

## Annual Performance Report Graduate

Department/Program: **School of Pharmacy**  
 Date submitted: **September 1, 2013**  
 Person(s) submitting report: **Erin Behnen, Pharm.D.**

### STUDENT LEARNING

1. Please list student benchmarks/outcomes/objectives for your department/program. You can copy and paste from the program's Assessment Plan.

Goals of Graduate Learning	SOP Student Learning Outcome	Performance Indicator or Assessment	Criteria for Passing	Where Are the Outcomes Assessed?
Demonstrate breadth & depth of knowledge	Achievement of Learning	NAPLEX (Pharmacy Board) Exam & appropriate law exam	National Association of Boards of Pharmacy determines pass score – Meet expectations: above a 95% pass rate; Exceed expectations: above a 99% pass rate	Following the 4 <sup>th</sup> (final) professional year.
		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 <sup>th</sup> (final) professional year.
Effectively communicate knowledge	Oral Communication	Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 <sup>th</sup> (final) professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 <sup>st</sup> professional year (twice); Fall and Spring semesters of 2 <sup>nd</sup> professional year (once each semester); 4 <sup>th</sup> professional year (seven completions)
		Performance Based Assessment	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 95% student pass rate.	Fall semester of 3 <sup>rd</sup> professional year.
	Written Communication	Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 <sup>th</sup> (final) professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 <sup>st</sup> professional year (twice); Fall and Spring semesters of 2 <sup>nd</sup> professional year (once each semester); 4 <sup>th</sup> professional year (seven completions)
Demonstrate an ability for analytical thinking	Problem Solving & Critical Thinking	Performance Based Assessment	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 95% student pass rate.	Fall semester of 3 <sup>rd</sup> professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 <sup>st</sup> professional year (twice); Fall and Spring semesters of 2 <sup>nd</sup> professional year (once each semester); 4 <sup>th</sup> professional year (seven completions)
Apply knowledge of the discipline		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 <sup>th</sup> (final) professional year.
Exhibit the best practices, values and ethics of the profession	Professionalism	Professionalism Assessments	Meet expectation: less than 3 'needs improvements'.	Fall semester 1 <sup>st</sup> professional year (twice); Fall and Spring semesters of 2 <sup>nd</sup> professional year (once each semester); 4 <sup>th</sup> professional year (seven completions)
		AACP Continuous Quality Improvement surveys of faculty, students, preceptors & alumni	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.	Graduating students assessed immediately prior to graduation. Faculty, preceptors and alumni assessed the year prior to accreditation.

2. Please provide data from your assessment measures. Include data for all program assessments. This section should show results of student learning related to each student learning outcome for at least two program assessments. You may attach tables summarizing the data and provide a brief narrative describing the specific findings.

### ***North American Pharmacist Licensure Exam (NAPLEX)***

This is a standardized exam that students must pass to become licensed pharmacists. Results for the Class of 2013 will be communicated to us in October 2013. The pass rate from the Class of 2012 for first-time test takers was 98.63% for NAPLEX and 96.30% for the Multistate Pharmacy Jurisprudence Exam (MPJE). The program met expectations with the Class of 2012.

### ***Capstone***

Students are evaluated on their project declaration, paper, and poster research project completed as a Capstone project in the final year of the program. The project declaration and paper are evaluated by the Capstone coordinator and the poster is evaluated by several faculty and outside preceptors. Each of these pieces is used for the final grade of the project. All 79 students in the Class of 2013 achieved a 'C' grade or better on their capstone projects. We had 60-A's (76% exceeded expectations), 17-B's (22%) and 2-C's (2%)(B's and C's = met expectations) in the course this year. The table below details the number of projects presented at state and national pharmacy meetings as well as projects that have been published.

