Massachusetts College *of* Pharmacy *and* Health Sciences

ACADEMIC MASTER PLAN

2024–2028

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PURPOSE
Leading with vision. Educating with passion. Serving with care.

MISSION
Advancing health science education, scholarship, and practice grounded in collaboration and inclusion.

VISION
Empowering our community to create a healthier, more equitable world.

SUMMARY

Dedicated pharmacists founded the Massachusetts College of Pharmacy and Health Sciences (MCPHS) in 1823, and it is the oldest institution of higher education in Boston. Over the last four decades, MCPHS has experienced planned, sustainable expansion and diversification within its programs, campuses, and community, growing into a comprehensive university offering more than 100 undergraduate and graduate certificates and degree programs, taught by expert faculty in cutting-edge facilities across 14 schools.

Faculty experts use an interprofessional education and practice (IPE) teaching model to provide hands-on learning experiences throughout a student's career. An extensive and growing network of alumni and key industry and healthcare representatives that are committed to providing real world experiences, including internships and clinical experiences, allows the university to prepare practice-ready graduates for careers in the health and life sciences, educational, clinical, industrial, and policymaking arenas.

As a mission-driven institution, the university has established 12 strategic priorities (SPs), each supported by a team. These priorities will guide our community in the coming years as we focus on educating and training future healthcare leaders in the ever-changing health and life sciences fields. Four key priority themes have been established, which include *enhancing student success and the student experience, fostering faculty and staff success, advancing diversity equity and inclusion, and strengthening our infrastructure and technology* to best support the needs of our community.

The purpose of this Academic Master Plan (AMP) is to document and guide the continuous improvement of MCPHS' academic goals and initiatives for the 2024–2028 academic years. Grounded in the university's vision, mission and values, this Plan will support the university's Strategic Priorities (SP), as well as academic and accreditation planning at the school and program levels.

University stakeholders were engaged in the development of this AMP. In the summer and fall of 2023, school Deans and Program Directors were interviewed and contributed to identifying eight focus areas, provided examples of how progress is being made in those areas, and offered a vision for the future. The AMP also was moved through the university governance structure and was shared with the Board of Trustees.

The AMP is organized as follows: Part I addresses background about the university and the AMP development process; Part II addresses the focus areas, goals pursued by the university's SP teams, and related activity at the school and program levels; Part III discusses student outcomes; and Part IV offers a conclusion and next steps.

PART I:
BACKGROUND AND PROCESSES

PURPOSE, MISSION STATEMENT, AND VISION

In 2023, MCPHS updated its mission, vision, and purposes with input from a variety of stakeholders, including faculty, staff, students, alumni, and community partners. This information is shared with the public through the university website.

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THE UNIVERSITY'S SCHOOLS AND PROGRAMS HAVE ALIGNED THEIR VISION AND MISSION STATEMENTS WITH THOSE OF MCPHS.

CAMPUSES AND ACADEMIC PROGRAMS

MCPHS has campuses in Boston's Longwood Medical Area, Worcester, Massachusetts and Manchester, New Hampshire. MCPHS maintains 14 schools across these three campuses and online (Table 2), offers over 100 certificate and degree programs, and has five on-site clinics and seven Centers for Excellence.

SCHOOL	CAMPUS LOCATION
School of Arts and Sciences	Boston
School of Pharmacy	Boston
School of Physician Assistant Studies	Boston
Forsyth School of Dental Hygiene	Boston/Worcester
School of Healthcare Business and Technology	Boston/Worcester/Online
School of Medical Imaging and Therapeutics	Boston/Worcester/Online
School of Nursing	Boston/Worcester/Manchester/Online
School of Professional Studies	Online
School of Occupational Therapy	Manchester/Worcester
School of Physician Assistant Studies	Manchester/Worcester
School of Pharmacy	Manchester/Worcester
New England School of Acupuncture	Worcester
School of Optometry	Worcester
School of Physical Therapy	Worcester

The Program Planning and Development Team (PPDT), comprised of the President, Provost, Associate Provost for Academic Innovation, Chief Enrollment Officer, and Chief Marketing and Communications Officer, meets weekly to review existing programs and consider innovative new programs. The PPDT incorporates both academic and operational perspectives and a market analysis to evaluate all new program proposals. Deans and Program Directors collaborate with PPDT to innovate and develop additional programs, tracks, and certificates.

