Annual Performance Report
Graduate & Professional Programs

Department/Program: School of Pharmacy
Date submitted: October 28, 2019
Person(s) submitting report: Katie Ronald
This program:
___ is taught entirely online
___ is at least 50% (of the program) taught by distance education
___ utilizes distance education, but this is less than 50% of the program
 X does not have any online courses
(Distance education is defined by the Higher Learning Commission as: "education that uses one or more of the technologies…to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously"
https://www.hlcommission.org/Monitoring/distance-delivery.html)

STUDENT LEARNING (Questions 1 – 6)

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes*	Performance indicator or measure	When the measure is assessed	Program Target
Demonstrate Breadth and Depth of Knowledge in the Discipline	**Pharmacy Program**			
	1.1 Learner: [1.1.1; 1.1.2; 1.1.3]	PCOA	Spring of 3rd professional year	>50th percentile of national benchmark
		NAPLEX	Following the 4th professional year	Above the current national average pass rate
	Pharmacy Education Specialization			
	Demonstrate understanding of what is expected of a teacher and student.	PHEL 760E – Teaching Philosophy Statement **[Appendix IX]**	Fall P3 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Demonstrate knowledge of key pharmacotherapy topics specific to pediatric patients and caregivers	PHEL 765E – Formal case presentation (*Topic section* of assessment) **[Appendix X]**	Fall P3 year	>90% of students meet or exceed expectations
Effectively Communicate Knowledge in the Discipline	**Pharmacy Program**			
	3.2: Educator [3.2.5; 3.2.6]	Performance based assessment (PBA) -	Spring P1 year (Patient counseling)	>90% of students meet or exceed

				satisfactory average
		Global assessment of oral communication **[Appendix III]**		
			Fall or Spring P2 (Patient interviewing)	>90% of students meet or exceed satisfactory average
			Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average
	3.6: Communication [3.6.7]	ImPaCT APPE - Research/SoTL Paper or Business Plan Paper Assessment **[Appendix V]**	During 4th professional year	>90% meets or exceed expectations
		ImPaCT APPE - Poster/Platform Presentation – (*Oral communication section* of assessment) **[Appendix V]**	During 4th professional year	>90% meets or exceed expectations
	3.6: Communication [3.6.8]	Performance based assessment (PBA) – options/management portion of OSCE analytical checklists specific to assessments with patient documentation **[Appendix III]**	Fall or Spring P2	>90% student pass rate
			Spring P3	>90% student pass rate
	3.2 Educator: [3.2.4; 3.2.5; 3.2.6] 3.6: Communication [3.6.4]	IPPE – Hospital Rotation (Presentation assessment rubric) **[Appendix VI]**	End of P2 year	>90% meets or exceeds expectations
	3.6: Communication	APPE – Four Core APPE rotation (Average of *Communication* section of 4 Core APPE rotations) **[Appendix VIII]**	End of P4 year	>90% meets or exceed expectations
Pharmacy Education Specialization				
	Deliver learning unit using effective oral and written communication.	PHEL 761E – Student Led Learning Unit **[Appendix IX]**	Spring P3 year	>95% of students meet or exceed expectations

		APPE – Education Elective APPE Student Presentation Assessment **[Appendix IX]**	P4 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Demonstrate effective communication with children, adolescents, caregivers and the healthcare team.	2nd Pediatric APPE – Student Assessment on Patient Care Elective (average of *Perform patient interview*, *Educate patients and caregivers*, and *provide patient- and drug-related information and recommendations to health care professional* sections) **[Appendix X]**	P4 year	>90% of students meet or exceed expectations
	Pharmacy Program			
Demonstrate an Ability for Analytical Thinking in the Discipline	2.1: Patient-centered care [2.1.2]	Performance based assessment (PBA) – Overall pass score for Drug Utilization Review (DUR) and Prescription Verification	Fall P1	>90% student pass rate
	3.1: Problem solving: [3.1.1; 3.1.2]	Performance based assessment (PBA) -SOAP or Care Plan (Assessment component of rubric) **[Appendix III]**	Spring P2	>75% meets or exceeds expectations
	2.1: Patient-centered care [2.1.2; 2.1.3; 2.1.4]	Performance based assessment (PBA) – options/management portion of OSCE analytical checklists for patient interview, patient counseling, and health care provider interaction **[Appendix III]**	Spring P3	>90% student pass rate
	1.1: Learner: [1.1.5]	Performance based assessment (PBA) – Overall pass score for drug information	Spring P3	>90% student pass rate

		assessment		
	3.1: Problem solving: [3.1.1; 3.1.2; 3.1.4]	ImPaCT APPE Mentor Assessment: (*Thinking and decision making section* of assessment) **[Appendix V]**	During 4th professional year	>90% meets or exceed expectations