**Capstone Project Presentations**

	<b>2013</b>
<b>SIUE Senior Showcase</b>	6
<b>National Meetings</b>	
ASHP Midyear	10
APhA Annual	2
ICAAC Annual	
AACP Annual	
ACCP Annual	
Psych, Neur RPh	
Peds Advisory	
<b>State Meetings</b>	
IPhA Fall	
ICHP Spring	4*
Ill State Academy of Science	
<b>Regional Meetings</b>	
SIU Teaching and Learning Symposium	1**
St. Louis Atrea Undergraduate Research Symposium	1

<b>Publications</b>	
	n=79

\*One of these was awarded a Best Poster Award

\*\*Student Poster placed 3rd at the symposium

### ***Dashboards Including Professionalism***

Dashboard data include assessments of critical thinking, oral communication, written communication, and professionalism. Currently, the dashboards are only for students in their fourth professional year. The dashboards for each assessment during 2012-2013 for students in their fourth professional year (Class of 2012) identified that all students averages (N = 71) met or exceeded expectations for critical thinking, oral communication, and written communication. One student did not meet expectations in professionalism and was required to remediate a rotation. Specifics appear in the following table.

<b>Measure</b>	<b>N</b>	<b># (%) who exceeded expectations (A)</b>	<b># (%) who met expectations (B or C)</b>	<b># (%) who did not meet expectations (&lt;C)</b>
Critical Thinking	79	62 (78%)	17 (22%)	0
Communication	79	64 (81%)	15 (19%)	0
Professionalism	79	74 (94%)	4 (5%)	1 (1%)

### ***Performance Based Assessments***

Students in their third professional year must pass a performance based exam prior to progressing to their advanced pharmacy practice experiences (APPEs) in the fourth professional year. The first performance based assessments occurred in Fall 2011. Seventy-eight out of the 81 students (96%) passed in their first attempt. Three students successfully completed remediation and passed the exam during their second attempt.

### ***AACP surveys***

These surveys are standardized surveys from the American Association of Colleges of Pharmacy that allow for benchmarking among Schools of Pharmacy. Questions on these surveys are grouped into 5 broad categories about the curriculum, student services, resources available, faculty support and development and overall impressions of the program. We completed the survey of graduating students in April 2012. All survey results were shared with all SOP faculty at the September faculty meeting.

The survey of ***graduating students*** revealed positive results. All items fell within the 'meets expectations' criteria except for 4 items that fell in "exceeding expectations" out of a total of 87 items. The questions that exceeded those of our benchmarking institutions (seven other state supported institutions) included: 1. 'The college/school of pharmacy provided timely

information about news, events and important matters within the college/school of pharmacy' (98.6% agree for SIUE vs. 87.3% agree for benchmarks), 2. 'The college/school of pharmacy effectively managed academic misconduct by students' (86.9% for SIUE vs. 76% for benchmarks), 3. 'The college/school of pharmacy effectively managed professional misconduct by students' (85.5% vs. 74.3% for benchmarks) and 4. 'I was aware of opportunities to participate in research activities with faculty' (94.2% for SIUE vs. 73.1% for benchmarks). Likely the high score for the fourth item is related to the capstone requirements at our institution. The survey response was 88.5% of the graduating class of 2013. The SOP Outcomes Assessment Committee did not identify any areas that needed to be reviewed further from these survey results.

The survey of **faculty** also revealed positive results. Three items exceeded expectations and 7 items fell below expectations out of 72 items. The items that exceeded expectations included: 1. 'I am given the opportunity to provide evaluative feedback of the administrators' (100% for SIUE vs. 78.2% for benchmarks); 2. 'The college/school has a sufficient number of qualified faculty' (97.2% for SIUE vs. 75.5% for benchmarks); 3. 'In my opinion, the proportion of my time spent on teaching is appropriate' (97.2% for SIUE vs. 77.7% for benchmarks). The items that fell below expectations included: 1. 'The college/schools administrators have clearly defined responsibilities' (77.8% SIUE vs. 94.2% for benchmarks); 2. 'The committee responsible for assessment is effective' (77.7% SIUE vs. 87.8% for benchmarks); 3. 'I have access to documents that detail policies related to my performance as a faculty member' (83.3% SIUE vs. 95.7% benchmarks); 4. 'My allocation of effort has been clearly stated (69.5% SIUE vs. 87.2 benchmarks); 5. 'I receive adequate support staff resources (41.7% SIUE vs. 85.3% benchmarks); 6. 'Funds are available to support my faculty development (44.4% SIUE vs. 83.5% benchmarks); 7. 'Programs are available for non-practice faculty to orient them to the pharmacy profession and professional education (38.9% SIUE vs. 53.7% for benchmarks). The survey response was 90% of faculty and was compared to 7 peer institutions.

