



Blueprint for Academic Excellence  
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## I. Executive Summary

The South Carolina College of Pharmacy (SCCP) was formed in 2004 to integrate the Colleges of Pharmacy at the University of South Carolina (USC) and the Medical University of South Carolina (MUSC). In 2015, the USC and MUSC jointly approved a resolution to re-establish the legacy Colleges of Pharmacy at USC and MUSC and to phase out the SCCP when the last student graduates from the program.

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

The College of Pharmacy programs are at the professional (PharmD) and graduate (PhD) levels. The College had a comprehensive set of Key Performance Indicators (KPIs) that served the College Dashboard (detailed below). With the decision to re-establish the legacy Colleges of Pharmacy, the USC College of Pharmacy will begin a process to evaluate the KPI's and decide what their performance indicators will be going forward. The College influences some of the University undergraduate Dashboard measures. The pharmacy program attracts approximately 150 undergraduate students into the B.S. in Pharmaceutical Sciences degree program (pre-pharmacy) each year. This cohort of students are generally high academic achievers and positively impact the undergraduate enrollment and incoming SAT/ACT scores. The College conducts all of their own advising for all USC undergraduate students designating Pharmaceutical Sciences as their program of study.

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

## II. Meeting Academic Dashboard Targets

### **Strategies planned to meet dashboard targets in 2016-17:**

**Enrollment:** Applications to the College have continued to decrease which is consistent with the national trend since 2010 (apps down 24% nationally). Most believe applications are down due to a large increase in the number of schools offering a pharmacy program and increasing competition for available jobs. The college has committed more resources into recruiting for the pharmacy program.

The College has maintained a consistent enrollment of Pharm.D. students since 2006. 190 students are admitted each year (110 at USC and 80 at MUSC). At any point in time there are approximately 420-440 Pharm.D. students on the USC campus, 315-325 Pharm.D. students on the MUSC campus, and 15-30 students on the GHS campus. We do not plan to increase or decrease enrollment for FY 2016. In August 2015, USC and MUSC approved a plan to phase out the SCCP and re-establish the legacy Colleges of Pharmacy, USC and MUSC. The GHS campus will become a satellite campus of the USC College of Pharmacy. Once approved by ACPE, the legacy schools expect to maintain current enrollment levels on each campus.

**Student Quality:** Student quality is judged initially by incoming undergraduate GPA and PCAT scores. For 2015, the average GPA for students coming into the PharmD program was 3.72. The average incoming PCAT composite score was the 64<sup>th</sup> percentile. Outgoing student performance is judged by NAPLEX pass rate (which was greater than 94% this past year) and numbers of new students going on for formal postgraduate training was 45 this past year. Allocating more resources to recruiting (focusing on USC system) should help maintain quality.

**Student retention rate:** This is expressed as student attrition and has been around 5-10% consistently for the past few years. The College uses a formal student mentorship and advisement system. We offer a comprehensive summer course remediation program to keep students on track. Each year we measure graduating student satisfaction, which has been above 96% for the past 5 years and 94.5% of graduating students would choose the SCCP again for their college of pharmacy. For students currently enrolled in the program 81% are satisfied with the program.

**Graduation rate/Doctoral Degrees Produced:** The **4-year** graduation rate from the PharmD program was over 90% for the class of 2015, with 105 students graduating in the spring of 2015. The College enhances graduation rate and eventual job placement by career tracking programs and advisement, mentor program, job fairs, mock interviews, and other incentives. The high 4-year graduation rate has remained consistent for many years. Employment has remained strong for students graduating from our program. Last year we began to track employment allowing students to voluntarily report their job situation. Essentially, it appears that every graduate who was searching for employment received an offer. A few graduates were not employed as a pharmacist if they did not pass the national licensing exam (NAPLEX).

**Student to Faculty Ratio and Student to Tenure Track Faculty Ratio:** The student to faculty ratio for the Doctor of Pharmacy program is 9.6:1 for the P1-P3 years of the program. The student to faculty ration during the P4 year is 2-3:1 since this part of the curriculum is experiential. The student to tenure track faculty ratio is 20.6:1 for the P1-P3 years of the program. These ratios have decreased slightly over the last several years with the addition of new faculty positions. Faculty turnover has been very low in the college.

**Research Expenditure and Research Expenditures per Tenure Track Faculty.**  
Research expenditures were not available to me so I used funding.