Pharmacy Education Specialization			
Interpret scholarship of teaching and learning (SoTL) literature	APPE - APPE – Education Elective APPE Student Journal Club Assessment (*Content and Evaluation Sections*) **[Appendix IX]**	P4 year	>95% of students meet or exceed expectations
Design a scholarly teaching project to address an education related issue.	PHEL 760E – SoTL Project **[Appendix IX]**	Fall P3 year	>95% of students meet or exceed expectations
	APPE - APPE – Education Elective APPE Scholarly teaching project assessment **[Appendix IX]**	P4 year	>95% of students meet or exceed expectations

Pediatric Specialization			
Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	PHEL 765E – Journal Club Presentation (average of *Content* and *Evaluation* sections) **[Appendix X]**	Fall P3 year	>90% of students meet or exceed expectations
Develop and execute a scholarly project to address a pediatric pharmacy issue.	PHEP 795-xxx Independent Study - Independent Study Project Assessment **[Appendix X]**	Spring P3 year	>90% of students meet or exceed expectations

	Pharmacy Program			
Exhibit the Best Practices, Values, and Ethics of the Profession	2.3: Health and wellness: [2.3.3]	Interprofessional Education	End of P3 year	>95% of students participate in at least 3 IPE events over the course of P1 to P3 year
	4.4 - Professionalism	Personal and Professional Development – Co-curricular events	Spring P1, Spring P2, and Spring P3	>95% of students participate in at least 3 co-

			curricular events/year
4.1 – Self-awareness	Personal and Professional Development – Global self-reflection **[Appendix VII]**	Spring P1, Spring P2, and Spring P3	>95% of students meet or exceed expectations on 2 global self-reflections/year
4.2 - Leadership 4.4 – Professionalism	ImPaCT APPE – Mentor Assessment (*Personal and professional development section and Leadership section* of assessment) **[Appendix V]**	During P4 year	>90% meets or exceed expectations
4.3 - Innovation and Entrepreneurship	ImPaCT Rotation – Poster/Platform Presentation – (*Innovation and creativity section* of assessment) **[Appendix V]**	During P4 year	>90% meets or exceed expectations
4.1 – Self-awareness 4.2 - Leadership 4.3 - Innovation and Entrepreneurship 4.4 – Professionalism	APPE – Four Core APPE rotation (Average of *Self-learning* and *Valuing and ethical decision making* section of 4 Core APPE rotations) **[Appendix VIII]**	End of P4 year	>90% meets or exceed expectations
Pharmacy Education Specialization			
Delineate role and responsibility of pharmacy educators in an academic setting.	PHEL 760E – Written Reflections (average of all reflection grades for course) **[Appendix IX]**	Fall P3 year	>95% of students meet or exceed expectations
	PHEL 761E – Written Reflections (average of all reflection grades for course) **[Appendix IX]**	Spring P3 year	>95% of students meet or exceed expectations
	APPE - APPE – Education Elective APPE Professionalism and Communication	P4 year	>95% of students meet or exceed expectations

	(*Professionalism section* of assessment) **[Appendix IX]**		
	Pediatric Specialization		
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	2nd Pediatric APPE – Student Assessment on Patient Care Elective (average of *Self-learning and Valuing* and *Ethical Decision Making* sections) **[Appendix X]**	P4 year	>90% of students meet or exceed expectations
	Pharmacy Program		
Apply Knowledge of the Discipline	2.1: Patient-centered care [2.1.1] 3.6: Communication [3.6.1]	Performance based assessment (PBA) – Getting started and gathering information portion of OSCE analytical checklists for patient interview **[Appendix III]**	Fall P2	>90% student pass rate
	2.2: Medication use system management [2.2.5]	Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate
	2.1: Patient-centered care 3.1: Problem solving:	APPE – Four Core APPE rotation (Average of *Thinking and decision making* section of 4 Core APPE rotations) **[Appendix VIII]**	End of P4 year	>90% meets or exceed expectations
	Pharmacy Education Specialization		
	Apply teaching and learning concepts to teaching experiences.	PHEL 761E – Student Led Facilitated Class Discussion **[Appendix IX]**	Spring P3 year	>95% of students meet or exceed expectations
		PHEL 761E – Student Led Class Session on Assessment Strategies **[Appendix IX]**	Spring P3 year	>95% of students meet or exceed expectations

Pediatric Specialization			
Develop patient specific drug therapy plans for pediatric patients.	2nd Pediatric APPE – Student Assessment on Patient Care Elective (*Recommend drug therapy* section)	P4 year	>90% of students meet or exceed expectations

The School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE). The School established comprehensive educational outcomes that were developed by combining ACPE guidelines and standards with expected outcomes published by the American Association of Colleges of Pharmacy (AACP) Center for the Advancement of Pharmaceutical Education (CAPE) and are used to guide curricular and co-curricular program development at SIUe School of Pharmacy (SOP). The SOP was fully accredited in 2015 for an 8-year accreditation term. The next accreditation visit for the SOP will be in 2023.

