

St. John's University
College of Pharmacy and Health Sciences
Report on 2012-2013 Annual Objectives
9/30/13

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

2012-2013 College Objectives

1. **Goal:** Respond to the University's Repositioning Plan;
Tactic: Revise the College's Strategic Plan (2013-2014 College Repositioning Plan) to reflect the University's Repositioning Plan, by November 2012.
Responsibility/Interdependency: Committee on Mission, Planning, Organization and Financial Resources; Dean; Faculty; students and alumni, and all pertinent committees.
Assessment: Develop and approve the College's Strategic Plan (2013-2014 College Repositioning Plan).
Outcome: The College Committee on Mission, Planning, Organization and Financial Resources met several times during the Spring 2011 and Fall semester of 2012 in order to review and update the Colleges' Strategic Plan for the purpose of bringing it in line with the University's 2011-2014 Repositioning Document. The following was added to the 2008-2013 College strategic plan document so that this new emphasis guide the College's annual planning documents: In 2011, the University revisited its Strategic Plan and decided that the following 5 areas required heightened focus and strengthening in order to enhance retention, graduation and career placement rates.
 - I. External Challenges and Implications
 - Defining the Value of a St. John's Education
 1. Quality Education and Student Experience
 2. Career Placement and Furthering Education
 3. Mission
 4. Diversity and Global Awareness
 - II. Measuring and Enhancing the Value of a St. John's Education
 1. Quality Education and Student Experience
 2. Career Placement and Furthering Education
 3. Mission
 4. Diversity and Global Awareness
 - III. Marketing the Value of a St. John's Education
 - IV. Generating New and Enhanced Sources of Revenues

These focus areas are prominent in our annual planning documents for both 2011-2012, 2012-2013, and 2013-2014 which can be found on the College webpage: www.stjohns.edu/academics/undergraduate/pharmacy/about/plans

2. **Goal:** Respond to ACPE Accreditation Action and Report; Continue implementation of the approved NAPLEX improvement plan, and conduct assessment as requested by the University Repositioning Plan.

Tactic: Continue implementation of comprehensive 6-year resource plan for 2010-11 Pharm.D. class; assess new Pharm.D. admissions criteria; continue implementation of the revised progression criteria; prepare and submit an interim report due to ACPE in October 2012; respond to any ACPE report regarding the submitted interim report; implement plan to improve the performance of NAPLEX passage rate.

Responsibility/Interdependency: Committee on Mission, Planning, Organization and Financial Resources; Faculty Council Committees; Faculty; University and College Administration.

Assessment: Changes implemented and successful evaluation.

Outcome: ACPE October interim report was submitted. The College was required to submit an Interim Report to ACPE in October 2012 addressing those Standards that were found to be compliant with monitoring. Specifically we addressed the following Standards:

No.2: Strategic Plan: A brief description of the success of the College in engaging students and faculty in the annual planning process for 2012-13.

No. 3: Evaluation of Achievement of Mission and Goals: A brief description of the effectiveness of the newly formed Office of Assessment; ongoing assessment activities relating to the achievement of the PharmD program's mission and goals and ongoing assessment of individual department goals.

No. 17: Admission Criteria, Policies and Procedures: A brief description of evidence that the admission target of 300 students per freshmen class is being adhered to, that adequate resources to support the large classes are being maintained, and an assessment of the effectiveness of the revised admission requirements.

No. 19: Progression of Students: The College will also include a brief description of the effectiveness of the new intervention and monitoring process for students experiencing progression difficulties.

No. 28: Practice Facilities: a brief description of continued progress in securing adequate ambulatory care sites

No. 29: Library and Educational Resources: a brief description of the results of the preceptor survey regarding remote library access and of any progress that has been made with securing desired access for interested preceptors.

The College worked diligently to address ACPE's concerns and prepared a report which was submitted on time by October 15, 2012. ACPE reviewed the report during its January 2013 Board of Directors meeting and in their letter dated February 7, 2013 the Board affirmed full accreditation status until 2015-1016. In addition, the Board noted that we have met our enrollment target of 300 students for the last 2 years and acknowledged that our NAPLEX improvement plan resulted in a 96.6% result for 1st time takers. Therefore only two minor issues require a written interim report due October 2014 they include:

- a brief description of the College's ongoing assessment of its revised admissions criteria (Std 17)
- a brief description of the status of the library access for all volunteer preceptors and evidence that preceptor's needs are now being met (Std 29).
- The College continues to prepare for the development of its next ACPE self study report the will be due in Summer 2015.

NAPLEX Improvement Plan implementation continues: In 2011, the College embarked on a NAPLEX improvement plan with the goal of meeting or exceeding the National first time pass rate. The plan consists of the following:

1. Alteration of the Admissions Criteria beyond high school average/ SAT to include written essay.
 - First to second year retention improved
2. Initiation of Math/Science/Professional index of 2.3.
 - Continues to be monitored
3. Initiation of a College Progression Committee and enforcement of the Progression Criteria.
 - The Committee continues to develop academic plans for students in difficulty and monitor outcomes.
4. Review of the Pharm. D. Curriculum Map
 - Curricular reform has taken precedence.
5. Review Drugs and Diseases Sequence to improve outcomes
 - The role of the Course coordinator was changed to the CPP faculty in Fall 2012
6. Review and revision of the Doctor of Pharmacy Curriculum
 - The Pharmacy Curriculum and Educational Policy Committee is continuing deliberation.
7. Faculty Development Programs to enhance understanding of the NAPLEX exam, its content, structure and relationship to the curriculum.
 - Faculty Development Committee sponsored a program on May 10, 2012 to discuss NAPLEX with a Speaker from NABP.
8. Continue to provide access in Spring 2013 to the Pre-NAPLEX tool for all sixth year students as a mechanism to prepare for the licensure exam.
 - Vouchers distributed to sixth year students. 200/ 229 (87%) students have signed up.
 - Additionally, all students have submitted a waiver to allow their NAPLEX scores to be sent to College for review and evaluation.
9. The College will subscribe to the database AccessPharmacy to provide students and faculty access to its various resources and NAPLEX prep tools.
 - The database became available February 2012 for all students and faculty in the College.

- NAPLEX review questions are being incorporated into the monthly Advanced Pharmacy Practice Experiences (APPEs) Pharmacotherapy Seminar.
10. Evaluation of the Progression criteria to the Professional years of the Curriculum.
- No change at this time pending evaluation of math/science requirement for Pharm. D. candidates.

The overall pass rate for first time takers of NAPLEX improved dramatically in AY 2012 following the institution of the improvement plan. These data reflect results from May – Aug, Sept – Dec and Jan –Apr. of the academic year.