3. Were there any specific student learning outcomes that suggested potential concerns? If so, please describe which learning outcomes raised concerns for the faculty. Please describe how the program will monitor or intervene to address student learning in this area.

4. Number of students completing the Thesis or Program Exit Requirement:

- a. Summer '12: 0
- b. Fall '12: 0
- c. Spring '13: 79
- d. Total head count: 79

5. Number of meeting expectations for the Thesis or Program Exit Requirement:

<u>60</u>	Exceeding
<u>19</u>	Meeting
<u>0</u>	Not Meeting

79 Total

This total should match the Total Head Count in #4

6. After reviewing the assessment results the department has decided to: (check one)
- ☐ **Stay the course and continue to monitor; we're satisfied that the program is preparing students to meet the benchmarks/ outcomes/goals.**

Comments:

7. After reviewing our student benchmarks/outcomes/objectives the department/program has decided to: (check one)
- ☐ **Keep the student benchmarks/outcomes/goals and measures used to evaluate the goals.**

Comments:

8. Please complete the [attached Continuous Improvement Log](#) regarding the program's continuous improvement activities. If it is helpful to provide context or to describe general improvements, please write a brief summary of continuous improvement efforts undertaken by the program in '12-'13. (Some improvements to the program may not be captured in the log.)

#### **Accreditation**

The School of Pharmacy is on track for submission of a self-study for accreditation review in 2015. A task force is in place and has begun working on the self-study.

#### **Assessment**

The Outcomes Assessment Committee tracks and reviews all data from the SOP full assessment plan as information is collected. In comparing the data collected this year from previous years, we have decided against pursuing major program changes at this time.

#### **Curriculum**

Our current curriculum has been in place with few changes since 2005. A task force has begun working on assessing the current curriculum and will work with new program standards that will be coming out from our accrediting body in the next year to recommend curricular revisions to the pharmacy faculty.

## **Annual Performance Report Graduate**

Department/Program: Pharmacy/Education Specialization

Date submitted: 2011-2013 Cohort

Person(s) submitting report: Terri Poirier

1. Please list student benchmarks/outcomes/objectives for your department/program (Copy and paste from your Assessment Plan):

Benchmark/ Outcome	Performance Indicator or Assessment	Criteria for Passing	Where Are the Benchmarks / Outcomes Assessed?
Apply teaching and learning concepts to teaching experiences.	Scholarly teaching project	At least 95% of projects rating 'good' or above	PHEP784 – 4 <sup>th</sup> professional year
	Learning unit presentations	At least 95% of presentation ratings 'good' or above	PHL 760 – 3 <sup>rd</sup> professional year, fall  PHL 761 – 3 <sup>rd</sup> professional year; spring PHEP 784 – 4 <sup>th</sup> professional year,
Delineate role and responsibility of pharmacy educator in an academic practice setting.	Portfolio reflections	At least 95% of reflections rating 'good' or above.	PHL 760 – 3 <sup>rd</sup> professional year, fall  PHEP 784 – 4 <sup>th</sup> professional year

2. Please provide data from your assessment measures. Include data for all program assessments:

Scholarly teaching project – 100 % of students achieved the criteria for passing

Learning unit presentations – 100% of students achieved the criteria for passing

Portfolio reflections – 100% of students achieved the criteria for passing

3. Number of students completing Master's Thesis/Project:
  - a. Total head count for 2011-13 : ten students completed the education specialization
4. Number of students meeting Thesis/Project Expectations:
  - a. # of students who did not meet expectations:
  - b. # of students who met expectations:
  - c. # of students who exceeded expectations: = 10
5. After reviewing the assessment results the department has decided to: (check one)

X Stay the course and continue to monitor; we're satisfied that the program is preparing students to meet the benchmarks/outcomes/goals.