All our programs fall under our regional accreditation. The New England Commission of Higher Education (NECHE) accredits the University on a ten-year cycle. Our last reaccreditation visit took place in 2017. Our fifth-year report was submitted successfully in 2022. We have currently begun our preparations for our next self-study which will be submitted in the fall of 2026 and the comprehensive site visit will take place in 2027. The University also supports 26 academic programs with professional accreditation.

RELATED STRATEGIC PRIORITY COMMITTEE GOAL

A. Evaluate the university's programs for their competitive strength, position in the marketplace, and alignment with the overall mission of the university. In addition, explore new program opportunities and initiatives (SP 10 PPDT).

B. Sustain and develop graduate and professional programs of national and international distinction

SCHOOLS' PERSPECTIVES

The majority of the Deans and Program Directors interviewed had ideas for expanding programs or adding new programs, either within their schools or in collaboration with other schools, to respond to prospective student interests, and to build on current strengths. The Deans and Program Directors plan to work closely on these growth areas with the PPDT.

THE AMP'S DEVELOPMENT PROCESS

As part of the AMP development process, academic plans from other institutions of higher education were reviewed, MCPHS' strategic priorities and goals and individual MCPHS school strategic plans were incorporated, and the university's academic Deans and Program Directors were interviewed to capture programmatic goals. In addition, the Associate Provost Team members who led the development of this Plan completed a workshop on academic planning offered by the Society for College and university Planning (SCUP). Once a draft of the AMP was complete, a review process was facilitated with input from the academic leadership (Deans and Program Directors), the Faculty Senate, the Provost's Executive Team, the Academic Council, and the Planning and Effectiveness Committee. The final version of the AMP was shared with the Institutional Effectiveness Committee and the Board of Trustees.

ALIGNMENT OF THE AMP WITH THE UNIVERSITY STRATEGIC PLAN

The AMP complements and closely aligns with the university's strategic plan, which consists of 12 strategic priorities (SPs) that guide the development of organizational goals. The AMP and related evaluation activities contribute to achieving several SPs, including SP 1 Student Success; SP 2 Student Experience; SP 3 Faculty and Staff; SP 6 Diversity, Equity, and Inclusion; and SP 12 Accreditation. The AMP is designed to advance university SPs by enhancing their dimensions and definitions. Like the university's strategic plan, the AMP is dynamic and aspirational, defining and communicating what makes MCPHS distinct as a global leader in health and life sciences education. Furthermore, it is designed to foster collaboration on academic planning across campuses, schools, and programs.

PART II:
ACADEMIC FOCUS AREAS

SCHOOL AND PROGRAM GOALS AND INITIATIVES CAN BE ORGANIZED UNDER EIGHT ACADEMIC FOCUS AREAS:

1. Excellent Education and Positive Student Outcomes
2. Core Curriculum
3. Innovative Teaching and Learning
4. Strong Centers of Excellence and Clinical Sites
5. Diversity, Equity, and Inclusion
6. Opportunities for Research, Scholarship and Creative Activity
7. Relevant Workforce Development
8. Effective Administrative Organization and Budget Processes