Pass rate AY 2012 SJU=94.61% (228/241); National=96.45% (451/12698)

The College continues to monitor the results.

3. **Goal:** Develop and/or prepare for the professional accreditation site visits and reports associated with pertinent health sciences programs: (Current Accreditation Period: Physician Assistant, ARC-PA, 3/1/07 - 3/31/12, site visit October 11, 2012); respond to accrediting agencies' reports. JRCERT – during 2012/2013.

Tactic: Respond and implement any recommendations by any and all accreditation agencies' reports.

Responsibility/Interdependency: Committee on Mission, Planning, Organization and Financial Resources; Assistant Dean for Health Sciences Programs; Director of Allied Health Professions Programs; Program Directors; Faculty Council and all pertinent committees.

Assessment: Outcome assessment of programs; ongoing reporting to Faculty Council.

Outcome: The Clinical Laboratory Sciences Program received continuing accreditation from the NAACLS as a result of the self-study submitted in May 2011 and a site visit in October 2011. Accreditation will continue until April 30, 2017. As a result, the program will commence renewal of accreditation with submission of the self-study report on April 1, 2016 and the scheduling of a site visit during the fall of 2016.

The Radiologic Sciences program had an accreditation site visit by JRCERT on October 22 and 23, 2012. The program received the report of findings on March 21, 2013 and submitted a response to that report on Friday May 3, 2013. The JRCERT Board of Trustees will review the program at the next meeting and at that time the accreditation award will be decided.

The Physician Assistant program has been granted Accreditation – Continued status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) until 2020. The decision was based on the program application, the report of the site visit, the response and the accreditation history. The program has submitted two reports to ARC-PA to address the class size issue and resources needs

on May 15 and June 1, 2013. In addition, a response to all citations is due by July 1, 2013 and must address six citations.

4. **Goal:** Respond to all experiential resource needs.

Tactic: Maintain competitive experiential education resources.

Responsibility/Interdependency: Senior Associate Dean for Pharmacy Programs; Assistant Dean for Pharmacy Experiential Education; Associate Dean for Administration and Fiscal Affairs; Experiential Pharmacy Advisory Board; Assistant Dean for Health Sciences Programs; Director of Allied Health Professions Programs; and Allied Health Program Directors.

Assessment: Successful implementation.

Outcome:

- The College was successful in meeting the needs of all Pharmacy students in relation to experiential learning in 2012 -13. A total of 3018 APPE slots were available for student placement and 1953 were utilized. This provided a buffer of over 30% in case of emergencies. Elective offerings remain the most plentiful and Focused Inpatient rotations posed the greatest challenge in AY 2013. For IPPEs a total of 1192 slots were offered and 895 were filled. The remaining slots were almost all in the community setting. Placement in the IPPE Institutional setting continues to be a challenge for a number of reasons and the College continues to review and work on improving this area.

The Office of Experiential Pharmacy Education worked tirelessly through the academic year and recruited 46 new experiential sites. During the year the program lost 8 sites, mostly in the area of elective rotations (4). The program also added 56 new rotations throughout the program while losing only eight distinct rotations. These increases will assist us in the effective management of experiential education moving forward.

The effect of the Class of 2016 will begin to affect experiential education in a significant manner during AY 2014. All students completed a simulated IPPE experience on campus in Spring 2013 with positive reviews. The College was granted four faculty FTEs by the University for AY to assist with the IPPE experiential needs of the Class. These positions were approved beginning in Summer 2013. These individuals are all being deployed to institutional sites to precept the Institutional component of the IPPEs. Scheduling of students in this Class has been completed using these Faculty FTEs.

The College continues to evaluate our needs and sites and strives to improve the overall education students receive in the experiential setting.

- Experiential education resources of Physician Assistant program currently can accommodate 67 clinical year students during the 2013-2014 academic year. The program expects 94 students in clinical rotations during the 2014-2015 academic year. Certain disciplines are deficient such as Geriatrics (-9 rotations) and surgery (-14 rotations). Several challenges exist in the OB-

GYN sites. Some sites prefer female students and other sites have preferred language requirements (Chinese, Spanish, Russian). The program is currently in negotiation with additional sites such as Coney Island Hospital, Montefiore Hospital and private physician offices for student rotations in deficient specialties for the 2014-15 clinical class. The program clinical coordinators will also request expansion at existing sites such as St. Francis Hospital, Mt. Sinai Hospital and Long Island Jewish Hospital. In addition, recruitment of new sites will be sought out by utilizing current professional contacts in the field as well as referrals.

- All Radiologic Sciences students in the professional phase of the program attend clinical rotations during both the 3rd and 4th years. Students complete a total of 9 clinical rotations at 18 affiliate sites. There is a 40 student cap for the program. Jamaica Hospital currently provides clinical education to 4 students per rotation and has agreed to increase the capacity to 10. The application to increase capacity at the site is currently being reviewed by the accreditation agency (JRCERT). Other sites being considered are Mt Sinai, Bronx VA Hospital and the Hospital for Joint Diseases.
 - The enrollment of Clinical Laboratory Sciences program is low with 7 students in the senior class. The program currently has 8 affiliate sites with one exclusive agreement at Wyckoff Heights Medical Center. Competition for shared sites sometimes poses a problem for the program because we may not be able to offer a rotation at that site if other programs fill out the available spots. The program is working on securing Manhattan sites which would be easily accessible to most students. The program director is currently in negotiation with Beth Israel Hospital.
5. **Goal:** Continue to assess the learning outcomes, curricula, resources and enrollment of selected graduate courses/programs (2012-2013, PhD in Pharmaceutical Sciences, to be completed by December 1, 2012; 2013-2014, MS in Toxicology; 2013-2014, MS in Pharmacy Administration; 2014-2015, MS in Pharmaceutical Sciences)
Tactic: Review learning outcomes, curricula and University program review of selected graduate programs (completed by December 1, 2013 for all 2013-2014 programs).
Responsibility/Interdependency: Assistant Dean for Graduate Programs; Associate Dean for Assessment and Planning; PHS Director of Graduate Research Programs; Faculty Council and all pertinent department Committees.
Assessment: Outcome assessment for selected programs; ongoing reporting to Faculty Council.
Outcome: The Graduate Educational Policy Committee of the Department of Pharmaceutical Sciences did not meet in 2012-13 to assess the “learning outcomes, curricula and resources of the program” specifically. The committee under Dr. Carroll’s chairmanship did conclude that the enrollment had to be reduced to cover the resources available to the program especially faculty as mentors and research laboratory facilities.

6. **Goal:** Continue to work toward implementation of new programs: Masters of Public Health and MS in Physician Assistant; continue to develop and obtain approval for BS in Biomedical Sciences; continue to investigate the development of the following new programs: minor in Public Health, Doctor of Physical Therapy, BS in Athletic Training and degrees in Pharmacy Technician and Paramedic/EMS.

