

Annual Performance Report Graduate

Department/Program: **School of Pharmacy**
 Date submitted: **September 7, 2011**
 Person(s) submitting report: **Erin Timpe, Assessment Coordinator**

1. Please list student benchmarks/outcomes/objectives for your department/program:

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 th (final) professional year.
		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 th (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 th (final) professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th 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 rd professional year.
	Written Communication	Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 th (final) professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th 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 rd professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th 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 th (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 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th professional year (seven completions)
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th 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.

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

NAPLEX

This is a standardized exam that students must pass to become licensed pharmacists. Results for the Class of 2011 will be communicated to us in October 2011.

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 78 students in the Class of 2011 achieved a 'C' grade or better on their capstone projects. We had 49-A's (exceeded expectations) and 29-B'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			
	2009	2010	2011
SIUE Senior Showcase	5	6	5
National Meetings			
ASHP Midyear	2	9	11
APhA Annual		1	1
ICAAC Annual		1	
AACP Annual		1	1
ACCP Annual	1	2*	
Psych, Neur RPh		1	1
Peds Advisory		1	1
State Meetings			
IPhA Fall			2
ICHP Spring	1*	2*	5*
Ill State Academy of Science			1*
Publications	2	2	
	n=80	n=76	n=78

*Best Poster Award

Dashboards

Dashboard data have been collected for the first time during the 2010-2011 academic year and include assessments of critical thinking, oral communication, written communication, life-long learning and professionalism. Currently, the dashboards are only able to identify whether the overall average falls in the 'does not meet', 'meets', or 'exceeds' expectations for each assessment for students during their fourth professional year. These are in the process of being built out more to eventually identify the ranking of each student so that the exact number of students that the 'do not meet', 'meet', or 'exceed' expectations for each assessment will be reported and data will be reported for students in P1, P2 and P4 years. The dashboards for each assessment during 2010-2011 for students in their fourth professional year identified that student averages (N = 78) fell in the 'meets expectations' range for critical thinking, oral communication, written communication, life-long learning and professionalism.

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 will begin in Fall 2011; therefore, no data are available to present for the 2010-2011 academic year.

Professionalism

Similar to the dashboard data presented above, this information is in the process of being expanded. Students may only either 'not meet' or 'meet' expectations. Currently, we have identified that the average for students regarding professionalism during the fourth professional year falls in the 'meets expectations' range.

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 questions about such things as 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 2011. All survey results were shared with all SOP faculty at the September faculty meeting.

The survey of ***graduating students*** revealed positive results and all except four items fell within the 'meets expectations' criteria. The other four items of the 77 questions exceeded those of our benchmarking institutions (eight other state supported institutions). These four items were: 1. 'My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences', 2. 'My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings', 3. 'The college/school's administration responded to problems and issues of concern to the student body', 4. 'I was aware of opportunities to participate in research activities with faculty.' The survey includes a question that states, 'If I were starting my pharmacy program over again, I would choose the same college/school of pharmacy.' Ninety-three percent of respondents from the SIUE SOP Class of 2011 agreed or strongly agreed with this statement. The survey response was 95% of the graduating class of 2011. The SOP Outcomes Assessment Committee did not identify any areas that needed to be reviewed further from these survey results.

3. Number of students completing Capstone Project:
 - a. Summer 10: 0
 - b. Fall 10: 0
 - c. Spring 11: 78
 - d. Total head count: 78
4. Number of students meeting Capstone Project Expectations:
 - a. # of students who did not meet expectations: 0
 - b. # of students who met expectations: 29
 - c. # of students who exceeded expectations: 49

After reviewing the assessment results the department has decided to:

- ☐ **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:

5. 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.**
 - ☐ 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:

6. Please write a brief summary of continuous improvement efforts undertaken by the program in 10-11.

Accreditation

The School of Pharmacy submitted an update report and had a scheduled visit from The Accreditation Council for Pharmacy Education (ACPE) in March 2011. ACPE granted the SOP four year continued accreditation.

Assessment

The performance based assessment and dashboards are new to our program. Evaluations are planned for all taking part in the performance based assessment program this year and that feedback will be reviewed following the program. The dashboards are being improved and expanded and data will be tracked over multiple years. 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, the following trends were found: We do not currently have NAPLEX data from this year, so no evaluation has been conducted. Regarding capstone projects, we have had more students in the meets expectations category compared to years past (37% of students in 2011 versus 24% in 2010 and 16% in 2009). No students have not meet expectations. The same rubrics have been used when grading the projects throughout the three years this data was collected. Changes have been made to instructions to students and mentors to improve communication and rubrics for the capstone program in the 2011-2012 academic year. Trends in meets versus exceeds expectations will continue to be monitored as the program continues development. The graduating student survey results were similar between 2010 and 2011. None of the other criteria has been collected prior to 2011.