The College of Pharmacy has significantly increased external research funding over the last several years. In 2014, the college received \$6.9 million in external funding, which was the most productive year ever for the college. In 2015, the college received \$5.9 million in external funding which was \$280,000 per tenure track faculty. In light of poor research facilities, limits on types of research (no space available for animal behavior research), and no availability of additional laboratory space, this is probably the most funding we can expect. With many successful junior faculty and lack of additional resources, faculty attrition is expected to increase.

**Doctoral Degrees:** The college offers two doctoral degree programs. The Doctor of Pharmacy degree (Pharm.D.) is a practice degree and allows the graduate to become a licensed pharmacist. The other doctoral degree is the Doctor of Philosophy degree (Ph.D.) which is a research intensive program and does not allow the graduate to practice as a pharmacist. Generally we graduate about 100-110 Pharm.D.'s on the USC campus and 70-80 Pharm.D.'s on the MUSC campus. This has been a fairly consistent number for the last 10 years. Generally, we graduate 2-3 Ph.D. students every year and again this has been a fairly consistent number.

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

**2016-2017 Academic Years Goals**

The College selected a series of goals which are updated each year. The most recent goals are listed below (with progress and plans). The goals are organized by categories approved by the faculty of the SCCP (People, Service, Quality, Growth, and Finance). Progress with each goal is tracked with a specific performance measure. The goals are linked to the key performance parameters (teaching excellence; research/scholarship reputation and productivity; service to state, community, profession and university; sustainability of our mission fiscally and through effective actions.

## People

- Increase faculty satisfaction to  $\geq 85\%$ . For 2015 it was 82% on the USC campus and 75% on the MUSC campus. In 2014 it was 79% on the USC campus so this year we observed a bump upward in satisfaction. The announcement that the legacy schools would be re-established probably impacted on satisfaction along with the appointment of the Interim Executive Dean on the USC campus. The faculty satisfaction for both campuses is higher than the mean for top 10 colleges of pharmacy (76.4%).
- $\geq 90\%$  of students, faculty, & staff feel the SCCP is welcoming to individuals with diverse backgrounds. On the USC campus, 97.8 % of students agreed or strongly agreed and 94.7% of the faculty agreed.
- $> 90\%$  of staff are satisfied with their job. In our staff satisfaction survey, 88% of the staff were satisfied with their job. Faculty and staff retention maintained at  $\geq 95\%$  of current numbers. The faculty attrition rate (departures not including retirements) was under 2%. Also, by survey,  $\geq 80\%$  of faculty and staff are respectful to one another. This continues to be addressed by quality hiring practices, faculty and staff personal development, and by providing research and classroom support. Ten faculty development workshops were held in 2015.

## Service

- $>90\%$  of graduating students would choose the SCCP again for their pharmacy education. In 2015 it was 93.5% on the USC campus and 66.7% on the MUSC campus. In 2015, 86.3% of top 10 graduating students would choose their school again.
- $>90\%$  of graduating students would agree that the learning experience with other profession students helped me gain a better understanding of how to be part of a multidisciplinary team to improve patient outcomes. In 2015, 97.8% of USC students agreed with this statement
- 85.4% of our P1 – P3 students are satisfied with the SCCP Doctor of Pharmacy (increase of 3.5% from previous year). We continue to promote a career advisement process and expanded opportunities through the Kennedy Center. Also, we revised the curriculum and expanded international opportunities.
- At least two faculty members serve in leadership roles in state or national organizations. In 2014, 4 faculty members served in state and national elected offices.

- Improve faculty satisfaction with classroom technology to  $\geq 70\%$ . 57.5% of the faculty were satisfied with our classroom technology. This is a significant decline over the previous year and the lowest since 2010. This is most likely due to older equipment, with more failures and disruption to distance transmissions, due to outdated facilities and technology.
- Improve student satisfaction with classroom technology to  $\geq 70\%$ . For the questions, “The classroom technology allowed me to respond to instructor questions and ask questions as needed” and “The quality of the classroom technology (e.g. quality of transmission) met my needs for a learning environment” the percent that agreed or strongly agreed were 74% and 72%, respectively. One important technology issue is the outdated technology and design of CLS 215 on the USC campus. CLS215 has been sited as a substandard classroom by our accrediting agency, ACPE. The classroom on the USC campus was renovated and available for use Jan 1<sup>st</sup>, 2016.
- 95% of students agree their interprofessional training within SCCP has been valuable, in 2015. IPE offerings have been enhanced on both campuses.