Tactic: Recruit faculty and entering classes of approved programs; Review learning outcomes in relation to college curricula, accreditation standards and applicable licensure requirements; prepare and submit proposals for new programs.

Responsibility/Interdependency: Department Chairs; Departmental and College Curriculum and Educational Policy Committees; Associate Dean for Administration and Fiscal Affairs; Program Directors; ad-hoc development committees; Faculty Council and all pertinent committees.

Assessment: Outcome assessment of programs; ongoing reporting to Faculty Council; submission to University Board of Trustees and State Education Department.

Outcome:

- The proposed MS-PA program has received the Board of Trustees approval and is currently seeking the New York State Education Department (NYSED) state approval. The first state external reviewer did not provide us with an unbiased response due to her personal preference on the program structure. The second external reviewer, Dr. Paul Jacques, who has been approved by the NYSED as a qualified program evaluator has agreed to conduct the paper review and planned for an on-site visit on July 29, 2013. Once the review by Dr. Jacques is complete, PA program will submit the required documentation to the ARC-PA for further review. The ARC-PA will act as the second NYSED external evaluator for the proposed MS program.
- The PAS department has completed all course syllabi for Administrative Sciences tract in the proposed Biomedical Sciences Program. The PHS department continues to work on the course syllabi for the Basic Sciences tract in the proposed Biomedical Sciences program. All syllabi have been reviewed by the College Curriculum Committee and are waiting for Faculty Council approval.
- The Master of Public Health (MPH) Program was approved by the NYSED in December 2012. The MPH program website went live on January 24, 2013. A Google search engine campaign was started in March. Several direct email marketing efforts were initiated to reach graduating seniors at St. John's and College of Pharmacy & Health Sciences alumni, public health professionals in Queens, relevant executives/program managers at local public health organizations, and academic deans, chairs/dept heads of relevant departments at local colleges and universities. Other program promoting efforts including MPH program advertisements featured on campus televisions and social media (e.g., Facebook, Twitter) will continue to keep program visible.
- A new MPH program director was hired in Mid-October, 2012 to prepare for the launch of the program. A new faculty is expected to join the program in

July, 2013. The MPH program expects to enroll full-time students on a cohort model. The first MPH cohort is expected to begin in Fall 2013. As of today, the program has accepted eight applicants to the program. The admission process will continue until the end of August for this cohort. Three classes will be offered in the fall including MPH 275: Introduction to Public Health Management; MPH 252/PAS 252: Biostatistics; and MPH 204/PAS 204: Health Care System and its Financing. The program will also seek accreditation from the [Council on Education for Public Health](#) (CEPH) after the first cohort of students graduates from the program.

7. **Goal:** Continue to assess resources needed to meet the didactic and experiential learning needs of all the programs in the College; build new faculty research laboratory in garden level of St. Albert Hall in Summer 2012 to accommodate faculty and student research; identify additional faculty office and laboratory space.

Tactic: Review/refine and/or develop plans to accommodate instructional/experiential education across all programs; new faculty research laboratory constructed.

Responsibility/Interdependency: Committee on Mission, Planning, Organization and Financial Resources; Faculty Council and all pertinent committees; Provost; Office of Design and Construction; Office of Facilities Services.

Assessment: Update resource plan; laboratory completed and operational by Summer 2012.

Outcome:

- A new research laboratory was completed in Fall 2012, which will be assigned to the newly recruited Dr. Xingguo Cheng.
- In October 2012, a meeting was held in the Provost's conference room to discuss the future space needs of the College to accommodate for the new approved MSPA program. The attendees were Dr. Mangione and Dr. Hergenrother from the Provost's Office, Mr. Brij Anand and Ms. Ibi Yolas from the Facilities Office, and Dr. Zito, Dr. Trombetta, and Ms. Khongsawatwaja from the College. A three year plan was submitted and discussed. The plan was consisted of 2 parts: immediate needs and future needs. The immediate needs must be addressed in the current FY2013-2014 and the future needs must be addressed in FY2013-2014 and FY2014-2015.
 - This immediate need requires a three-phase project. The College proposes to relocate and vacate St. Albert suite 108 to construct a new research laboratory to accommodate this need. However, there are 3 faculty members currently in 108, which we will need to assign new offices. The 3 faculty offices can be relocated to St. Albert 104, currently the CVS Student Lounge which already has 3 offices therefore we will only need minor renovations. To accommodate this move, the CVS Student Lounge which includes 2 offices for student organizations must also be accommodated as well.
 - Need: 1 faculty research lab Option: St. Albert 108
 - Need: 3 faculty offices Option: St. Albert 104 (CVS Student Lounge)

- Need: CVS Student Lounge Option: CCK Building
(~1,200SF and 2 student organizations offices)

8. **Goal:** Continue to assess the admission criteria for all programs; implementation of approved plan for recruiting under-represented students.

Tactic: Assess the impact on retention in all programs; charge the appointed ad-hoc Committee to implement new recruiting plans.

Responsibility/Interdependency: University Admissions Office; Office of Student Financial Services; Relevant Associate and Assistant Deans; Faculty Council and all pertinent committees.

Assessment: Assess the enrollment of under-represented students in Fall 2013.

Outcome:

- An ad hoc committee for Pharmacy Program (Diversity) Outreach was developed and consisted of Dr. 's John Conry (committee chair), Manouchkathe Cassagnol, Vibhuti Arya, Sharon See, Tran Tran, Joseph Etzel, Jennifer Miranda-Velazquez. The committee met on several occasions to review and discuss ongoing and new efforts by the College to increase awareness of the pharmacy profession to under-represented student populations.
- Development and launch of the “Changing Faces of Pharmacy: High School Student Enrichment Program”
 - Developed by the College’s Urban Pharmaceutical Care, Research and Education Institute and the Ad Hoc Committee for Pharmacy Program Outreach
 - Financially supported by the Walgreens Diversity Donation Fund
 - This innovative program had its inaugural year during the 2012-2013 academic year and, based on its success, is expected to continue on an annual basis. This year long program provides high school students with an interest in healthcare the opportunity to participate in a program designed to introduce and broaden their understanding of the pharmacy profession and pharmacy curriculum.
 - During the inaugural year, 18 high school students participated in the program. In addition to on-campus educational programming, students were assigned a pharmacy student mentor who is currently enrolled in the Doctor of Pharmacy (Pharm.D.) Program at St. John’s University College of Pharmacy and Health Sciences. High school students were provided with the opportunity to return to the campus during the academic year with their Pharm.D. student mentor for a lunch meeting and to attend a pharmacy class.
- Participation in a variety of Career Fairs at Local Schools
 - Faculty and students from the College were very active in participating in a variety of career fairs to provide service to the community. These fairs included career fairs for middle and high school students that highlighted the undergraduate programs of study available within our college (pharmacy, physician assistant, toxicology, radiological

sciences, clinical laboratory sciences and EMS all participated together).