FOCUS AREA 1
EXCELLENT EDUCATION AND POSITIVE STUDENT OUTCOMES

The first focus area encompasses three goals. The first two came from the purpose and goals of the student success and student experience committees; the latter were added following the Dean and Program Director interview process.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Define student success, establish student success indicators, and design initiatives to positively impact student retention and success. (SP1 Student Success)
B. Identify and (monitor, implement, create, and encourage) experiences, programs and services that contribute to a positive MCPHS student experience (SP2 Student Experience)
C. Engage our undergraduates in an intellectually challenging and diverse learning environment that combines excellent opportunities in the liberal arts and sciences with strong preprofessional education, co-curricular activities, and research collaborations with members of the faculty

The Dean and Program Director interviews identified common program strengths, such as a diverse student body, clinical partnerships, school location, and a program that offers different tracks and additional credential opportunities. They also cited a culture of collaboration, robust curricular development, faculty expertise, and a committed leadership team. Some stated that innovative programs, combined with committed and diverse faculty, contributed to their school's success.

MCPHS staff, faculty, and administration are dedicated to student success and fostering their advancement into careers in vital industries. MCPHS's commitment to student success is reflected in programming that engages all students in their fields and community. In addition to the first-year seminar, writing-intensive courses, and capstone courses, students are invited to work with the Undergraduate Research Center and the Center for Interprofessional Studies. MCPHS also strongly supports student growth outside the classroom. Students are provided opportunities to participate in professional clubs, honor societies, and externships. The university has a vibrant international community and encourages students to study abroad. Clinical rotations also enrich the student experience. These experiences contribute greatly to student success.

Faculty use high-impact practices to engage undergraduate and graduate students in various ways. Specifically, new undergraduate students experience the first-year seminar, orienting them to university resources, career opportunities, and the academic skills needed for academic success. As they progress through their academic career, students engage further in high impact practices such as collaborative assignments and projects, e-portfolios, research, and service learning. Throughout their program, students engage in practices such as clinical placements, internships, and capstone courses. Research has shown that these high impact practices increase rates of retention, engagement, and persistence to graduation for all students.

FOCUS AREA 2
GENERAL EDUCATION CORE CURRICULUM

In the Core Curriculum of the general education program, students earn 40 credits across various content areas, including Behavioral Sciences, Communication, Humanities, Natural Sciences, Numeracy, and Social Sciences. Students develop a breadth of interdisciplinary content knowledge and critical thinking, problem solving, communication, information and data literacy, numeracy, global perspectives, cultural competency, and personal, interpersonal, and self-regulatory skills.

The Core Curriculum mission and learning outcomes represent MCPHS's definition of what it means to be a college educated person and reflect measurable knowledge, skills, and dispositions that draw upon widely accepted practices in higher education learning assessment. Achieving these core curriculum outcomes and their program learning outcomes prepares the graduates of MCPHS to be effective professionals and active participants in civic and community life. A process to revise the core curriculum learning outcomes began in AY 2022–2023 in consultation with an external expert on general education assessment. A revised Core Curriculum mission and learning outcomes were established in spring 2024.

CORE CURRICULUM MISSION

The MCPHS General Education Core Curriculum cultivates your aptitude for knowing about and interacting in the world. Our classroom experiences support you in building important knowledge and skills critical to success in your program and in life after graduation. The skills and perspectives prepare you to contribute to your professions and society, make connections to various dimensions of illness, health and healthcare, and engage in a lifetime of personal and professional growth.

The revised General Education Core Curriculum mission and learning outcomes provide a firm foundation for future student learning assessment and curricular innovation.

FOCUS AREA 3
INNOVATIVE TEACHING AND LEARNING

The following goals fall under the third focus area. Goal (a) came from the purpose and goals of the SP3 faculty and staff team. Goal (b) was added during the interview process.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Foster success by providing opportunities for faculty and staff to grow and expand their skills in a supportive and collaborative workplace that fosters respect, inclusion, wellness, and the ability to achieve individualized goals. (SP 3 Faculty and Staff Success)

B. Advance the vibrancy and academic excellence of teaching and learning

SCHOOL'S PERSPECTIVES

A dedicated and diverse faculty who bring a wealth of experience into their programs were cited as strengths according to the interviewed Dean and Program Directors. In addition, it was mentioned that the quality of instruction is enhanced by academic partnerships, such as guest lecturers and adjunct faculty who are experts in their field, and use of technology that fosters critical thinking and advances learning outcomes. Deans and Program Directors also plan to increase collaborative relationships with practice settings, including finding new ways to provide students with team-based, patient-centered experiences.