## Quality

- Achieve a  $\geq 95\%$  pass rate on first time takers of the NAPLEX. The NAPLEX pass rate for the class graduating in May 2015 was 95% (96% the year before). Measures implemented to increase test scores will be continued.
- Achieve a 93% graduation rate within 4 years of starting the program. For the 2015 class of the SCCP program, 90.9% graduated within four years of starting the program. The College has a comprehensive program of summer remediation to keep students on track to graduate on time.
- On a scale of 1 to 5, achieve an average score of  $\geq 4.2$  that students feel the faculty member is an effective teacher. The average response was 4.36 for FY 2015. This is addressed through faculty training and instructional seminars. The college sponsored a teaching retreat for faculty in December 2014. External expert pharmacy educators were brought to present to the SCCP faculty during the retreat.
- Maintain a top 20 ranking for NIH funding for colleges of pharmacy. For 2014 the College ranked 11 of 133 colleges of pharmacy.
- > 75% of students seeking a residency obtain a residency. For the 2014 graduating class, 63 secured residency positions, 78% of those who applied. This is one of the highest percentages in the US.
- Increase the # of peer-reviewed publications to 2.0 / faculty member by 2016. For calendar 2012 it was 1.8 per faculty member which is an increase from 1.5 the previous year. The major approaches to increasing the rate are expansion of the

research program, increase in the size of the graduate program, and emphasis on publications and faculty development by department chairs.

## **Growth**

- Implement new integrated curriculum model in the P3 year. This is being accomplished.
- Implement E-portfolio system. A new e-Portfolio was implemented for the Class of 2017. Students are required to upload specific artifacts for each year of the curriculum and write a reflection paper annually. They are also required to meet with an e-Portfolio reviewer each April.
- Increase non-federal research grant awards to > \$500,000 by 2015. Non-federal awards increased to \$1.2 million the past fiscal year.

## **Finance**

- Actual expenses will not exceed any revised budgets for FY2015. The College maintains a balanced budget. .
- Increase non-tuition revenue to the college. The addition of international students and offering an undergraduate intro to pharmacy course during the summer has provided the college with additional revenue in FY2015.

## **Five-Year Goals**

### **1. Teaching Excellence**

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

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

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

- Identify support for faculty members with active funded research programs to accept more graduate students.
- Secure an NIH graduate program training grant.

- Expand participation in the Integrated Biomedical Sciences Graduate Program
- Expand the PhD program in pharmaceutical outcomes.

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

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

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

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

## **2. Research / Scholarship Reputation and Productivity**

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

- Provide mentorship to junior faculty members to improve their competitiveness for grant funding.
- Increase the number of tenure-track faculty members with active research programs, and increase the number of post-doctoral fellows within the SCCP.
- Recruit and hire two new tenure track faculty for the DD&BS department through the COBRE grant.

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

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

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

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

- Fully implement SCCP Diversity committee and plan
- Assess recruitment activities to assure that we attract the highest quality students.

- Expand partnerships with undergraduate institutions in the state (such as with 3-year articulation programs).

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

- Increase the number of private ventures that emanate from the College
- Expand entrepreneurial opportunities through the Kennedy Center

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

- Appoint a Director of International Programs
- Establish and maintain 4 active international partnerships to enhance teaching, service, or research.

#### 4. Sustainability

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

- Improve classroom and laboratory facilities on the USC campus.
- Increase the amount of laboratory and classroom space for the college of pharmacy.

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

<b>Goal 1: Teaching Excellence</b>			
Improve Pharm.D. program through the addition of fulltime assessment and accreditation personnel. Strongly encouraged by ACPE and will be mandatory soon.			
<b>Type of Resource</b> Fiscal	<b>Existing</b> \$0	<b>Additional</b> \$230,000 (1 Director, 1 assist, 1 office staff)	<b>Strategy</b> To improve education and programs standards
<b>Goal 1: Teaching Excellence</b>			
Support and maintain clinical partnerships for highest quality experiential education which is a major component of core curriculum (> 25% of curriculum).			
<b>Type of Resource</b> Fiscal	<b>Existing</b> \$150,000	<b>Additional</b> \$400,000	<b>Strategy</b> To maintain partnerships with highest quality experiential practice sites.
<b>Goals 2 and 5: Research and Graduate Education</b>			
Increase the level of external research funding/scholarship to support post-doctoral training and graduate level training programs leading to a Ph.D. degree.			
<b>Type of Resource</b> Space (Lab)	<b>Existing</b> 0	<b>Additional</b> 3000sq.ft.	<b>Strategy</b> Provides permanent lab space for 3 TT