- Outreach to NYC High Schools with an Interest in Pharmacy
 - Faculty (Dr. 's John Conry and Manouchkathe Cassagnol) assisted in the development of a "Pharmacy Club" for the Queens Gateway to Health Sciences Secondary School. This school has traditionally enrolled a student population that is under-represented within the pharmacy program. As part of the club activities, the faculty organized a visit to St. John's University where they received an overview of the College and a University tour.
 - In 2012, under the leadership of three faculty members (Dr. 's Sharon See, John Conry and Regina Ginzburg) the College launched a partnership with the Union Square Academy of Health Sciences (USA). The school is located in Union Square Manhattan and as a career and technical school offers a pharmacy track for its students. Faculty serve on the advisory board of USA and provide guidance for curriculum development and experiential opportunities for the high school students to gain a thorough understanding of the pharmacy profession. This new school intends to enroll a student population that is under-represented within the pharmacy program. The faculty organized a visit to St. John's University where they received an overview of the College, the pharmacy profession and a University tour.

9. **Goal:** Complete revision and obtain approval for the curriculum of the Pharm.D. program.

Tactic: College Committee on Curriculum and Educational Policy for Pharmacy Program has been charged.

Responsibility/Interdependency: College Committee on Curriculum and Educational Policy for Pharmacy Programs; Senior Associate Dean For Pharmacy Programs; Associate Dean for Assessment and Planning; Faculty Council; and all pertinent committees.

Assessment: Approval of the new curriculum by Faculty Council.

Outcome: In September 2012, the Curriculum and Educational Policy Committee for the Doctor of Pharmacy Program received 4 charges from the Acting Dean of the College, Dr. Sandy Zito. Note that the CEPC committee for the Pharm.D. Program met eleven times between September 2012 and May 2013 and sponsored two Faculty Forums during this time frame. The minutes to each of the meetings, gathered by Dr. Priti Patel and approved by all members of the committee. No minutes are recorded at Faculty Forums.

By Spring of 2013, the committee arrived at a consensus revision to the current Doctor of Pharmacy program, which was, in essence, the proposal brought to Faculty Council by the former Chair of this committee in May of 2012, but modified based on written faculty comments and those solicited at the November 2012 Faculty Forum. The revision, if approved, would maintain the 0-6 program entry level Pharm.D.

program, but eliminate the Drugs and Diseases series of courses and replace them with various courses of related content. The purpose of the Faculty Forum in April 2013 was to discuss the revised curriculum and incorporate any last minute suggestions before bringing the revised curriculum to the Faculty Council for a vote. Unexpectedly, the April 2013 Faculty Forum was focused primarily on whether we should stay a 0-6 program or change to a format such as a 2-4 or a 0-4. No consensus of the faculty was reached at the Forum, and the revision to the current Pharm.D. curriculum never moved out of committee. Therefore, only part of this charge was accomplished, i.e., the part about completing the revision to the Doctor of Pharmacy curriculum. However, the recommendation was not brought forward to Faculty Council and the revised curriculum was never officially mapped to the various appendices of the ACPE standards.

10. **Goal:** Incorporate ongoing assessment activities throughout the College.

Tactic: Charge for Committee on Assessment and Outcomes and Office of Assessment.

Responsibility/Interdependency: Associate Dean for Assessment and Planning; Assessment and Outcomes Committee; Faculty Council and all pertinent committees.

Assessment: Review and evaluate the approved College's Assessment Plan.

Outcome: The Office of Assessment works collaboratively with the College Committee on Assessment and Outcomes. The following data by program is collected and shared with the Committee on Assessment and Outcome as well as the Faculty and Students when appropriate:

Doctor of Pharmacy Program:

- NAPLEX
- MPJE
- Competency Examination Results
- Third Year Progression Results

Health Sciences

- Physician Assistant
 - o PA program completed the self study process and are accredited.
- Radiologic Sciences
 - o Accreditation for the program was completed in the last year.
 - o Weave On Line matrix
- Clinical Laboratory Sciences
 - o Weave Online Matrix
- Toxicology BS
 - o Weave Online outcome matrix
- Toxicology MS
 - o Weave Online outcome matrix

Graduate Program Data

- Successful PhD Defenses
 - o 2012-2013, Pharmaceutical Sciences – 3
- Comprehensive Exams

- 2012-2013, Tox MS – (3 Taken, 3 Passed)
- 2012-2013, Pharm Ad – (4 Taken, 3 Passed)
- 2012-2013, Pharmaceutical Sciences – (13 Taken, 9 Passed)

What We Have Done With the Data:

Doctor of Pharmacy Program

- NAPLEX Trending data was collected by the Office of Assessment. Trending data is now complete for calendar year 2012, and is available.
- MPJE Trending data was collected by the Office of Assessment. Trending data is now complete for calendar year 2012, and is available.
- PharmD Competency Exam data has been collected for 2012.
- Third Year Progression Report for Spring 2012 complete.

Graduate Program data is recorded and tracked.

- A Graduate Exit Interview process has been established and a pilot is currently being run.
- Findings have, or will be, reviewed by the Assessment Committee in conjunction with the Office of Assessment. Monitoring will continue, and annual surveys will take place again in the coming year. The united Assessment team works with the administration of the College to use the collected data to better the curriculum, program and outcomes of student learning.

11. **Goal:** Continue to support faculty and student participation in academic service-learning.

Tactic: Provide in-service programs for faculty; develop opportunities for students and faculty.

Responsibility/Interdependency: Dean; Assistant Dean for Service Programs; Faculty Council and all pertinent committees; Office of Academic Service Learning.

Assessment: Review and evaluate the degree of participation.

Outcome:

- During the summer/fall 2012 semester, the College of Pharmacy and Health Sciences had 23 faculty teaching courses with an AS-L component. These courses ranged from didactic, experiential and global study courses. This time frame resulted in 277 students experiencing AS-L courses for a total of more than 11,695 hours of service to their community. The overwhelming majority of these AS-L experiences were experiential courses within the doctor of pharmacy program.
- During the spring 2013 semester, the College of Pharmacy and Health Sciences had 28 faculty teaching courses with an AS-L component. These courses ranged from didactic, experiential and global study courses. This time frame resulted in 590 students experiencing AS-L courses for a total of 10,221 hours of service to their community. The overwhelming majority of these AS-L experiences were within the doctor of pharmacy program.