- ☐ Monitor the results and investigate causes; we may need to make changes but need more information to make that decision. (please list what you plan to investigate)
- ☐ Make changes. (please list changes below)

Comments:

6. After reviewing our student benchmarks/outcomes/objectives the department/program has decided to: (check one)

X Keep the student benchmarks/outcomes/goals and measures used to evaluate the goals.

- ☐ Modify the benchmarks/outcomes/goals. (please list modifications below)
- ☐ Modify the assessment measures used to evaluate the benchmarks/outcomes/goals. ( please list modification below)

Comments:

7. Please write a brief summary of continuous improvement efforts undertaken by the program in 11-13.

The students in the education specialization have performed at a very high level in both the didactic portion and the experiential component. Some changes in the APPEs for the cohort class of 2012 to 2014 are being made. This includes requiring students to prepare a continuing professional development presentation as one of their learning units. Other significant changes were made in the education specialization for the incoming new cohort, Class of 2013 to 2015. These changes include expanding the PHEL 760 Orientation to Teaching class to three credits. This will allow for expansion of the scholarship of teaching and learning assignment. It will also allow for introduction of instructional and assessment strategies. The second course is now a revised three credit course that combines the 761 and 762 course into a more integrated instructional and assessment strategies course. This will allow for integrating assessment methods into the learning units developed by the 761 students.

*Note: If the program has changed or modified the assessment process, please attach the program's revised assessment plan.*

<b>ENROLLMENT AND COMPLETION</b>
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9. If applicable, please describe the Department's contributions to:

- Other Programs
- Other

The SIUE School of Pharmacy (SOP) offers a 4-year Doctor of Pharmacy degree (Pharm.D.) and is the only school or college of pharmacy in the state of Illinois south of Chicago. On average, the SOP enrolls 80-82 new students each year and has an annual enrollment ranging from 320-324 students. Eighty-one new students enrolled in the class of 2017 (began fall 2013). Currently, over half of all doctoral degrees granted each year at SIUE come from the SOP.

Aside from the Doctor of Pharmacy program, faculty members from the Department of Pharmaceutical Sciences also participate in the graduate programs in the Departments of Chemistry and Biology. To date, they have served on numerous theses committees while also serving as major advisors for seven M.S. graduates.

10. Please describe recent enrollment trends in the program and discuss how the program is addressing these trends. Please address the trends over the last four years. The response should outline any curricular decisions or external factors that have led to changes in enrollment. If the change in enrollment potentially affects student learning, please describe the issues at stake.

The opening of three new schools or colleges of pharmacy and an expansion of a fourth college of pharmacy in the state of Illinois in recent years has resulted in a decline in the number of applications received on an annual basis for admission to the SOP. While the number of applications has steadily declined each of the past three years, enrollment numbers into the first year of the professional program has remained constant and the program has filled to capacity each year. The exact enrollment in the SOP varies between 80-82 students each year and is dependent on the total number of students who fail to progress out of the first year of the curriculum. As for continued enrollment, annual enrollment ranges from 320-324 students and is pretty consistent from year to year. However, when a student is lost at any point from the 4-year program for any reason (academic or non-academic), a void in enrollment is created that is very difficult to fill. This difficulty stems from the fact that the SOP curriculum has integrated coursework and experiential education requirements that begin early in the professional program. Potential transfer students routinely do not match up well with our program and thus do not qualify for advanced standing in our program. This is not a unique



feature to the SOP as difficulty in accepting transfer students with advanced standing is an unfortunate trait that most pharmacy programs share.

In response to the decline in the numbers of applications received, recently the SOP developed a Conditional Entry Program (CEP) for incoming SIUE freshman. The CEP is similar to a direct entry program but two years of pre-professional study are still required prior to enrollment in the SOP. The CEP was approved in spring 2013 and was implemented for the incoming freshman class to SIUE in the fall 2013 semester. This initial cohort of CEP students, if successful with the pre-professional programming, will be enrolling in the SOP in fall 2015. Initial targets for the CEP are to fill 20-25% of the incoming SOP fall 2015 class prior to accepting other students through the traditional admission process. It is hoped that this approach will ease the burden on the declining traditional applicant pool while also attracting high achieving students to SIUE out of high school. Eighteen students enrolled in the CEP in fall 2013. As for recruiting, traditional applicants are recruited from 2-year and 4-year colleges and universities, including SIUE. To fill the CEP class in future years, additional recruiting efforts will be needed that target academically gifted high school students. The Offices of Enrollment Management and Admissions are working with the SOP to meet this need.