			faculty.
Fiscal	\$0	\$800,000	Completes renovation of 7 <sup>th</sup> floor lab space (McInnes Lab, Molecular modeling)

## Appendix B. Benchmarking Information

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

University of California San Francisco  
University of North Carolina--Chapel Hill  
University of Minnesota  
University of Texas--Austin  
Ohio State University  
University of Kentucky\*  
University of Michigan--Ann Arbor  
Purdue University  
University of Arizona  
University of Florida  
University of Illinois-Chicago  
University of Maryland- Baltimore  
University of Wisconsin--Madison  
University of Washington

### Peer Institutions

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

\* Peer institutions for USC

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

- Achievement of full accreditation for SCCP and implementation of the integrated program.
- Approval to re-establish USC College of Pharmacy and discontinue SCCP.
- Increased NIH funding since 2007 by 60% to \$9.6 million (FY 2015). NIH funding ranked #11 in US College of Pharmacy.
- Establishment of the Kennedy Pharmacy Innovation Center with a \$30 million gift. Construction and opening of Aseptic Compounding Experience Lab in CLS.
- Recruitment of 5 CoEE-SmartState Chairs in Medication Safety, Drug Discovery, Tissue Death, Injury, and Regeneration, and Translational Cancer Therapeutics.

- Establishment of pharmacy program at Greenville Hospital System.
- Implementation of interprofessional instruction.
- NAPLEX pass rate (95%) exceeds national average (92%) for > 10 years.

#### **Appendix D. College Weaknesses and Plans for Addressing Weaknesses**

- Inadequate and insufficient space for faculty and graduate student offices, courses, laboratory research, and centers. Need more and improved space for active learning activities. The vision and mission of the college has changed dramatically since initial space allocation for college of pharmacy (1976).
- Quality and reliability of distance education classrooms. Classroom facilities and network transmission have been unreliable. We have implemented an electronic examination and audience response systems this year.
- Status of non-tenure track faculty members: We will work with USC Provost Office on key non-tenure track policies including revision of promotion policies.
- Small size of the graduate program: We are working to rebuild the PhD in pharmaceutical outcomes and plan to increase involvement in integrated biomedical graduate program at USC
- Insufficient financial resources to support teaching and research activity. Lack of recurring revenue source to enhance and expand infrastructure to support the mission of the college. The college for many, many, years generates more revenue (tuition/fees, grants, state appropriations, philanthropy, etc.) than it receives to operate the college. This affects our ability to recruit top students, faculty, staff and compete with other schools. Work with Provost's office to secure additional funding.
- Diversity: At present, about 12% of the student body and only 2 of 75 faculty members are from underrepresented minority groups. The College has been implementing a Diversity Plan and needs to develop a plan to more effectively recruit URM faculty members. New Dean will appoint an Associate Dean for Diversity/Inclusion.

#### **Appendix E. Statistical Profile (USC Campus)**

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

4. Number of majors enrolled:

	Undergraduate	1 <sup>st</sup> Professional	Doctoral
Fall 2010	426	435	18
Fall 2011	485	438	19
Fall 2012	495	440	18
Fall 2013	455	432	18
Fall 2014	440	451	19
Fall 2015	357	464	21

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

	1 <sup>st</sup> Professional	Doctoral
Fall 2010	118	8
Fall 2011	117	8
Fall 2012	119	6
Fall 2013	120	3
Fall 2014	110	6
Fall 2015	110	4

6. Number of graduates:

	1 <sup>st</sup> Professional	Masters	Doctoral
Fall 2012	0	0	0
Spring 2013	108	0	2
Summer 2013	1	2	0
Spring 2015	105	0	0

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

8. Total credit hours generated by unit

	# Credit Hours
Fall 2012	7458
Spring 2013	7099
Summer 2013	2175
Fall 2013	7146
Spring 2014	7013
Summer 2014	2206
Fall 2014	7131
Spring 2015	6859
Summer 2015	2293