2. **Please provide data from your assessment measures illustrating trends over the past 2 years at least.**

As of Fall 2018, the School of Pharmacy began implementation of a new curriculum with changes to many courses as well as addition of new courses. The school of pharmacy is rolling out the older curriculum, with the Class of 2021 being the last class to complete the older curriculum, and the Class of 2022 being the first class to complete all aspects of the new curriculum. Since we are rolling out our older curriculum as we roll in a new curriculum, we have incomplete assessment data as outlined in our new assessment plan since the Class of 2022 is yet to complete some newer aspects of the curriculum as outlined in the plan.
Key changes to the curriculum that impact the current assessment plan include:
- P2 performance based assessments (PBAs) are new to the curriculum as the first time these will be completed will be in the 2019-2020 school year, so there is no data for the P2 PBAs until the 2020 Assessment Plan. P3 PBAs have been implemented in the curriculum for several years, so data for P3 students will be available for inclusion.
- Personal and Professional Development (PPD) is a new course series in the new curriculum, so the only data we have available at this time is P1 student data from 2018-2019, as the P2 and P3 students do not have a PPD course in their curriculum.

An additional change to the curriculum that will be entering it's first year in 2019-2020, includes changes to the 4th year scholarly project experience, previously known as "Senior Assignment" or "Capstone" APPE rotation. The 5-week experiential rotation that places student with mentors to complete a scholarly project where students utilize their didactic knowledge in working through a real-world problem to enhance patient care is now known as the ImPaCT Program (Improving Patient Care for Tomorrow). The assessment rubrics have been updated to better meet our educational outcomes for the experience. The Class of 2019 was the last class to complete scholarly experience under "Capstone" and the Class of 2020 will the first class to complete the ImPaCT program with updated assessment rubrics, so currently there is no data for ImPaCT program and the first assessment data for ImPaCT will be reported next year in the 2020 Graduate Assessment Plan.

Since we have a new assessment plan with many new assessment measures, most of our data points will not have 2-year trends.

Pharmacy Program P1 to P3 year

Demonstrate Breadth and Depth of Knowledge

Pharmacy Curriculum Outcomes Assessment (PCOA)

	Program Target		2015	2016	2017	2018	2019
PCOA	>50th percentile of national benchmark	SIUe SOP	59th percentile	62nd percentile	55th percentile	65th percentile	58th percentile

Effectively Communicate Knowledge of Discipline

		Program Target	2018-2019
Performance based assessment (PBA) - Global assessment of oral communication	Spring P1 year (Patient counseling)	>90% of students meet or exceed satisfactory average	- 64% of 82 students met or exceeded expectations on self-care product patient counseling - 93% of 82 students met or exceeded expectations for prescription patient counseling.
	Fall or Spring P2 (Patient interviewing)	>90% of students meet or exceed satisfactory average	No data yet as first class to complete PBAs in P2 year will be 2019-2020 as part of our new curriculum
	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average	100% of 79 students meet or exceed expectations (23% meet and 77% exceed)
Performance based assessment (PBA) – options/management portion of OSCE analytical checklists specific to assessments with patient documentation	Fall or Spring P2	>90% student pass rate	No data yet as first class to complete PBAs in P2 year will be 2019-2020 as part of our new curriculum
	Spring P3	>90% student pass rate	89% of 79 students pass, 11% no pass (pass defined as $\geq$ 50% of checklist items for options/management section)
IPPE – Hospital Rotation (Presentation assessment rubric)	End of P2 year	>90% meets or exceeds expectations	100% of 64 students meet or exceed expectations (8% meet and 92% exceed)

Demonstrate an Ability for Analytical Thinking in the Discipline

		Program Target	2018-2019
Performance based assessment (PBA) – Overall pass score for Drug Utilization Review (DUR) and Prescription Verification	Fall P1	>90% student pass rate	96% of 82 students passed on 1st attempt (all 100% passed upon remediation)
Performance based assessment (PBA) - SOAP or Care Plan (Assessment component of rubric)	Spring P2	>75% meets or exceeds expectations	No data yet as first class to complete PBAs in P2 year will be 2019-2020 as part of our new curriculum
Performance based assessment (PBA) – options/management portion of OSCE analytical checklists for patient interview, patient counseling, and health care provider interaction	Spring P3	>90% student pass rate	99% of 79 students pass, 1% no pass (pass defined as $\geq$ 50% of checklist items for combined options/management section for all 3 assessments)
Performance based assessment (PBA) – Overall pass score for drug information assessment	Spring P3	>90% student pass rate	95% of 79 students pass on first attempt (all 100% pass upon remediation attempts)

Exhibit the Best Practices, Values, and Ethics of the Profession

		Program Target	2018-2019
Interprofessional Education	End of P3 year	>95% of students participate in at least 3 IPE events over the course of P1 to P3 year	100% of students participated in 3 IPE events over the course of the first 3 years of the curriculum
Personal and Professional Development (PPD) – Co-curricular events	Spring P1	>95% of students participate in at least 3 co-curricular events/year	100% of 82 P1 students completed 3 co-curricular events
	Spring P2		No data yet as first class to complete PPD in P2 year will be 2019-2020 as part of our new curriculum