11. Please describe what support the program might need to reach its optimal enrollment. If for example, the program is currently under its optimal enrollment, please describe strategies the program is employing or is considering to increase enrollment. What support from the University would the program need to reach this optimal level? If the program exceeds its optimal enrollment, please describe how the program has accommodated this difference and how the program will address this growth in the future. What support, if any, does the program need to accommodate this growth?

The current enrollment in the SOP is optimized based on space, budget, the size of the experiential program and the current job market for graduates. While space and budget could be adjusted to accommodate an increase in enrollment, the fact is that the experiential program which comprises 30% of the entire pharmacy curriculum is the bottleneck that ultimately caps enrollment. For most pharmacy programs including the SOP, the experiential program is resource intensive and largely based on volunteer pharmacists who serve to facilitate the learning process in real-world, healthcare settings. Given the rural setting and the widely dispersed healthcare networks in central and southern Illinois, a further increase in enrollment in the SOP would require a dramatic expansion in the experiential program and the healthcare resources are simply not available in this region to provide for quality education. Lastly, the recent economic slowdown coupled with a marked increase in the number of schools and colleges of pharmacy graduating students has resulted in a sudden and dramatic reduction in the demand for new graduates. Our 2013 graduates all gained successful employment in the field of pharmacy and that can be largely attributed to the fact that our enrollment is well matched with the regional market. Graduates from other areas including Chicago have reported

significant delays in employment and/or the need to relocate to other parts of the country and this is even before two of the five pharmacy programs in Chicago have even graduated their first class.

12. Please describe whether the program has any concerns about retaining students in the program and discuss whether there are any potential barriers to completion that might need to be addressed. This explanation should reference current data regarding enrollment and completions.

Current endeavors for retention are working as designed with retention and graduation rates in the SOP exceeding 95%. However, with the recent loss of subsidized financial aid for students in professional and graduate programs, it is anticipated that economic pressures on students could negatively affect retention if the SOP continues to experience significant increases in tuition each year. From FY06 to FY13, the SOP has experienced an 81.1% increase in tuition and the FY13 cost of tuition, fees, and housing now exceeds the unsubsidized annual limit for borrowing.

### Continuous Improvement Log

Department/ Unit	Evidence, Data or Other Feedback (Please include the actual evidence or data point. For example, X percentage of students reported they were dissatisfied with the website for _____ Office.)	Source of evidence or data	Action Taken in Response	When did the action occur?	Resulting Change or Improvement with evidence demonstrating the outcome. If there is not yet evidence to demonstrate change or if there has been no change, please note below.
School of Pharmacy	In 2010, between 13.2% and 39.5% of faculty disagreed or strongly disagreed with the following statements: I receive adequate support staff resources(39.5%); I receive adequate guidance on career development (15.8%); Funds are available to support my faculty development (13.2%); and programs are available for non-practice faculty to orient them to the pharmacy profession and professional education (15.8%). When the survey was repeated in 2013, the percent of faculty that	American Association of Colleges of Pharmacy Curriculum Quality Survey of Faculty within the SIUE School of Pharmacy	The findings were communicated to the School of Pharmacy Faculty Development Committee and results were discussed at a fall School of Pharmacy faculty meeting.	Fall 2013	In progress

	disagreed with these statements worsened to 19.5% to 58.3%: I receive adequate support staff resources(58.3%); I receive adequate guidance on career development (25%); Funds are available to support my faculty development (55.5%); and programs are available for non-practice faculty to orient them to the pharmacy profession and professional education (19.5%).				
School of Pharmacy	The School went from a high of 547 applications for the Class of 2012 to 399 applications for the Class of 2016.	Admissions	A conditional entry program was created to invite high achieving high school graduates into the program as long as they maintain good academic standing as a way to increase the	Spring 2013	Nineteen students accepted conditional entry. They will not be eligible for entry to the School of Pharmacy until 2015. The program is currently being monitored.

			pool of applicants.		
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