9. Percent of credit hours by undergraduate major taught by faculty with the highest terminal degree – NA

10. Percent of credit hours by undergraduate major taught by fulltime faculty – NA.

11. Number of faculty by title by rank

Faculty by Title by Rank			
	Fall 2012	Fall 2013	Fall 2015
Tenure Track			
Professor	4	4	6
Assoc. Professor	9	11	9
Assist. Professor	6	6	7

Non-Tenure Track			
Professor	2	2	2
Assoc. Professor	3	3	4
Assist. Professor			
Clinical	17	15	17
Research	6	5	6

12. Current number and change in the number of tenure track and tenured faculty from underrepresented minority groups from 2012.

1 – No Change ,

Office of Research, Information Technology and Data Management

The following data was not complete due to unavailability of research website.

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

Submissions = 19      Amount = 6,883,581.

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

Fed = \$ 4,770,794    Phi = \$ 62,195    Oth = \$ 261,153

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

Total = \$5,937,205    Federal = \$ 4,770,794

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

Clinical Pharmacy and Outcomes Sciences \$787,371

  Tenured/Tenure Track \$    Non Tenure Track

Palmetto Poison Center \$981,070 (all non tenure track)

Drug Discovery and Biomedical Sciences \$3,873,816

  Tenured/Tenure-Track: Professor \$, Assoc. Prof. \$,

  Assist. Prof. \$.

Dean \$264,164

## Appendix F



# South Carolina College of Pharmacy Performance Report

## January 13, 2014

Key performance indicators are the measures that best indicate the quality and success of the College and how well it is doing with its key missions of teaching, service, and research. KPI's are generally assessed yearly and each is associated with a short-term and long-term goal of the College. The KPI's for the College were determined through extensive discussion with the Faculty and administration. KPI's were proposed by a College Task Force and discussed within each of the departments. The Faculty voted to approve these measures as KPI's and voted in December 2008 to approve the six most important measures shown below.

Six measures that are the most important overall indicators of the quality and success of our programs are:

	2014 Goal	2013	2012	2011	2010	2009	2008	2007	2006
Graduating student satisfaction <sup>1</sup>	94%	97%	97%	96%	97%				
Faculty satisfaction <sup>2</sup>	85%	84%	81%	81%	77%	73%	63%		
Number of peer reviewed publication <sup>3</sup> (# per FT Faculty member)	1.8 per FTE	TBD	1.75 (138)	1.5 (122)	1.5 (120)	1.1 (79)	87 (1.2)	91 (1.2)	106
Ranking for NIH funds among pharmacy schools	20	22	19	17 (7.5 million)	28 (5.2 million)	25 (4.7 million)	19 (5.6 mil)	23	31
Number of students seeking and obtaining (i.e. match rate) a residency, fellowship, or graduate education	20%	43 (24%)	41 (23%)	25 (14%)	28 (17%)	15.1%	18%	18%	14%
Total amount of private funds received as gifts	\$4,000,000	\$3.55 mil	\$3.39 mil	\$4.16 mil	\$31,781,326	589,410	1,193,002	2,618,962	890,397

<sup>1</sup>For P4 Students, this is a composite of 11 questions from the AACP survey. ."

<sup>2</sup>The composite score from AACP faculty survey for questions 2, 15, 18, 27, 28, 33, 46, & composite average of 61, 62, 63, & 64.

<sup>3</sup>Calendar year, published only

## Pillar Goals (not in KPIs)

Pillar	Measure (Goal)	2013	2012	2011	2010	2009	2008
People	Students feel the SCCP is welcoming to students with diverse backgrounds <sup>1</sup> (>90%)	100%	98%	98%	98%	96%	92%
Service	P1 – P3 students are satisfied with the SCCP Doctor of Pharmacy Program <sup>2</sup> (>90%)	81%	86%	86%	87%	86%	N/A
Service <sup>3</sup>	Graduating students would choose the SCCP again for their pharmacy education (>90%)	93%	94%	92%	94%		
Quality	On a scale of 1 – 5, achieve an average score of $\geq 4.2$ that the student feels that the faculty member is an effective teacher. <sup>4</sup>	4.36	4.33	4.39	4.38	4.39	N/A
Quality	Faculty believe that they have adequate resources for their scholarship needs. <sup>5</sup> (>90%)	90%	87%	91%	82%	81%	77%

<sup>1</sup> From AACP graduating student survey, “The College/School of Pharmacy is welcoming to students with diverse backgrounds.” > 90% agree

<sup>2</sup> For P1- P3 students from our internal student satisfaction survey, “Overall, I am satisfied with the SCCP Doctor of Pharmacy Program” on a scale of 1 – 5.

