SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF PHARMACY
ASSESSMENT PLAN

Southern Illinois University Edwardsville School of Pharmacy is committed to an assessment plan that embodies a continuous quality improvement (CQI) perspective and a seamless process. The plan utilizes indicators to assess the following goals and objectives.

The goals of the SIUE School of Pharmacy are to:
1. Advance innovative education, service, and scholarship programs.
2. Promote faculty and staff development and support.
3. Foster prospective pharmacy students.
4. Expand and support professional growth of students and alumni.
5. Cultivate diversity and inclusiveness
6. Identify, develop and sustain external relations and financial support.

The assessment objectives for program evaluation are to:
1. Evaluate student's pre-pharmacy preparedness for the pharmacy professional program, student recruitment, and effectiveness of student admissions decisions. (SOP Goal 3)
2. Evaluate the effectiveness and innovation of academic programs. (SOP Goals 1, 2, 3, 4, 5,& 6)
3. Self-assess performance related to the ACPE standards and guidelines. (SOP Goal 4)
4. Evaluate diversity and inclusiveness. (SOP Goal 5)
5. Evaluate faculty and staff development and support. (SOP Goal 2)
6. Determine perceptions of quality and ranking of School and stakeholder satisfaction. (SOP Goals 1, 4, & 6)
7. Demonstrate potential contributions to society. (SOP Goals 1, 4, & 6)
8. Assess the success of external relations and financial support. (SOP Goal 6)

The SIUE SOP has adopted the CAPE Educational Outcomes 2013 as student learning outcomes, which include the following domains:
1. Foundational Knowledge (SOP Goal 1)
2. Essentials for Practice and Care (SOP Goal 1)
3. Approach to Practice and Care (SOP Goal 1)
4. Personal and Professional Development (SOP Goal 4 & 5)

The assessment objectives for faculty are:
1. To assess development and documentation of teaching abilities. (SOP Goals 1 & 2)
2. To assess development and documentation of scholarship abilities. (SOP Goals 1& 2)
3. To assess development and documentation of service contributions. (SOP Goals 1 & 6)
4. To assess collegiality (SOP Goal 2)

Assessment Implementation

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
PharmD Program					
Pre-pharmacy preparedness, Successful student recruitment, & Effectiveness of Student Admissions Decisions	Total pool and successful applicant demographics and academic statistics	Yearly	Professional & Student Affairs	Faculty Professional & Student Affairs Admissions Committee	No significant differences from previous years except in increasing diversity.
	Regression analysis of admissions data & 1st year GPA	Yearly	Professional & Student Affairs	Faculty Professional & Student Affairs Admissions Committee	No significant differences from previous years.
	Student retention	Yearly	Professional & Student Affairs	Faculty Professional & Student Affairs Academic Standards and Progression Committee	<10% attrition rate.
	Conditional Entry Program	Yearly	Professional & Student Affairs	Faculty Admissions Committee	At least 75% of applicants matriculating into the pharmacy program. <5% attrition rate and fewer than 1% of CEP students placed on probation during the pharmacy program.
Effectiveness and Innovation of Academic Programs	NAPLEX	Yearly	Dean Assessment Committee	Faculty	National Association of Boards of Pharmacy determines pass score – Meet expectations: above the national pass rate; Exceed expectations: 2.5% above the national pass rate
	MPJE	Yearly	Dean Assessment Committee	Faculty	Nationally determined pass score – Meet expectations: above the national pass rate; Exceed expectations: 2.5% above the national pass rate
	Pharmacy Curriculum Outcomes Assessment	P3 year	Students Course Faculty	Individual Students Mentors Curriculum Committee Education & Academics	Meet expectation: complete and perform above the 70% percentile for each topic.
	Student data: GPA of the class; # of students with D's, F's, and no credits, # of students on academic probation, # of students dismissed; grades for course blocks	Annually	Professional & Student Affairs	Professional & Student Affairs Faculty Academic Standards and Progression Committee	Fewer than 10% of students receiving a failing grade in any one course. Fewer than 10% of students on academic probation.
	Individual course evaluations	Every semester	Education & Academics	Faculty	Trend toward improvement.
	Aggregate course evaluation data	Every semester	Education & Academics	Assessment Committee	Trend toward improvement.