	Spring P3		No data yet as first class to complete PPD in P3 year will be 2020-2021 as part of our new curriculum
Personal and Professional Development – Global self-reflection	Spring P1	>95% of students meet or exceed expectations on 2 global self-reflections/year	100% of 82 P1 students met or exceeded expectations (100% exceed)
	Spring P2		No data yet as first class to complete PPD in P2 year will be 2019-2020 as part of our new curriculum
	Spring P3		No data yet as first class to complete PPD in P3 year will be 2020-2021 as part of our new curriculum

Apply Knowledge of the Discipline

		Program Target	2018-2019
Performance based assessment (PBA) – Getting started and gathering information portion of OSCE analytical checklists for patient interview	Fall P2	>90% student pass rate	No data yet as first class to complete PBAs in P2 year will be 2019-2020 as part of our new curriculum
Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate	89% of 79 students pass and 11% no pass on first attempt attempt (100% pass rate after remediation attempts)

3. Please complete the following table with overall results from the Program Exit Requirement or Thesis:

Student in the pharmacy program need to meet the following criteria prior to graduating from the program.
1. Successful completion of the PharmD curriculum as approved by the faculty in the School of Pharmacy
2. Completion of 10 credit hours of electives
3. Academic good standing with a cumulative GPA of 2.0 or above

Number of students not meeting expectations are those students who did not graduate in 4 years.

Semester	Number of Students Completing the Exit Requirement	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Total for FY19	82	n/a	73	9

Number of students not meeting expectations are those students who did not graduate in 4 years. Five students are on track to graduate in 5 years, three students left the program for non-academic reasons, and one student was dismissed from the program.

4. Please complete the following table with Program Exit Requirements results related to the Goals of Graduate Student Learning. Please include data for all students completing the Exit Requirement/Thesis in your program in FY19 (e.g. Summer 2018 – Spring 2019)

Pharmacy Program

As the program exit requirements take into account global pharmacy program requirements, there is not one specific requirement for program exit, for example a thesis. Data in the below table represents data from the 4th professional/ final year of the program. Data from the first 3 years of the program (P1-P3 years) are summarized above.

North American Pharmacist Licensure Exam (NAPLEX)

This is not a program exit/graduation requirement, but the NAPLEX is required for licensing after graduation. The exam provides a broad knowledge assessment of knowledge outcomes from across the pharmacy curriculum. The NAPLEX data for the graduating class is delayed as the data for the graduating class is not complete until approximately one year after graduation as scores are released at 3 trimesters. Trimester 2 is the first trimester pharmacy students graduating in May can take the exam. Full data for the class will not be complete until approximately one year (3 trimesters) after graduation. NAPLEX data is always one year behind. NAPLEX for Class of 2018 is provided in the chart and a data comparing SIUe School of Pharmacy data to National averages is also presented below.

Pharmacy Program – 4th Year					
Objective		**Number of students where this objective was measured**	**% of students exceeding expectations**	**% of students meeting expectations**	**% of students NOT meeting expectations**
Demonstrate Breadth and Depth of Knowledge in the Discipline	NAPLEX (Class of 2018)	73	n/a – per NAPLEX reporting, only reports as % of pass	97.26%	2.74%
Effectively Communicate Knowledge in the Discipline	ImPaCT APPE - Research/SoTL Paper or Business Plan	No data yet as first class to complete ImPaCT will	---	---	---

	Paper Assessment	be 2019-2020 as part of program redesign			
	ImPaCT APPE - Poster/Platform Presentation – (*Oral communication section* of assessment)	No data yet as first class to complete ImPaCT will be 2019-2020 as part of program redesign	---	---	---
	APPE – Four Core APPE rotation (Average of *Communication* section of 4 Core APPE rotations)	77	91%	9%	0
Demonstrate an Ability for Analytical Thinking in the Discipline	ImPaCT APPE Mentor Assessment: (*Thinking and decision making section* of assessment)	No data yet as first class to complete ImPaCT will be 2019-2020 as part of program redesign	---	---	---
Exhibit the Best Practices, Values, and Ethics of the Profession	ImPaCT APPE – Mentor Assessment (*Personal and professional development section and Leadership section* of assessment)	No data yet as first class to complete ImPaCT will be 2019-2020 as part of program redesign	---	---	---
	ImPaCT Rotation – Poster/Platform Presentation – (*Innovation and creativity section* of assessment)	No data yet as first class to complete ImPaCT will be 2019-2020 as part of program redesign	---	---	---
	APPE – Four Core APPE rotation	78	92%	8%	0