<sup>3</sup> For graduating students, question #84 from AACP graduating student survey, “ If I were starting my pharmacy program over again, I would choose the same College/ School of pharmacy

<sup>4</sup> Utilizing the question from the instructor evaluation, “Students satisfied with faculty as an effective teacher” achieve an average of  $\geq 4.2$  (scale 1 – 5).

<sup>5</sup> From AACP faculty survey,  $\geq 70\%$  of faculty either strongly agree or agree with the statement: “I have adequate laboratory and/or clinical resources for your research and/or scholarships needs.”

There are 20 additional Key Performance Indicators that the Faculty and Administration believe are important indicators of specific core aspects of our programs.

	2013 Goal	2013	2012	2011	2010	2009	2008	2007	2006
Mean PCAT score of entering class	70	68	64	66.3	68.4	65.2	74	72	74

NAPLEX pass rate (MUSC / USC)	> 95%	98.2%	96%	96%	92%	97% / 92%	97% / 95%	Xx	xx
Number (%) of students who are underrepresented minorities <sup>1</sup>	10% (by 2013)	11.3%	14%	9.3%	9.1%	7.4%			
Student attrition rate <sup>2</sup>	< 3%	3.3% (19/574)	2.8% (16/572)	3% (17/573)	<3%	1.3%	1.9%	0.7%	1.3%
Number of full-time Faculty members (June 30)	80	80	79	87	80	74	72	69	73
Student / Faculty ratio	< 10:1	9.4/ 1	9.6 / 1	8.7:1	10:1	10:1	11 : 1		
Faculty attrition rate	<7%	3.7%	2.5%	1.1%	2.7%	8%			
Number of open Faculty positions (August 1)		1	3	2	3	10			
Number of national awards received by faculty		5	1	1	0	0	2	1	4
Number of Faculty members serving as leaders in state / national organizations		4	5	11	3				
Number of Board Certified faculty (include CDE)		28	16 MUSC	29	27	20	20		
Number (%) of Faculty members who are underrepresented minorities (on June 30)		3	2	2	2	2	3	3	3
Number of endowed chairs / professorships filled		4/1	5/1	5/1	3/1	2/1	2/1	2/1	2/1
Average score on student course assessments (1 to 5 scale)		4.35	4.33	4.41	4.3	4.3			
Total amount of grant funds received (all sources) <sup>3</sup>		4,537,403	5,752,025	6,764,455	4,573,918	5,727,996	4,853,931	6,431,043	4,370,511
Federal grant funds received <sup>4</sup>		4,010,317	5,046,768	5,076,071	3,829,153	3,505,265	3,801,477	4,442,59	3,655,4

<sup>1</sup> Total number of underrepresented minority PharmD students / total students [first day of class)

<sup>2</sup> Number of P1, P2, and P3 students not progressing to the next year / total number of students in P1, P2, and P3 classes during academic year

<sup>3</sup> Total of direct costs received during FY

<sup>4</sup> Total of direct costs received during FY

<sup>5</sup> From AACP alumni survey a composite questions 31, 40, 42, and 43. These questions represent recent alumni's satisfaction with their educational experience.