The use of innovative technology also results in a skilled faculty and positive student outcomes. For example, faculty are enthusiastic about applying simulation technology in their programs. In addition, faculty are upgrading to Blackboard Ultra, exploring the possible uses of AI (Artificial Intelligence), and helping to reap the benefits of the university's implementation of a state-of-the art Customer Relationship Management (CRM), also referred to as the Student Success Hub (SSH) system as part of its comprehensive student success plan. A key feature of the university's student success plan is the close connection between the university's Center for Academic Success and Enrichment (CASE), the CRM, faculty, and students. The CASE provides academic support for students through coaching, study skills strategies, and the university's Learning Network. The faculty can work with students holistically and in tandem with student support services. This work is complemented by a first-year seminar course led by faculty members in their academic disciplines.

The university supports faculty professional development, especially to help them stay current in their respective fields and to acquire new ways to engage students in the teaching and learning process. Faculty use active learning, case studies, small group work, and simulations to foster positive student outcomes. Furthermore, the ongoing evaluation of teaching and curricular delivery results in more opportunities for continuous learning and improvement. Continuing to improve the quality of online education was also mentioned as a priority.

FOCUS AREA 4
EXPERIENTIAL LEARNING OPPORTUNITIES AND STRONG CENTERS OF EXCELLENCE

The university is committed to providing experiential learning opportunities wherein students can apply and refine what they learn from their coursework through immersive learning opportunities that begin preparing students for success early in their programs. These include real world experiences for students, such as internships and other experiential learning opportunities like research projects, field placements, independent study, and work study. Many programs with clinical placement requirements already offer these learning experiences as part of the curriculum, allowing students to engage in interprofessional education and practice experiences, and participate in internship and clinical opportunities. To further help students become excellent healthcare providers through hands-on experiential and clinical learning, on-site clinics and centers offer oral health, eye care, acupuncture and Chinese herbal medicine, and physical therapy services to the community at our Boston and Worcester campuses. The Pharmacy Outreach Program, the Center for Drug Information and Natural Products, and the Global Drug Information Service promote advocacy for medication safety and assist the community in finding answers to their questions. Students may also pursue internship opportunities, working collaboratively with program leaders and designated staff within the Career Development Center.

The Center for Health Humanities supports the work of scholars, researchers, and healthcare practitioners and serves as a research center for advancing the health humanities and human perspectives in the understanding of illness and healthcare. Through interdisciplinary scholarship and research, guest speakers, and fellowships, the Center fosters a collaborative environment for students and faculty and promotes health humanities in the wider academic, medical, and healthcare communities. The Center also creates space for meaningful dialogues about the humanistic aspects of healthcare, delving deeper into how narratives, empathy, and understanding improve clinical outcomes.

By providing experiences that empower students, staff, and faculty to optimize their physical, mental, emotional, and social health and wellbeing, The Center for Health and Wellbeing affirms the foundational role of individual health and wellbeing as part of the university's core values. The Center recognizes the exceptional skills and resources present within the university community and its members, while seeking methods and experiences to increase their resilience and achieve their potential.

More than 900 international students from 60+ countries travel to MCPHS to study. In addition, MCPHS offers opportunities for students to participate in hands-on healthcare experiences around the world. MCPHS faculty have forged collaborative relationships and research partnerships with healthcare professionals and institutions in every corner of the globe. Those networks give MCPHS students the opportunity to participate in life-changing service-learning trips, student exchanges, and clinical rotations in vibrant cities and remote villages from London to Agadir, Morocco. The Center for International Studies is a hub for these activities and hosts events and global speakers to promote cross-cultural learning and understanding.