	(Average of *Self-learning* and *Valuing and ethical decision making* section of 4 Core APPE rotations)				
Apply Knowledge of the Discipline	APPE – Four Core APPE rotation (Average of *Thinking and decision making* section of 4 Core APPE rotations)	78	92.3%	7.6%	0

NAPLEX Pass Rates

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
SIUE	97.37%	96.00%	100.00%	98.63%	94.87%	92.21%	97.26%	91.89%	92.86%	97.26%
National	96.48%	94.30%	95.47%	96.93%	95.87%	94.88%	92.64%	85.03%	87.58%	88.48%

Our Senior assignment/Capstone experience in the 4th year is transitioning to ImPaCT and many of the assessment rubrics are changing and do not match the current assessment plan. Below is Capstone experience data from Class of 2019 with regards to final scores on the experience, with exceed expectations (A grade), meets expectations (B or C grade), and does not meet expectations (grade < C or incomplete).

Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
79	70%	29%	1%

Pharmacy Education Specialization

Objective	Performance indicator or measure	Number of students measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	PHEL 760E – Teaching Philosophy Statement	8	63%	37%	0
Effectively Communicate Knowledge in the Discipline	PHEL 761E – Student Led Learning Unit	6	100%	0	0
	APPE – Education Elective APPE Student Presentation Assessment	8	100%	0	0
Demonstrate an Ability for Analytical Thinking in the Discipline	APPE - APPE – Education Elective APPE Student Journal Club Assessment (*Content and Evaluation Sections*)	8	100%	0	0
	PHEL 760E – SoTL Project	8	50%	50%	0
	APPE - APPE – Education Elective APPE Scholarly teaching project assessment	8	100%	0	0
Exhibit the Best Practices, Values, and Ethics of the Profession	PHEL 760E – Written Reflections (average of all reflection grades for course)	8	100%	0	0
	PHEL 761E – Written Reflections	6	100%	0	0

SIUE's Goals of Graduate Student Learning	Performance indicator or measure	Number of students measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
	(average of all reflection grades for course)				
	APPE - APPE – Education Elective APPE (Professionalism section of assessment)	8	100%	0	0
Apply Knowledge of the Discipline	PHEL 761E – Student Led Facilitated Class Discussion	6	100%	0	0
	PHEL 761E – Student Led Class Session on Assessment Strategies	6	100%	0	0

Pharmacy Pediatrics Specialization

SIUE's Goals of Graduate Student Learning	Performance indicator or measure	Number of students measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	PHEL 765E – Formal case presentation (*Topic section* of assessment)	8	100%	0	0

Effectively Communicate Knowledge in the Discipline	2nd Pediatric APPE – Student Assessment on Patient Care Elective (average of *Perform patient interview, Educate patients and caregivers,* and *provide patient- and drug-related information and recommendations to health care professional* sections)	8	62.5%	37.5%	0
Demonstrate an Ability for Analytical Thinking in the Discipline	PHEL 765E – Journal Club Presentation (average of *Content* and *Evaluation* sections)	8	100%	0	0
	PHEP 795-xxx Independent Study - Independent Study Project Assessment	6	66.67%	33.33%	0
Exhibit the Best Practices, Values, and Ethics of the Profession	2nd Pediatric APPE – Student Assessment on Patient Care Elective (average of *Self-learning and Valuing* and *Ethical Decision Making* sections)	8	100%	0	0

Apply Knowledge of the Discipline	2nd Pediatric APPE – Student Assessment on Patient Care Elective (*Recommend drug therapy* section)	8	0	100	0

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: At this time, we are happy with our student outcomes. As our School of Pharmacy is undergoing curriculum change and in the middle of curriculum transition, we plan to continue the course and continue to monitor.

6. 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 '18-'19.

Continuous Improvement Log

What have you identified in your assessment data or other information that you are looking into further?	What specific data or evidence was used to identify the problem?	What is the source of the evidence or data?	What action(s) have been taken or solutions identified to promote improvement?	When did the action(s) occur?	What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome. If there is not yet evidence to demonstrate change, what anticipated outcomes do you expect?
PCOA pass rates fluctuate and hover just above program target.	PCOA pass rate	National Association of Boards of Pharmacy	More stringent "PASS" standards as defined by SOP	Spring 2018	Rates continue to fluctuate and declined this year despite increase in