								4	10
Grant dollars per research faculty FTE						220,308			
Number of patents secured / IP disclosures		13	6	11	8				
Number of companies started		1	0	1 (Senex)	2				
Number of College-affiliated residency positions		25		25	26	26			
Number of postdoctoral trainees (research)		16	23	36	29				
Size of endowment (\$)		\$6.418 USC \$13,392 MUSC	\$11.5 mil MUSC \$8.1 mil USC	\$11.5 mil (MUSC) \$5.6 mil (USC)	\$7,857,960 (MUSC) 5,172,467 (USC)	8,547,587		\$6.5 million	\$6.1 million
Percent of alumni who participate in alumni society		30% MU 16% USC	28% MU 22% USC	33% MU 16% USC	32% MU	12%			
Percentage of alumni who participate in annual giving									
Alumni survey score <sup>5</sup>		95.1% (USC)	NA	95.4% (MUSC)	NA	98% (USC)	96% (MUSC)		
Alumni survey score <sup>6</sup>		79.8% (USC)	NA	83.4% (MUSC)	NA	69.8% (USC)	71.5% (MUSC)		
Preceptor Survey Results <sup>7</sup>		NA	NA	93.4%	NA	90.3%			
Number of CE programs offered		91	67	66	68	69	45	60	133
Number of CEU issued (hours)		371	368	347	439	185	178	186	173
Number of CE participants		8766	6162	3968	2931	3613	9,589	10,777	7634
Net revenue generated from CE		\$48,313	\$73,757	\$70,064	66,335	68,564	132,757	105,962	122,086

<sup>6</sup>From the AACP alumni survey a composite score of questions 14 – 17. These questions represent recent alumni's satisfaction with communication from the College.

<sup>7</sup> The average of agree & strongly agree to questions 11, 12, 17, 19, 20, 36, 37, and 39 from the AACP preceptors annual survey.

Data is collected for a third set of measures that are necessary for accreditation tracking or for University administrative reporting, as follows.

	2013	2012	2011	2010	2009	2008	2007	2006
<b>Students</b>								
Number of PharmD applicants	578	478	436	567	526	667	666	681
Entering PharmD class size	190	190	190	190	190	191	191	188
Mean GPA of entering class	3.6	3.6	3.61	3.59	3.59	3.53	3.54	3.57
Mean Key GPA of entering class	3.7	3.7	3.67	3.65	3.66	3.59	3.59	3.63
Number (%) of admitted class with prior degree (bachelors)	93(49%)	64(34%)	68 (36%)	66 (35%)	71 (37.3%)	68 (35.4%)	68 (35.7%)	60 (31.3%)
Number (%) of admitted class with prior advanced degree (masters & doctorate)	6 (3%)	6 (3%)	6 (3%)	6 (3%)	2 (1.1%)	6 (3.2%)	6 (3.2%)	10 (5.2%)
Number (%) of admitted class from out of state	68 (36%)	26%	45 (24%)	50 (26%)	20%	19%	14%	19%
Graduating PharmD class size	183	180	181	183	198	183	155	142
MPJE pass rate	TBD	99%	99%	98%	98%/96%	99% / 95%		
Number of graduates also completing MBA	9	7	5	2	6	3	17	3
<b>Research</b>								
Number of new grant awards (all awards) <sup>8</sup>	48	48	28	50	56	32	34	42
Number of new grant awards (federal) <sup>8</sup>	35	25	17	22	33	19	14	26
Number (%) of faculty with grants as PI	27	35 (44%)	28 (35%)	28	29	31 (43%)	24 (35%)	30 (41%)
Number (%) of faculty with federal grants as primary investigator	23	20 (25%)	21 (25%)	18	20	16 (22%)	15 (22%)	16 (22%)
Number of postdoctoral research fellows		See above	36		29	20	22	24
Total assignable sq ft					33,640	28,155	28,155	28,155

research space								
Number of external, grant applications submitted	18	105	99	107	102	91	??	68
<b>Graduate Program / residencies</b>								
Number of PhD students enrolled (August 1)	39	38	38	35	23	29	20	
Number of MS students enrolled	0	0	0		2	1	1	1
Total external support for grad students <sup>9</sup>	515,148	\$808,000	414,000	414,237	??	2,456,365	336,588	360,722
Number of students receiving external competitive awards or fellowships	8	9	0	2	2	2	2	3
Number (%) of underrepresented minority graduate students <sup>10</sup>	2	3/38 (7.9%)	2/38 (5.3%)	4/31 (13%)	4/25 (16%)	2 /30 (7%)	2/33 (6%)	
Number of graduate training grants	1	1	2		3	2	1	
<b>Other</b>								
Amount of revenue generated by clinical contracts	\$1,336,102	\$1,2065,587	1,075,553	869,921	720,538	685,557	926,407	

<sup>8</sup>With SCCP faculty members as PI

<sup>9</sup> Total of external funds for graduate training, fellowships, stipends and other support.

<sup>10</sup> Total number of underrepresented minority PhD students / total students