Given the significance of preparing graduates for interprofessional and team-based practice within the health and life sciences fields and the communities they serve, interprofessional practice and education (IPE) has been fully integrated into curricular and co-curricular initiatives throughout the university. The Center for Interprofessional Practice and Education supports the university's goal of educating and training the next generation of collaborative healthcare leaders by serving as a resource for all MCPHS students and faculty/staff to engage in IPE practice, education, scholarship/research, and service that advance diversity, equity, and inclusion in healthcare, foster interprofessional approaches to transform health disparities, and improve healthcare for the communities they serve.

MCHPS, as an established leader in life sciences education, produces graduates who are ready to play essential roles in many different organizations, including in companies focused on discovering and developing medicines. The Center for Life Sciences coordinates and elevates initiatives across the university with the goal of preparing students for jobs in biotechnology, pharmaceuticals, biomanufacturing, and related areas.

Undergraduate, graduate, and professional studies students can pursue research activities sponsored by the Center for Research and Discovery, where they are introduced to a world of scholarship through a variety of mentored experiences to enrich their academics and foster personal growth and development. Students and faculty members from all programs are encouraged to come together around shared interests to pursue discoveries, apply for mini-grant opportunities, and present their work at an annual Student Research Conference. The collaboration between students and mentors enriches academic experiences and cultivates the next generation of scientists and researchers.

The Center for Teaching and Learning, in partnership with the Office of Instructional Support, aids faculty and academic staff in their commitment to excellence and innovation in teaching and learning. Access to the Center's offerings is through the Center for Teaching & Learning – Research Guides at MCPHS university (libguides.com). The Center supports faculty in developing activity learning, teaching skills, course design, learner feedback, hybrid teaching, online teaching, and instruction with student groups. The Center hosts an annual full-faculty day retreat every spring, with workshops, a display of faculty research, correspondence awards, and publishes a regular newsletter about teaching and learning best practices stored on the libguide site. The Center also coordinates a highly successful faculty mentoring program.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Continue to strengthen and grow our Centers for Excellence and Clinical Sites

TABLE 3: CENTERS OF EXCELLENCE

1. Center for Health Humanities
2. Center for Health and Well-Being
3. Center for International Studies
4. Center for Interprofessional Practice and Education
5. Center for Life Sciences
6. Center for Research and Discovery
7. Center for Teaching and Learning

SCHOOLS' PERSPECTIVES

The schools are engaged in varying degrees with the seven Centers of Excellence and the Career Development Center. For example, the Leadership in Pharmacy Education Institute, of which all PharmD students and faculty are members, supports students' career development. In addition, all schools are involved with the Center for Interprofessional Education and Practice.

In addition to the opportunities provided by the centers, the Deans and Directors highlighted their extensive clinical network as a program strength. The reach is both regional and global. Early hands-on education beginning in the first year and small faculty–student ratios were also noted as strengths.

Some programs have liaisons to the centers and are working to create curricular and co-curricular connections.

FOCUS AREA 5
DIVERSITY, EQUITY, AND INCLUSION (DEI)

This important focus area is directly aligned with the university's Strategic Priority 6 Diversity, Equity, and Inclusion. The Chief Inclusion Officer, with the Office of Inclusion and SP DEI team, offers support to the Deans and Program Directors as they work to create an inclusive and welcoming campus culture. To lay the groundwork for action, the university administered its first Inclusive Climate Assessment (ICA) for students, faculty, and staff in the year 2022–2023. The ICA findings continue to serve as a guide for campus action planning and provide a benchmark against which we can monitor our progress.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Create a vibrantly diverse campus where students, faculty, staff, and other members of our community feel connected, respected, accepted, and valued, and to support efforts to challenge existing biases and disparities that serve as barriers to success for historically excluded populations (SP 6 DEI).