[Low PCOA performance has some correlation with NAPLEX pass rates.]			to increase "stakes" of the exam for students. ["PASS" increased from >10th percentile to > 30th percentile in all areas of exam in order to "PASS". All "NO PASS" complete internal remediation] Continue to monitor PCOA scores	Spring 2019	definition of SOP "PASS" for PCOA. Although we are above our program target, we will continue to monitor for now.
Global assessment of oral communication – Spring P1 year (Patient counseling)	64% of 82 students met or exceeded expectations on self-care product patient counseling - (below program target of > 90%)	Skills Lab Coordinator	Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends.	Fall 2019	As this is a new course in the curriculum and Spring P1 year was the first-time students completed this assessment within the new course, it is difficult to anticipate outcomes. Students met program outcomes for the prescription patient counseling, so I would anticipate improvement over time.
Options/management portion of OSCE analytical checklists specific to assessments with	89% of 79 students pass, 11% no pass (pass defined as > 50% of checklist items for	Skills Lab Coordinator	Skills Lab Coordinator and Faculty Coordinator have been informed. Will	Fall 2019	As this is the first time we have reviewed this specific data, we are unsure of trends. The entire

patient documentation – Spring P3	options/management section) [below program target of > 90%]		continue to monitor for trends.		checklist is assigned a passing score, and a specific portion of the checklist has never been reviewed on its own. The pass definition was arbitrarily chosen as a starting point for assessment. We will continue to monitor trends and re-evaluate if this assessment point is appropriate or revisions need to be made for this particular assessment point.
Overall pass score for medication reconciliation assessment – Spring P3	89% of 79 students pass and 11% no pass on first attempt (100% pass rate after remediation attempts) [below program target of > 90%]	Skills Lab Coordinator	Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends.	Fall 2019	Despite validation and standard setting process for internally created cases, the cases and pass rates vary by year, which at times impacts overall 1st time pass rates for the class. We will continue to monitor trends
Decreased applications	The School went from a high of 547 applications for the Class of 2012 to 185 applications for the Class of 2022.	SOP Office of Professional and Student Affairs and WebAdmit	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	Spring 2013	CEP students have been enrolled into the SOP for the past 5 years which has aided in initial stabilization of application numbers. Application rates stabilized and then decreased again this past year. Anticipate ongoing

| | | | the pool of applicants.

Position of Coordinator for Recruitment and Student Development filled and recruitment has been increased through multiple mechanisms. | Fall 2018 | issues with application numbers based on national trends. Will continue to monitor closely. |
|---|---|---|---|---|---|
| | | | | | |

7. Complete the table below for all online courses in your program offered during this academic year. If there is no similar traditional course to the online course, include 'NA' in the appropriate cells. **If there are substantial differences between online and traditional courses, please include comments and/or plans for resolution.**

Course number	Are the course objectives the same as the traditional format course? (Y, N, NA)	Of the students that enrolled, what percent completed the online course with a C or better?	Of the students that enrolled in the same course but in traditional format, what percent of students completed the traditional course with a C or better?	How do you ensure that this course is coherent, cohesive, and comparable in academic rigor to the traditional format course?	Were there any difficulties experienced in offering this course online?

8. If applicable, please describe the Department's contributions to other programs.

The SIUE School of Pharmacy (SOP) offers a 4-year Doctor of Pharmacy degree (PharmD) 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. Seventy-four (74) students enrolled in the Class of 2023 (began Fall 2019). Currently, over half of all doctoral degrees granted each year at SIUE come from the SOP.

Faculty members from the Department of Pharmaceutical Sciences participate in the graduate programs in the School of Pharmacy and in the Departments of Chemistry and Engineering. This past academic year, they have served as major advisors for one (1) student from integrative study MS chemistry/pharmaceutical sciences, one (1) PhD student from Department of Engineering and ten (10) M.S. students from the Department of Pharmaceutical Sciences. Multiple faculty from the Department of Pharmacy Practice also support the Honors program through teaching and course coordination. Furthermore, students in the PharmD program also have the option to pursue a concurrent MBA degree with the School of Business or pursue a concurrent MS in Healthcare Informatics with the Graduate School. The concurrent PharmD/MBA program has been in place since 2013 and has been attracting 8-12 students each year ever since. The concurrent PharmD/MS in Healthcare Informatics program was initiated in 2019 with the first cohort of students.

9. Please complete the enrollment table, then describe how the program is addressing these trends. 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. Use this link to find degrees granted and enrollment: http://www.siue.edu/inrs/factbook/annex.shtml

	FY 16	FY 17	FY 18	FY 19
# of degrees granted	81	78	74	76
Pharmacy education specialization	5	7	7	8
Pharmacy Pediatrics specialization	5	4	9	7
# of students enrolled	321	328	330	325
Optimal enrollment				328

Description of enrollment and retention trends:

<u>Enrollment</u>

Enrollment through FY 19 has been overall stable, and the SOP has been consistently achieving optimal enrollment, although the SOP has been experiencing a decrease in applications over the past several years that threatens maintaining optimal enrollment. With FY20, the P1 class did not meet optimal enrollment of 80-82 students and only 74 were admitted into the program for the Class of 2023, which will result in not meeting optimal enrollment as of next year's report.