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
				Faculty	
	Curriculum mapping (including teaching & learning methods and assessment methods)	Ongoing	Education & Academics	Faculty Curriculum Committee	Each core competency addressed in curriculum
	Content mapping	Ongoing	Education & Academics	Faculty Curriculum Committee	Each core content area addressed in curriculum
	Performance Based Assessment - OSCEs	Fall P3 year	Assessment Committee	Students Faculty	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.
	AACP curriculum quality surveys	Faculty – before accreditation cycle Preceptors – before accreditation cycle Graduating Students – annually Alumni – before accreditation cycle	Education & Academics	Assessment Committee Professional & Student Affairs Faculty	Meet expectations: similar results (within 10%) compared to benchmarking institutions; Exceeds expectations: more positive results (greater than 10% difference in positive direction) compared to benchmarking institutions.
	Town Hall Meetings & Special Interest Focus Groups	Each semester	Professional & Student Affairs	Students Faculty	Information gathering.
	Preceptor site visits and evaluations of preceptors	Evaluations following each rotation	Office of Experiential Education	Experiential Education Committee	Varies
Self-assess performance related to the ACPE standards and guidelines	Review of standards and guidelines	Biannually	Dean Education & Academics Professional & Student Affairs Director of Development Business Director	Dean Faculty	Meet standards.
Diversity and inclusiveness	Develop a school diversity and communications plan	By 2015	Dean Diversity Committee	Faculty Stakeholders	Communication plan developed and new metrics defined.

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
Faculty and staff development and support	Recognitions	Continuous	Faculty Development Committee Department Chairs Staff Council	Faculty Staff	Increase yearly recognitions of faculty and staff in service, scholarship, and teaching.
	AACP Faculty Survey	Every 5 years	Education & Academics	Faculty	Meet expectations: similar results (within 10%) compared to benchmarking institutions; Exceeds expectations: more positive results (greater than 10% difference in positive direction) compared to benchmarking institutions.
Perceptions of quality and ranking of School / Stakeholder satisfaction	Benchmarking data from AACP related to school rankings	Annually	Outcomes Assessment Committee	Dean Faculty	Improve annually.
	AACP curriculum quality surveys	Faculty – before accreditation cycle Preceptors – before accreditation cycle Graduating Students – annually Alumni – before accreditation cycle	Education & Academics	Assessment Committee Professional & Student Affairs Faculty	Meet expectations: similar results (within 10%) compared to benchmarking institutions; Exceeds expectations: more positive results (greater than 10% difference in positive direction) compared to benchmarking institutions.
	University program review	With Accreditation	Accreditation Self Study Committee University Director of Assessment	Faculty External Stakeholders	Program in good standing.
Contributions to society	Document curricular and co-curricular community outreach	Annually	Director of Development Office of Professional & Student Affairs	Dean External Stakeholders	Completed.
	Document continuing education – including number of alumni participating	Annually	Director of Continuing Education	Dean External Stakeholders	Completed.
	Document preceptor training	Annually	Office of Experiential	Dean	Completed.

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
			Education	External Stakeholders	
	Document alumni licensed in IL	Annually	Office of Professional & Student Affairs Assessment Coordinator	Dean External Stakeholders	Completed.
Success of external relations and financial support	Development updates and Annual report	Annually	Director of Development Dean	Faculty External Stakeholders	Increased yearly.
	Alumni programs	Annually	Director of Development Dean	External Stakeholders	Increased participation yearly.