B. Ensure an enriched learning and work environment by creating a more inclusive community that recognizes and celebrates individual differences (SP 6 DEI)

SCHOOLS' PERSPECTIVES

DEI is part of our day-to-day work. Many schools have a DEI subcommittee and/or a faculty champion focused on DEI to ensure forward movement. Faculty are attending DEI workshops (e.g., unconscious bias, campus policies, etc.). Programs are working on how to formally address and include DEI in the curriculum. Professionally accredited programs receive guidance from their accrediting bodies. The Chief Inclusion Officer and SP 6 DEI Team also support the programs as they establish, and work to achieve, DEI goals. Some programs have affiliated student organizations focused on DEI, such as the Coalition of Occupational Therapy Advocates for Diversity (COTAD).

A significant percentage of our students are international. This provides another opportunity to study the outcomes of DEI innovations and international student support services.

FOCUS AREA 6
OPPORTUNITIES FOR RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

The new Office for Sponsored Research and Scholarship was formed to help guide faculty through the external grant process. This Office, which is housed within the Center for Research and Discovery, helps faculty review potential grant opportunities and navigate the grant development process, aiding in both pre-award and post-award required activities. It collaborates with other campus units, such as the Institutional Review Board, Legal, and Compliance team. Over time, the vision for this office is to increase staffing and continue building on the infrastructure to achieve enhanced coordination of faculty research across the three campuses.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Increase resources for faculty, staff, and student research, scholarship, and creative activity by expanding the infrastructure that supports research and strengthens our ability to translate new discoveries into practical applications.

SCHOOLS' PERSPECTIVES

Research and scholarship are evaluated as part of the annual faculty performance evaluations and promotion dossiers. Faculty continue to publish at local, regional, and national conferences and undertake research, including grants, in both graduate and undergraduate programs. Faculty partner with students on research projects. Students also present at local, regional, and national conferences. The university continues to look for innovative ways to support faculty research, scholarship, and creative activity. For example, some programs have a faculty position (e.g., associate Dean of research) devoted to supporting faculty and students with research and other scholarly activities.

FOCUS AREA 7
RELEVANT WORKFORCE DEVELOPMENT

The university's community partnerships contribute significantly to academic programming being relevant and useful in health and life sciences. All MCPHS academic programs are aligned with industry expectations and needs.

For example, led by its Center for Life Sciences, MCPHS plans to expand its focus on life science practice and education as it continues to prepare individuals for careers in a burgeoning industry. MCPHS has been a leading provider of graduates into the life science space for decades and plans to continue to expand its wide array of new and existing programs, including through offerings in biotechnology, health data science and analytics, regulatory science, and clinical investigation and development.

The university has an extensive and growing network of alumni and key industry and healthcare representatives that are committed to providing real world experiences, including internships. The university provides preparatory seminars and workshops, career fairs, practice interviews with staff and alumni, and volunteer opportunities. Workforce development is advanced by several strategic priority teams; the related goals are listed below.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Understand the brand identity and awareness of Massachusetts College of Pharmacy and Health Sciences in the marketplace, help to define and prioritize our aspirations for what we want to be recognized for, and to communicate, perpetuate, and elevate those ambitions. (SP5 university Identity)

B. Understand, make recommendations, and advocate for the goals and objective is approved by the university for attracting, connecting, affecting, and influencing alumni of MCPHS university. (SP7 Alumni Engagement)

C. Ensure that MCPHS fosters external collaborations that drive innovation and success by connecting with local or international: alumni, educational affiliates, employers, communities, and government entities to leverage talent and resources in order to address current and emerging real-world opportunities. (SP8 External Collaboration)

D. Promote existing programs and develop new career paths that meet current and future labor market trends

E. Enhance the contributions of faculty, staff, and students to the state, nation, and world through appropriate collaboration with partners in the public and private sectors.