Pharmacy school applications and enrollment across the US have been declining for the past 4-5 years. Many Colleges and Schools of Pharmacy have decreased their school/college optimal enrollment numbers to meet the ongoing decline of pharmacy student candidates/applicants. SIUe SOP has been very fortunate for the past several year to maintain optimal enrollment despite a declining application pool (547 application for Class of 2012 to 185 with Class of 2022). Initiation of the Conditional Entry Program (CEP) in Spring of 2013 was initiated in anticipation of decreasing application numbers and national trends in decreasing applications for pharmacy schools. The CEP was created to invite high achieving high school graduates into the program as long as they maintain good academic standing as an SIUe undergraduate student as a way to increase the pool of applicants. This initially stabilized application numbers, despite many pharmacy schools across the nation already feeling the impact and decreasing class sizes to meet decreased application numbers. To gain competitive advantage of capturing the best pharmacy applicants, many pharmacy schools changed to a rolling admission approach throughout the year to capture students early. In Fall 2016, in response to shrinking applicant pool and competition, the SOP adopted the rolling admission cycle in order to prevent loss of student to other programs due to admission timing. The rolling admission cycle has continued since Fall 2016. Previously, admission interviews occurred after application deadline and decisions to accept applicants were made at the same time after all interviews were conducted. With rolling admission, applications are reviewed and applicants are invited for interviews throughout the admission cycle. Decisions to accept applicants are made right after interviews, instead of waiting until all applicants have been interviewed. This rolling admission process has allowed us to be more competitive with other schools in attracting high performing applicants, and the process is consistent with the changing norm in admission process for pharmacy schools.

The SOP continues to work on innovative mechanisms to improve applications to SIUe SOP, including more aggressive recruiting at local high schools, community colleges, and universities, investigating CEP type programs with partnering community colleges, using social media and alumni to promote not only SIUe SOP, but also the profession of pharmacy. As this is not a problem isolated to SIUe SOP, the profession of pharmacy is in itself addressing the current negative perception of the profession and trying to change the dialogue regarding the profession. As tuition prices continue to increase at all schools across the US and the pharmacy job market becomes more competitive, many students are choosing alternate career paths, which is impacting applications and enrollment across the US.

10. Describe what support the program might need to reach its optimal enrollment. Please justify.

The Office of Professional and Student Affairs (OPSA) at SOP had been short staffed after a retirement, and the position of Coordinator for Recruitment and Student Development has now been replaced. Although, the Associate Dean of Office of Professional and Student Affairs is being occupied as an interim at this point in time, until that position can be filled. The instability in the office with vacancies and temporary appointments to positions has limited marketing and recruitment efforts. As these positions fill with permanent appointments, it is anticipated that this will allow us to expand our marketing and recruitment efforts and maintain optimal

enrollment despite national and local trends in applications and enrollment at other pharmacy schools.

11. Please comment on graduation and retention rates. 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.

Once students have reached our program, the retention of students in the program is high (>95%). In Spring 2013, on-time (4-year) graduation rates of students in the program was recognized as something to monitor as student progression started to decline after implementation of more stringent progression standards. The Class of 2017 and 2018 saw a slight decrease in program retention due to academic dismissal. A progressions task force was created in addition to a faculty retreat to address progression concerns, which led to changes in Progression Standards with removal of the following policy: "The student receives more than 18 credit hours consisting of "D","F", and "no credit" grades even if these grades were successfully remediated." With removal of the Progression policy, retention has stabilized and the success of our program has not been compromised based on NAPLEX pass rates. Retention will continue to be monitored closely.

Four-year graduation rates declined starting with the Class of 2017 but have since stabilized and slightly increased (85% for Class of 2017 and 89% for Class of 2019). With a decrease in 4-year graduation rates starting with the Class of 2016, the SOP has been closely monitoring this figure which led to removal of Progression Standard above and additional efforts within courses for opportunities for internal remediation. Due to the nature of the pharmacy program having a very specific set of courses that build upon each other, if students due poorly in one course, they are at times unable to take the course until the next year, which places them once-year behind and out of the 4-year graduation time frame. Internal remediation in certain courses have allowed students to maintain on track for 4-year graduation. In addition, the OPSA monitors student closely through an early monitoring program, which allows the SOP to catch struggling students earlier and implement interventions earlier in order to improve student success in the program. Overall retention rates remain high (> 95%) despite some students taking > 4 years to complete the PharmD degree.

With a decreasing pharmacy student application pool, there is concern from faculty about the academic ability of current students being lower than previous cohorts, although admission data on GPAs and PCAT scores do not indicate a significant difference in academic ability despite the decreasing application pool. This will continue to be monitored closely.

EXPERIENTIAL EDUCATION – (Question 12)

12.   Experiential learning entails learning by doing, reflecting upon the learning, and feedback. Please complete the following table with information about any of the listed activities that occur in your program where students participate in experiences that allow for structured practice with real world problems or scenarios, they reflect on their practice, and they receive feedback. Please include activities only once in the table if they meet multiple categories. For

example, if a practicum includes simulation, include the activity only under practicum or simulation, but not both.