- Thus in summary for the 2012-2013 year, the College of Pharmacy and Health Sciences had 28 separate faculty teaching courses with an AS-L component. These courses ranged from didactic, experiential and global study courses. This time frame resulted in 867 students experiencing AS-L courses for a total of more than 21,916 hours of service to their community. The overwhelming majority of these AS-L experiences were within the doctor of pharmacy program. Academic service-learning experiences ranged from visiting the elderly in Queens nursing homes, to providing care to the HIV-infected in Manhattan to providing service to the poor by sorting medications at Saint Egidio in Rome Italy.
- There were a variety of Academic Service-Learning presentations and certificate programs offered during the academic year for AS-L training of interested faculty. The College had several faculty participate in these educational forums.

12. **Goal:** Continue to expand Global Initiatives in the College and explore affiliations with international and national organizations.

Tactic: Global perspectives and initiatives included in curricular and co-curricular offerings.

Responsibility/Interdependency: Senior Associate Dean for Pharmacy Programs; Assistant Dean for Service Programs; Assistant Dean for Health Sciences Programs; Assistant Dean for Graduate Programs; Dean; Office of Global Studies.

Assessment: Review and evaluate degree of participation; student evaluation of participation in program.

Outcome: The College continues to support the Global studies initiatives of the University. In 2012 – 13 The College enrolled students in the DTW –Pharmacy program (2nd Years) and the short term 6th year elective course in Fall semester. Enrollment in these programs was strong with 122 students studying abroad. This represented an 81.3% (122/150) attainment of the goal set in our strategic plan.

Program	Applications (% class)	Enrolled	Total 2012-13
DTW –Pharmacy (2Y)	108 (38.6%)	58	58
Sixth year elective (Sept)	65 (30.1%)	44	102
Sixth Year elective (Oct)	23 (10.6%)	20	122

Additionally the College developed several new initiatives. The first was the Dean’s Fellowship Program. This program was developed based on the guidelines established by the Office of Global Studies and was created to offer 6th year Pharmacy and 4th year Toxicology majors to initiate a course (PHR 6103 – Pharmacy Leadership or TOX 4403 - Toxicology Colloquium) in Rome Italy and complete in Queens. This new program was scheduled to run the first week in

January 2013 but was cancelled due to low enrollment. Challenges to the program were that many pharmacy students studied in Rome during the second year and sixth years, were preparing for the State Board Licensure exam or were interviewing for residency/fellowship positions. For the Toxicology students the challenges include the small class size and the fact that many were traveling to the Society of Toxicology Meeting in San Antonio in March. Students from both cohorts also expressed that one was too short a period for this type of travel. The College will attempt to revise the program if it is funded again in Spring 2014. The College also developed, submitted and had approved new programs to allow Second year Physician Assistant and third year Toxicology students the ability to participate in a Rome only semester abroad. Recruitment for these programs for Spring 2014 is ongoing.

The College also worked closely with the University in accepting Pharmacy students from Brazil to study for one year as visiting students through Brazil's Science Mobility Program. A total of 3 three students were enrolled from this cohort in Spring 2013 and all did well. An additional four students will be joining the program in Fall 2013. This initiative will expose these students to how pharmacy is practiced in The United States and will provide an opportunity for our students on campus to gain an understanding of Pharmacy education in Brazil.

Overall, the College has done well in meeting this goal in 2012 - 13.

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

2012-2013 College Objectives

1. **Goal:** Identify and obtain additional external funding to support and/or develop College initiatives as well as increase alumni and “friends of the College” giving with a special focus upon the pharmaceutical/healthcare industry.

Tactic: Seek additional sources of external funding for college initiatives including funding for the construction of a wing onto St. Albert Hall.

Responsibility/Interdependency: Faculty; Dean; Director of Development (University Office of Institutional Advancement); Director of College Alumni Affairs (University Office of Alumni Affairs) Administrators; Advisory Boards.

Assessment: Assess funding received in 2012-2013.

Outcome: Below is a five year summary of alumni donations.

Fiscal Year	Money from Alumni Donors	Number of Alumni Donors	Number of Living & Deliverable Alumni	Percentage of Participation
2008-2009	\$216,432	593	12,173	4.9%
2009-2010	\$226,635	501	12,938	3.9%
2010-2011	\$160,390	612	12,869	4.8%
2011-2012	\$115,775	515	12,873	4.0%
2012-2013	\$162,197	486	13,231	3.7%

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

2012-2013 College Objectives

1. **Goal:** Continue to promote faculty scholarly activities as manifested by peer-reviewed publications and presentations, increased NIH and other grant submissions and increased external grant acquisitions in the current economic climate.
Tactic: Faculty engagement in scholarly activities.
Responsibility/Interdependency: Department Chairs; Faculty; Office of Grants and Research; Director of Development (University Office of Institutional Advancement); Dean.
Assessment: Assess 2012-2013 presentations, publications, external grant submissions and external grant acquisitions.
Outcome: Refer to section III of the Dean's 2012-2013 Annual Report to the Provost.
 - a) Department of Clinical Pharmacy Practice
 - 99 publications
 - 198 presentations
 - Grants and Fellowships:
 - 5 internally funded
 - 4 externally funded
 - 1 pending
 - 4 fellowship grants
 - b) Department of Pharmaceutical Sciences
 - 75 publications
 - 49 presentations
 - Grants and Patents:
 - 19 funded grants
 - 13 pending grants
 - 13 unfunded grants
 - 1 patent
 - c) Department of Pharmacy Administration and Allied Health Sciences
 - 32 publications
 - 44 presentations
 - Grants: 2 externally funded and 1 internally funded

2. **Goal:** Expand ongoing development programs for full-time and adjunct faculty, preceptors, administrators and staff to enhance scholarship, leadership development and mission 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.
Tactic: Faculty Development Committee offers seminars/programs for full-time and adjunct faculty; implement preceptor development programs; faculty, administrators and staff members attend University and College programs; introduce orientation program for all new College employees.

Responsibility/Interdependency: Faculty Development Committee; Dean; Assistant Dean for Experiential Pharmacy Education; Assistant Dean for Service Programs; Program Directors; University Development Program providers; Administrative Supervisors; Department Chairs, Experiential Program Advisory Boards.

Assessment: Assess 2012-2013 professional and leadership development seminars/programs offered for faculty and preceptors; University and College programs attended by administrators and staff members.