SCHOOLS' PERSPECTIVES

Workforce development goals are achieved through faculty professional development, community partnerships, student internships, and clinical placements. Relationships with the university centers also contribute to workforce development success. For example, the Career Development Center launched an initiative to increase and strengthen student internship opportunities.

FOCUS AREA 8
EFFECTIVE ADMINISTRATIVE ORGANIZATION AND BUDGET PROCESS

The AMP focus areas will help prioritize resource allocations that are part of the budget process. Adequate institutional resources include human resources, facilities, and technological resources.

RELATED STRATEGIC PRIORITY COMMITTEE GOALS

A. Assesses, coordinate, and make recommendations for infrastructure and technology initiatives to support the needs of the MCPHS community. (SP4 Infrastructure and Technology)

B. Use an infrastructure and budget process that supports the implementation of the AMP
   » Increase and improve classroom and other facilities
   » Continue to support faculty leadership and administrative positions
   » Maintain regional and programmatic accreditation

SCHOOLS' PERSPECTIVES

Program Directors and Deans made it clear that the administration's support for the development of faculty administrators was greatly appreciated and effective in helping the program to run smoothly. The ratio of full- to part-time faculty and the faculty–student ratios were listed as strengths in some programs.

School and program leadership continuously assess program, operational, and organizational needs. Requests are made and approved through the annual budget process. Interim requests are reviewed. Campus-based space planning committees meet regularly to review classrooms and facilities' needs. The Office of Institutional Research and Assessment, along with the Compliance Committee, monitors and supports regional and programmatic accreditation efforts.

PART III:
STUDENT OUTCOMES

1. INSTITUTIONAL-LEVEL STUDENT LEARNING OUTCOMES

With a tradition of excellence in health care and science education, MCPHS offers degree programs and co-curricular activities that are focused on knowledge and skills development. The mission statement affirms its goals of advancing health science education, scholarship, and practice grounded in collaboration and inclusion.

The university-level learning outcomes are as follows:

» Possess interpersonal, oral, and written communication skills to effectively interact with a diverse population including patients, clients, customers, and colleagues.

» Create and sustain positive and productive professional relationships with patients, clients, customers, and colleagues.

» Apply technical knowledge, information literacy, cultural sensitivity, critical thinking skills, and problem-solving strategies necessary in professional settings to provide comprehensive services to patients, clients, and others.

» Collaborate effectively as a team member to bring projects to successful completion.

» Behave responsibly and hold oneself and colleagues to the professional and ethical standards of their profession.

» Engage in lifelong learning and regular self-assessment to achieve continuous professional growth.

The process of updating these outcomes began when individual schools sent a representative to meet twice in 2021. Topics included the possibility of replacing the outcomes related to interprofessional education and DEI. The pandemic caused the meetings to pause. Meetings restarted in fall 2023 and were held with each school to determine how the learning outcomes will be achieved and assessed.

2. INSTITUTIONAL-LEVEL STUDENT METRICS

MCPHS has experienced tremendous growth through additional locations and new schools and degrees. In the years from 2008 to 2020, total enrollment grew from 4,000 students to over 7,000 students. Enrollment remains strong at MCPHS. The university's extensive experience in health and life sciences education, coupled with the potential for new program development and facilities expansion, provides a solid foundation for continued strategic growth. MCPHS has a global reach, connected with organizations around the world. The university's ability to consistently deliver a strong return on investment reflects the value an MCPHS degree provides students.

Data at the program and university level will be used to guide academic planning, initiative development, and resource allocation. Data will also be used to track the plan's impact on student outcomes. University-level outcomes such as overall retention, first-year retention, graduation, and employment rates provide key indicators for monitoring the plan's success. With the goal of continuous quality improvement, academic programs continue to work toward enhancing and strengthening student outcomes. Many programs have created plans to increase student outcomes and to engage every student in the academic experience at MCPHS. Student outcomes will be reviewed annually to help gauge the impact of these ideas and aspirations on student success.