Student Learning Outcomes					

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
Foundational Knowledge	NAPLEX	Yearly	Dean Assessment Committee	Faculty	National Association of Boards of Pharmacy determines pass score – Meet expectations: above the national pass rate; Exceed expectations: 2.5% above the national pass rate
	Pharmacy Curriculum Outcomes Assessment	P3 year	Students Course Faculty	Individual Students Mentors Curriculum Committee Education & Academics	Meet expectation: complete and perform above the 70% percentile for each topic.
	Course exams and assignments	Continuous	Course faculty	Individual Students Course Faculty	Individual instructor determined
	Student data: GPA of the class; # of students with D's, F's, and no credits, # of students on academic probation, # of students dismissed; grades for course blocks	Annually	Professional & Student Affairs	Professional & Student Affairs Faculty Academic Standards and Progression Committee	Fewer than 10% of students receiving a failing grade in any one course. Fewer than 10% of students on academic probation.
	Performance Based Assessment - OSCEs	Fall P3 year	Assessment Committee	Students Faculty	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.
Essentials for Practice and Care	Course exams and assignments	Continuous	Course faculty	Individual Students Course Faculty	Individual instructor determined
	Performance Based Assessment – OSCEs	Fall P3 year	Assessment Committee	Students Faculty	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.
Approach to Practice and	Course exams and assignments	Continuous	Course faculty	Individual Students	Individual instructor determined

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
Care				Course Faculty	
	Senior Capstone project	P4 year	Students Mentors Capstone Coordinator	Individual Students Course Faculty Mentors	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience
	Performance Based Assessment - OSCEs	Fall P3 year	Assessment Committee	Students Faculty	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.
	Standardized rubrics for communication, self-learning, and critical thinking (dashboards)	Following each IPPE and APPE rotation	Office of Experiential Education	Assessment Committee Faculty	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.
Personal and Professional Development	Exit interviews & Post-graduation Plans	End of P4 year	Professional & Student Affairs	Faculty Dean	Varies
	Senior Capstone project	P4 year	Students Mentors Capstone Coordinator	Individual Students Course Faculty Mentors	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience
	Reflective portfolio	End of IPPEs & APPEs	Office of Experiential Education	Experiential Education Committee	Varies
	Standardized rubrics for self-learning and critical thinking (dashboards)	Following each IPPE and APPE rotation	Office of Experiential Education	Assessment Committee Faculty	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.

Faculty					
Teaching	Teaching evaluations Peer observations of teaching	End of semester	Department Chair	Individual Faculty Department Chair	Varies
	Annual report	Annually	Department Chair Faculty	Individual Faculty Department Chair Dean (P&T Process)	Varies
	Department summaries	Annually	Faculty Department Chair	Faculty Department Chair Dean	Varies
	Needs analysis to ensure adequate faculty to offer curriculum & meet mission and goals	Biannually	Curriculum Committee Strategic Planning Committee Experiential Education	Faculty Department Chairs Dean	Faculty: Student ratio similar or better than our benchmarking institutions; Moving forward to meet goals of the current strategic plan; Experiential needs are met.

Data collected	Method(s)	Timeline	Responsibility	Analysis, Dissemination	Metrics
			Department Chairs		
Scholarship	Annual report	Annually	Department Chair Faculty	Individual Faculty Department Chair Dean (P&T Process)	Varies
	Department summaries of faculty scholarship outcomes	Annually	Faculty Department Chair	Faculty Department Chair Associate Dean for Research Dean	Increased yearly
Service	Annual report	Annually	Department Chair Faculty	Individual Faculty Department Chair Dean (P&T Process)	Varies and may include: Department/School Service University Service Community Service National/Regional Service
	Department summaries	Annually	Faculty Department Chair	Faculty Department Chair Dean	Varies
Collegiality	Annual report	Annually	Department Chair Faculty	Individual Faculty Department Chair Dean (P&T Process)	Satisfactory performance for all.
	Department summaries	Annually	Faculty Department Chair	Faculty Department Chair Dean	Varies