Outcome: The College sponsored a faculty team to attend the AACP Institute in May 2013. The focus of the Institute was on Curricular and Faculty Development. The team was composed of Dr. Joseph M. Brocavich (Team Leader), Dr. Marc Gillespie (Assessment Committee) and Drs. Woon-Kai Low, Jagannath Muzumdar and Maha Saad. The meeting consisted of a number pedagogical lectures and time to reflect on the material. The team focused on developing a focused area of study in Pharmacogenomics as its project. Originally conceived as a potential minor, the team obtained feedback over the Summer to streamline a proposal for a Specialty Track that will be available for Pharmacy students in Pharmacogenomics. The final proposal will be submitted to the Dean in September 2013.

The Faculty Development Committee completed the following activities during 2012-13.

- NAPLEX overview
- Tegrity training (How to use Lecture Capture)
- Pharmacy progression interview training. (provided for all new Faculty)

The CPP Department also conducted several workshops within the Department.

Administrators and staff members participated in university supported development programs during the academic year. Ms. Susan Bruning, Senior Secretary in the Department of Pharmacy Administration and Allied Health Professions, completed and received her Professional Development Certificate in June 2013, sponsored by the Human Resources Department. Dr. Jennifer Miranda-Velazquez, Assistant Dean for Health Sciences Programs, completed and received her Vincentian Mission Certificate in January 2013, sponsored by the University Mission Office. Two administrators, Ms. Sawanee Khongsawatwaja – Associate Dean for Administration and Fiscal Affairs and Ms. Caitlin McElroy – Assistant to the Dean, from the Office of the Dean were accepted into the Vincentian Mission Certificate program, with an expected completion date of January 2014.

3. **Goal:** Continue to implement any approved changes to the organizational structure of the College, the College Bylaws and other related issues.

Tactic: Enact any approved changes

Responsibility/Interdependency: Dean; Committee on Mission, Planning, Organization and Financial Resources; Faculty Council.

Assessment: Evaluate the organizational structure of the College.

Outcome: The College name change and title changes were added to the College Bylaws document and approved by the faculty council at the September 2012 meeting. The Committee on Mission, Planning, Organization and Financial Resources continues to review the Bylaws document.

4. **Goal:** Increase the use of technology

Tactic: Enhance provision of technology for preceptors and coordinators to increase assessment initiatives; establish faculty and staff development programs to improve the use of technology; encourage the faculty to be certified in distance learning. Charge ad-hoc committee to develop catastrophic disaster plan.

Responsibility/Interdependency: Curriculum Committees; Faculty Development Committee; Faculty; Information Technology; Center for Teaching and Learning; Office of the Provost; Technology Learning Center.

Assessment: Review and evaluate the technologies used to enhance student engagement both within and outside the classroom setting.

Outcome:

During this academic year the College continued to expand the use of audience response devices (ARDS) in the administration of quizzes. All first year students incorporated the devices into CPP 1101 in Spring 2103. All students completed their medical terminology quizzes in class using this technology. Although difficulties occurred with the technology in Marillac Auditorium, overall the students were positive about the technology. Moving forward all students now have the device and it can be used in all courses for both formative and summative assessment.

The faculty also incorporated the devices into the recitations of the Drugs and Diseases for quizzes. Overall the technology improved the administration of the quizzes. The one downside was students frequently forgot the devices which then resulted in the use of a paper scantron. This can lead to lost time during the process.

As part of the ACPE standards, there is a need to prepare to continue instruction in times of catastrophe or loss of access to the campus. Many professional schools utilize lecture capture technology to record lectures for viewing by students after class or by students who are absent to enhance instruction. In September 2012, the College met with the University's Information Technology administration to discuss the availability of the integration of lecture capture at St. John's. During September and October, Information Technology researched and interviewed various vendors and met with College personnel to review benefits. In Mid October the University was given a trial with Tegrity. We utilized this trial to test the utility of the technology in two areas, continuing Pharmacy education and to makeup lost lectures during the University Closure due to Hurricane Sandy. In our Continuing Education area we used the technology to capture an update on the use and administration of Tetanus toxoid by pharmacists following an emergency mandate by the Governor following the Hurricane.

Hundreds of pharmacists across the state viewed this lecture to review issues associated with vaccine administration.

Additionally, faculty in the Gastrointestinal/Genitourinary Drugs and Diseases block used the technology to capture a full lecture that was lost during the closure and students and faculty found the technology helpful.

During the Spring 2013 semester the College hosted a session to introduce faculty to the technology. A total of 18 faculty attended and are excited about using the technology. Once the contract was signed, Information Technology has worked with Tegrity to develop a training program for faculty. The College also needs to purchase the wireless microphone to maximize the use of this technology. A training session for Faculty is scheduled for June 4, 2013. Following this several faculty hope to integrate this process into their classes and will test it during Summer 2013.

Integration into the Curricula is planned on a voluntary basis starting in the Fall 2013 semester.

The pharmacy program continues to require all students to maintain an electronic portfolio throughout the curricula Rx Portfolio. A more structured role for the portfolios is being considered.

5. **Goal:** Approve and implement the interdisciplinary/interprofessional education initiatives.

Tactic: Appointment of an ad-hoc committee in early Fall 2012 semester; creation of a white paper.

Responsibility/Interdependency: Dean; External Accreditation agencies; Curriculum and Educational Policy Committees; Faculty Council.

Assessment: Complete curricular revisions, if necessary.

Outcome: An ad-hoc committee was formed with Dr. Smith as the Chairperson. The committee reviewed the curriculum and submitted the following to the Dean for review.

- Inter-professional didactic teaching currently exists:
 - Physician Assistant faculty teach Doctor of Pharmacy students in the 4th year Pharmacy Practice Laboratory Drugs and Disease Respiratory block
 - Clinical Pharmacy Practice faculty teach Physician Assistant students in Clinical Therapeutics I, II, III, IV
 - Clinical Laboratory Science faculty teach Physician Assistant students
 - Emergency Medical Service faculty teach Physician Assistant students
 - Radiologic Sciences faculty teach Physician Assistant students
 - Physician Assistant faculty teach Radiologic Science students
 - Pharmacy Administration and Allied Health faculty teach Radiologic Science students and Physician Assistant students

- Inter-professional experiential interactions currently exists:
 - Physician Assistant students (not exclusively St. John’s students) round on the same team with Doctor of Pharmacy students (exclusively St. John’s students) at the following experiential sites:
 - Long Island Jewish Medical
 - Project Renewal Medical Van
 - New York Presbyterian Medical Center; Cornell Weill Institute
 - Beth Israel Medical Center
 - Queens Hospital
 - An inter-professional relationship currently exists among other health care providers (i.e., nurse practioners) during the Doctor of Pharmacy, Physician Assistant, and Radiologic Science experiential clerkships.

- Inter-professional collaborative research currently exists:
 - between the faculty within the St. John’s College of Pharmacy & Health Sciences
 - between Doctor of Pharmacy students and other health care providers.

