize, formulate assessments, and plan) to assure critical reasoning					
4.2.1 Use backward design for OSCE design that integrates PLOs, GLOs, and EPAs. **4.2.2** Design appropriate rubric to assess performance **4.2.3** Determine the number of OSCEs per semester for Patient Care Course **4.2.4** Design OSCEs at the exposure level (i.e. PC1) with increased complexity that focuses on multiple disease states and transitioning from hospital to discharge (PC 3 or PC 4) to assure critical reasoning. **4.2.5** Incorporate NeehrPerfect for OSCE performance **4.2.6** Incorporate oral presentation of patient in OSCE activity	Course Directors, CAS Department Chair Experiential Assist Dean for Education Dean	Create OSCE rubrics Establish effective OSCE program with outcome assessment.	Logistics for course coordinators to meet to plan due to practice sites and responsibilities. Involvement of Instructional Design Director Faculty resources	September 2018	OSCE rubric created Comprehensive OSCE program established
4.3 Securing additional clinical IPPE3/APPE experiential sites					
4.3.1 To establish new partnerships with clinical training sites in the region	CAS Dept. Chair Experiential Director Dean	Number of new IPPE 3 and APPE sites	Availability of sites with competition of other colleges of Pharmacy. Hiring new Experiential Director	June 2018	Accreditation determined as of June 2018. Hiring of experiential director anticipated Jan 1 2018. Pursue additional sites at Kaweah Delta, VA Fresno, Adventists, and Valley Children's and expand sites at existing affiliated facilities.

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4.4 Invest resources at current FQHC sites.

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
4.4.1 Conduct needs assessment at newly developed FQHC sites and hospitals. **4.4.2** Provide fundamental monitoring equipment for assessment (i.e. BP cuffs) and testing (point of care) **4.4.3** Provide a Pharmacy Tech for clinical support	Clinical Faculty CAS Chairs Dean	Documentation of patients health outcomes at FQHC sites Faculty at FQHC sites able to focus more on direct patient care	Salary of pharmacy tech Cost of monitoring and testing equipment	March 2018	Research funds available for purchasing equipment Discussions pertaining to a new position of pharmacy tech ongoing.

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Goal 5 –Students and alumni who are engaged and committed to impacting the health care needs and priorities of Central California

Purpose: Our mission includes preparing students to be health care leaders and change agents who impact the health outcomes of people living in the Central Valley.

Challenges: We have not yet graduated our first class and the assimilation of CHSU graduates into the local health community will be a gradual process.

Opportunities: The local education and health care communities in Clovis and Fresno are very supportive of CHSU.

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
5.4.1 Establish a Pharmacist-managed CDTM clinic on CHSU campus **5.4.2** Improve quality indicators for patients of prescribers who refer to the clinic **5.4.3** Establish IPPE and APPE rotations in a pharmacist- managed CHSU clinic	COO of CHS Clinic Services, Pres, Dean, Drs. Munjy and Snowden	Clinic staff hired Clinic serving > 10 patients per day	Hire RPh and MD or DOc Hire Pharm Tech and Clerk Electronic medical record	July 2018	Contract with CMC Health Plan is being established 2017 EPIC system being established 2017 Health plan being reviewed to identify target patients RPh recruitment started
5.5.1 Establish a communication network with alumni **5.5.2** Create outreach activities and social events for connecting with alumni **5.5.3** Invite alumni to participate in precepting, adjunct teaching, external events and admission interviews **5.6.1** Establish a continuing education program to further faculty and alumni education. Become ACPE accredited as a continuing educations (CE) certification provider.	Dean, VP Marketing and Communications	Alumni contact information secured and updated Alumni gatherings sponsored at state and national meetings Alumni participate in major events and admissions interviews	Cost of social events for alumni Social Media platform to manage contacts	December 2018	

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Goal 6 – Collaborate with university partners and cultivate external resources to support the mission, vision and goals of the college.

Purpose: Our mission enables us to attract stakeholders and identify funding sources to provide influence, guidance and support.

Challenges: We are not well established and those who support the university are assuming an element of risk. We are a for-profit institution.

Opportunities: We have a local focus and a compelling mission that naturally attracts local support.

Action Item: What will be done to accomplish this goal?	Responsible Person(s)	Metrics	Resource Implications	Deadline	Progress Updates
6.1 Establish a Dean's Advisory Council comprised of recognized leaders in pharmacy and/or academia	Dean, VP of Marketing & Communications	Semi-annual meetings held	Cost of meetings	November 2017	Membership finalized Sept 2017 First meeting to be held Nov 2017
6.2.1 Establish a non-profit corporation for research **6.2.2** Appoint a Director of Research to facilitate the pursuit of grant funding	CHSU Legal Counsel, Provost, Chair of Research and Scholarship Committee	Non-profit foundation created Director for Research appointed	Cost of legal	January 2019	Task force meeting with CHSU legal counsel about non-profit status
6.3 Establish a group of local volunteers to assist with a variety of curricular and co-curricular student services	Provost, Dean, and VP of Student Affairs	Volunteers regularly engaged in student events, assessment, mentoring, and applicant interviewing.	Time to train and organize	July 2018	Discussions begun with a faculty/staff task force and a lead volunteer to spearhead the program (August 2017)