Progress on this AMP will be reported to the Academic Council, Faculty Senate, Planning and Effectiveness Committee, and Institutional Effectiveness Committee. The Academic Council is comprised of the academic and administrative leadership, including the Faculty Senate president. The Council meets monthly. A monthly report is published using contributions from every academic and service unit. Decisions by the Academic Council are documented and reported electronically to all members following each meeting. The Faculty Senate acts on behalf of the faculty to advise the President and Provost on major initiatives or changes in degree programs, curriculum, academic policies, and faculty governance. It has one faculty member elected from each school and an additional seven elected at large. The President of the Faculty Senate is elected by the faculty. The by-laws describe the senators' and president's roles and responsibilities. The Planning and Effectiveness Committee meets twice a month to monitor progress on University strategic priorities plans. Finally, the Institutional Effectiveness Committee, which includes students and Board of Trustees members also monitors progress on University plans.
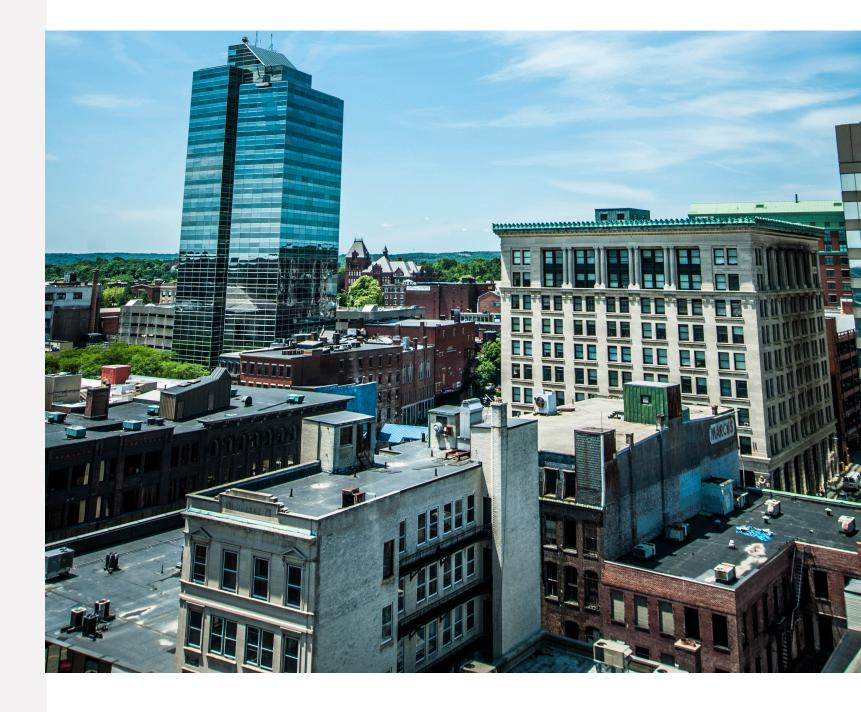
PART IV:
CLOSING AND NEXT STEPS

WHERE WILL WE BE IN FIVE YEARS?

We will continue to embrace our mission, which is *advancing health science education, scholarship, and practice grounded in collaboration and inclusion*. Guided by the AMP, campus work organized around the plan's eight focus areas will *empower our community to create a healthier, more equitable world*. Furthermore, our graduates will continue to pursue successful careers in healthcare and life sciences.

A LIVING DOCUMENT

At the time of writing, each School is developing its own SPs and plans for advancing goals and commitments that align with this framework. Additional strategies may emerge over the life of the plan. This AMP will be a living document, responsive to new challenges and opportunities. We thank everyone who contributed to developing this plan and will be integral to its implementation. We welcome and look forward to your feedback and are eager to collaborate with all of you.

Massachusetts College *of* Pharmacy *and* Health Sciences