- Community Service Events- Outreach Programs are currently being done across the College of Pharmacy & Health Science Programs.

- Didactic areas of teaching we are planning on expanding:
 - Expand the Physician Assistant Faculty teaching the Doctor of Pharmacy Students in more Pharmacy Practice Labs.
 - Physician Assistant students and Doctor of Pharmacy students involved together in the Pharmacotherapy Seminar
 - Providing CE credit to the Physician Assistants in Pharmacy CE programs
 - The Physician Assistant students working with the Doctor of Pharmacy students in the Pharmacy Practice Laboratory- i.e. Physician Assistants calling prescriptions into the Pharmacy Practice Laboratory and developing drug information skills

- Experiential areas of teaching we are planning on expanding:
 - Increasing the number of experiential sites that Doctor of Pharmacy & Physician Assistant students work together
 - Increase collaborative research between Doctor of Pharmacy students and other Health Science students

- We are planning on expanding community service events and developing a “caring for the underserved” curricular track.

6. **Goal:** Implement the College based Mission orientation program for all College constituents.

Tactic: Implement and offer program to all College personnel over the next three years; introduce College mission to all first year students; continue preceptor programs.

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

Assessment: Programs implemented and assessment data collected and organized.

Outcome: Students in the Toxicology, Radiologic Sciences, and Physician Assistant majors attend a College-based Mission orientation program for their specific major. New students (i.e. freshman and transfers) in the Toxicology major attend an orientation program organized by the program director. The program director discusses opportunities within the major and reviews the curriculum. The Assistant Dean for Health Sciences then reviews the Mission in detail and connects the College and University Mission to their role as Toxicology students and future alumni. The students in the Radiologic Sciences and Physician Assistant majors attend an orientation session specific for their major the day before they begin their professional studies at the Dr. Andrew J. Bartilucci Center. Each respective major reviews the curriculum in detail while connecting the Mission to their courses and profession. The Assistant Dean for Health Sciences begins the orientation for each of these majors by providing an overview of the College structure and then explains the Mission in detail as it relates to their respective program.

The respective program director organizes the orientation and reviews the policies and curriculum for the major, instilling the components of the Mission throughout the day so that students gain a full appreciation for its integration in their program.

7. **Goal:** Continue to cultivate leadership activities to enhance student engagement.

Tactic: Conduct workshops; invite speakers to campus; enhance role of faculty moderators and advisors for student organizations.

Responsibility/Interdependency: Committee for Mission, Planning, Organization and Financial Resources; Faculty Development Committee; Student Affairs Committee; Curriculum and Educational Policy Committees.

Assessment: Evaluate the workshops and events held; evaluate the feedback obtained from participants.

Outcome: Numerous events sponsored by the College and/or its student organizations have been held the previous academic year in order to enhance student engagement as well as to foster leadership development amongst our student body. Some of these events and activities include:

- College barbecue celebrating the renaming of the College. Satisfaction survey completed. The response rate was overwhelming.
- College of Pharmacy & Health Sciences Annual White Coat Ceremony – this event was held in November of the Fall Semester and involved the ritual “initiation” of third year pharmacy students into their first professional year. During the ceremony, students were lead in the recital of the pharmacy student’s Oath of Commitment. During the event, Dr. Cathy Poon, Vice Dean

of the Philadelphia College of Pharmacy, University of the Sciences, addressed the students as the keynote speaker. Student members of Phi Delta Chi assisted with the event by distributing the coats and serving as ushers for the guests as well as the third year students.

- The College sponsored its Annual Pharmacy Organization Day in October of 2012 where pharmacy students were introduced to and conversed with pharmacy leaders and membership from local, state and national pharmacy organizations.
- The Department of Clinical Pharmacy Practice sponsored their annual Residency Showcase on October 5, 2012, featuring the directors and residents of the various post-doctoral programs in the New York – Metropolitan area
- Mock-Residency Interviews with constructive feedback was held in the Fall 2012 semester to assist students in their interviewing techniques as they pursued post-doctorate training.
- Dr. Priti Patel and the Department of Clinical Pharmacy Practice sponsored a workshop entitled “What to Expect at the Midyear Clinical Meeting” to assist students who were planning on attending this national professional event for the first time
- Faculty members from the Department of Clinical Pharmacy Practice worked with students in the participation of competitive national competitions including the American College of Clinical Pharmacy’s (ACCP) Clinical Skills Competition and the American Pharmacists Association’s (APhA) Patient Counseling Competition
- Dr. Sheila Brocavich from the Department of Clinical Pharmacy Practice organized two Drug Take-Back Days (September 29, 2012 and April 27, 2013) and supervised the students from Phi Delta Chi Pharmacy Fraternity in conducting the take-back and educational sessions
- Phi Lambda Sigma hosted the Annual “Healthy Halloween Event” for the University. The leadership pharmacy organization organized the membership of other pharmacy student organizations including Phi Delta Chi and Lambda Kappa Sigma in providing an exciting, educational and healthy Halloween event for children from the communities surrounding St. John’s University.
- The Annual Curriculum Vitae Workshops was held on March 25 and April 30, 2013. The workshops this year were moderated by Dr. Priti Patel of the Department of Clinical Pharmacy Practice.
- Pharmacy student organizations continued to participate in various voluntary community activities and charitable fundraisers. This past academic year, Phi Delta Chi, the professional pharmacy fraternity, was recognized by Student Government, Inc. as a leader in such activities. The fraternity received a third place award for “Professional and Service Award” for the 2012-2013 Academic Year, raising over \$ 13,000 dollars for charity and volunteering over 1100 hours.
- The College held its annual Pharmacy Career Day on March 21, 2013. Participants at the event included student organizations, hospital pharmacies, chair pharmacies, specialty pharmacy service organizations, and health-related

government agencies offering employment positions for pharmacists and graduating pharmacy students.

- The College initiated its first Changing Faces of Pharmacy event on June 27 and June 28, 2012. Several faculty members and administrators from the college provided workshops and educational sessions for approximately 20 high school students and their parents to inform them about the profession of pharmacy and the role of pharmacists in the health care field. Several student members of Rho Chi and Phi Lambda Sigma members assisted with the event and served as student mentors.
- The Rho Chi Honor Society sponsored a presentation entitled “Becoming a Strong PGY-1 Residency Candidate” on April 2, 2013. The Presentation was made by Mohammad A. Rattu, Pharm.D. a PGY-1 Resident at the Veteran’s Affairs New York Harbor Healthcare System (VA NYHHS). Over 50 pharmacy students and several faculty members attended the event.
- The Rho Chi Honor Society continued to sponsor its annual program called “Coffeehouse Chats” which was developed to foster professional relationships between students, faculty members, and administrators. This year’s event, held on April 23, was attended by 45 pharmacy students and 17 faculty members who discussed their experiences, careers and outlook of the profession of pharmacy
- Members of the college’s student organizations participated in numerous charitable events during the past academic year including relief efforts for Hurricane Sandy, the Special Olympics, the Annual Diabetes Walk,, Strides Against Breast Cancer, and the New York City Street Survey for Project Hope
- Forty three professional year pharmacy students and five faculty attended Pharmacy Day in Albany in March 2013 to discuss issues pertinent to pharmacy practice. Dr. Sybil Cherian and a group of students from PHR 6103 – Pharmacy leadership organized the trip, including obtaining support for a bus and scheduling appointments with legislators. Faculty worked with the groups on “talking points”. A survey was conducted after with very positive outcomes. A groups of 5th year students volunteered to run the trip for next year from the College.
- The College hosted an end of year picnic and raised funds for the Janet Mangione Academic Service Learning Scholarship fund. Additionally the College instituted a breakfast program during final exams. Assessment of both events was very positive.

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

2012-2013 College Objectives

1. **Goal:** Effectively utilize established Advisory Boards.
Tactic: Hold meetings.
Responsibility/Interdependency: Dean, Program Directors; Alumni and preceptors; Office of Alumni Relations; Director of Development.
Assessment: Annual report of activities submitted to the Dean.
Outcome: The Dean met with the Pharmacy Leadership committee. He hosted a dinner and SJU basketball evening. Also re-established “Lunch with the Leader” program with alumni Laura Cranston, Joe Navarro, Tony Cosentino and Daniel Yu. Dr. Mehendra Shah was our Visiting Scholar for 2013. His visit was delayed due to Hurricane Sandy and was moved to March. Steve Soman, PharmD class of 2013 was offered the 1st Pharmacy Quality Alliance Fellowship (PQA) by alumnus Laura Cranston but family considerations prevented him from accepting.

2. **Goal:** Continue to enhance the culture of extracurricular and post-graduate education and training within the College.
Tactic: Increase the number of externally funded post-graduate training programs (residencies, fellowships and post-doctoral programs) offered by the College and incorporate these fellows into college activities; encourage student participation at scientific meetings; consider establishing academic internships for graduate students; formalize outcomes for all programs.
Responsibility/Interdependency: Dean; Senior Associate Dean For Pharmacy Programs; Assistant Dean for Graduate Programs; Department Chairs; Director of Development (University Office of Institutional Advancement); ad-hoc committees.
Assessment: Assess number of externally funded post-graduate training programs offered and program outcomes.
Outcome: The College was able to secure additional funding for the Forest Research Institute (3 years), American Regent (1 year) and Daiichi Sankyo Pharma Development (2 years). Additionally the College expanded its Program with Perrigo. In addition to the one second year fellow, Perrigo agreed to fund two first year fellows for 2013 -2015. For AY the College is employing 11 Post-Pharm. D. Pharmaceutical Industry Fellows (5 second years and 6 first years). In addition the College also expanded the Merck Pharmacoeconomics fellowships to 3 fellows for AY 2014.

3. **Goal:** Continue to enhance Continuing Professional Education offerings and offer Continuing Medical Education programs.
Tactic: Continue to investigate the provision of innovative professional continuing education programs.

Responsibility/Interdependency: Director of Continuing Professional Education; Senior Associate Dean For Pharmacy Programs; Committee on Continuing Professional Education; Program Directors; Dean.

Assessment: Assess continuing professional education courses offered in 2012-2013.

Outcome: There were a total of 2,792 participants in 61 Continuing Professional Education (CPE) seminars offered or sponsored through the Office of Continuing Professional Education in the College of Pharmacy and Health Sciences during the academic year. These seminars were offered primarily in the Disease State Management/Drug Therapy activity area (45 programs); with others in the AIDS Therapy area (4 programs); Law area (2 programs); General Pharmacy area (5 programs); and Patient Safety area (5 programs). These are the 5 areas designated by the Accreditation Council for Pharmacy Education (ACPE) in which continuing pharmacy education programs are categorized.

In addition, there were a total of 1,004 participants in 28 seminars for which CE credit was not awarded by St. John's University College of Pharmacy and Health Sciences. This includes 9 programs in Pharmacy-based Immunization Delivery and 5 programs in Medication Therapy Management for which CE credit is given by the American Pharmacists Association, with which the University co-sponsors these programs. Also included in these totals are programs offered to the undergraduate students pursuing the Pharm.D. degree, such as, CPR/First Aid and the Comprehensive Pharmacy Review classes.

The Office of CPE also offered an online program entitled "Tetanus-Diphtheria-Pertussis Immunization in the Adult Population" in November 2012. This was in response to the New York State Governor's emergency order enabling pharmacists to expand the number of immunizations which they can give. Due to the timing of the order and the need to make this information available to pharmacists quickly, this program was not offered for CE credit. Due to program restrictions and limited IT support, no other programs were offered online during the 2012-2013 academic year. With the recent expansion and availability of software which the university now has available, more programs will be planned for the upcoming academic year.

The Office of CPE also began investigating the feasibility of acquiring accreditation to offer Continuing Medical Education (CME) credit for current and future program offerings. It is anticipated that a feasibility report will be submitted and, upon the Dean's approval, application will be made by the end of the current academic year.

4. **Goal:** Open an approved on Campus Community Pharmacy and Clinic that will serve the healthcare needs of the University Community; provide experiential learning opportunities for College programs.

Tactic: Appoint a committee to write a business plan

Responsibility/Interdependency: Dean; Department Chairs; College Facilities Committee; College Development Officer; Office of Grants and Sponsored Research;

University Administration; Office of Design and Construction; Office of General Counsel; Vice President for Wellness; Office of Human Resources.

Assessment: Assess the University Community satisfaction and Experiential learning outcomes.

Outcome: A committee was not appointed. Consideration may be given to appointing a committee in 2013-2014.

5. **Goal:** Expand the visibility of the Urban Pharmaceutical Care Research and Education Institute and develop a five year plan.

Tactic: Partner with Catholic and other Healthcare providers to undertake clinical and research initiatives; actively engage Ozanam Scholars of the College in activities of Institute; enhance research and scholarship activities in related areas.

Responsibility/Interdependency: Dean; Assistant Dean for Service Programs and Director of Urban Institute; Urban Institute Advisory Committee; other College Advisory Boards; Office of Grants and Sponsored Research; Vincentian Institute for Social Action (VISA); Vincentian Center for Church and Society

Assessment: Evaluate the visibility, recognition and role of the Institute both internally and externally.

Outcome: The Institute's "Changing Faces of Pharmacy: High School Student Enrichment Program" was successfully launched in 2012-2013.