Activity	List the course or courses where this activity occurred if applicable – does not have to be part of a course* and the term	Brief description of the activity	Number of students that participated	Number of hours spent on the activity per student	required or elective in the program (R or E)
Case studies	PHAS 716: Ethical Issues in Healthcare (Fall P1)	Interprofessional ethics-based cases with School of Dental Medicine	80	6	R
	PHPR 713N: Self-care and alternative medicine (Spring P1)	Application-based patient cases	80	28	R
	PHAS 708: Health Care Systems (Fall P1)	Application-based patient cases	80	2	R
	PHPT 724: Integrated Pharmaco-therapeutics: Cardiovascular (Fall P2)	Application-based patient cases	80	20	R
	PHPT 726: Integrated Pharmaco-therapeutics: Endocrine/Metabolic/Nutrition/Renal (Fall P2)	Application-based patient cases	80	20	R
	PHEP 732: Pharmacy Rounds I (Spring P2)	Application-based patient case activities, including patient care documentation	80	6	R
	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Application-based patient case activities over various organ systems	80	4	R
	PHPR 744: Health Promotion and Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	80	10	R
	PHPT 725: Integrated	Application-based patient cases	80	20	R

	Pharmaco-therapeutics: Infectious Diseases (Spring P2)				
	PHPT 727: Integrated Pharmaco-therapeutics: GI, Rheumatology, and Pulmonary (Spring P2)	Application-based patient cases	80	20	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Application-based patient case activities, including patient care documentation	80	20	R
	PHPR 748: Medication Therapy Management Services (Fall P3)	Application-based patient case activities, SOAP note writing and writing a letter to a provider to summarize patient findings	80	11	R
	PHPT 740: Integrated Pharmaco-therapeutics: Psychiatry/ Neurology (Fall P3)	Application-based patient cases	80	20	R
	PHPT 742: Integrated Pharmaco-therapeutics: Women's and Men's Health (Fall P3)	Application-based patient cases	80	20	R
	PHEP 747: Pharmacy Rounds III (Spring P3)	Comprehensive application-based patient cases	80	20	R
	PHPT 741: Integrated Pharmaco-therapeutics: Hematology/ Oncology (Spring P3)	Application-based patient cases	80	20	R
	PHPT 743: Integrated Pharmaco-therapeutics: Other Topics (Spring P3)	Application-based patient cases	80	10	R

Client-based projects					
Clinical experiences	PHEP 714: Introductory Pharmacy Practice Experience (IPPE) I (Spring P1)	Introduction to the practice of Pharmacy with experiences in both community and institutional pharmacy practice. Students maintain documentation of exercises completed and validation of preceptor review; maintain a reflective portfolio; and attend facilitated meetings on campus in addition to the time spent at the practice site	80	80	R
	PHEP 730: IPPE III (Fall P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.	80	120	R
	PHEP 731: IPPE IV (Spring P2)	Introductory pharmacy practice experience primarily in community or health system	80	120	R

		pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.			
	PHEP 746: Pharmacy Rounds II (Fall P3)	Interprofessional shadowing of nursing students in the hospital in the clinical setting	80	4	R
	PHEP 780: Advanced Pharmacy Practical Experience (APPE) – Community Pharmacy (P4)	Place students in a community pharmacy practice environment where they can apply their didactic knowledge, develop core competencies and gain patient care experience	80	200	R
	PHEP 781: APPE – Hospital (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R
	PHEP 782: APPE – Ambulatory Care (P4)	Place students in an ambulatory practice environment where they can apply their didactic knowledge, develop core	80	200	R

		competencies, and gain patient care experience			
	PHEP 783: APPE – Acute Care (P4)	Place students in an acute care practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R
	PHEP 784, 785, & 786: APPE – specialized (P4)	Place students in three different specialized practice environments (Examples: management, specialized pharmacy such as, cardiology, pediatrics, oncology, etc., long-term care, etc.) where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	600 (200 for each specialized APPE)	R
Competition/ Exhibition		ASHP Clinical Skills Competition	16	3	E
		ACCP Clinical Pharmacy Challenge	13	1.5	E
		IPHA Patient Counseling Competition	5	2	E
		APhA Patient Counseling Competition	3	2	E
		ACCP Clinical Research Challenge	11	2	E
Co-ops					
Fellowships					
Field trips					
Field work					
Graduate research projects	PHEP 789: APPE Capstone (P4)	Design and completion of a scholarly research project, integrating and applying content and skills acquired	79	200	R

		over the pharmacy curriculum.			
Internships for credit					
Internships not for credit	PHEP 799C (0 credit): Pharmacy Internship: Community	Process prescriptions, counsel patients, make over the counter medication recommendations.	2	400	E
	PHEP 799H (0 credit): Pharmacy internship: Health systems	Process prescription orders, prepare sterile IV products, deliver medications	5	400	E
	PHEP 799O (0 credit): Pharmacy internship: Other Practice Settings	SIHF flu clinic	30	40	E
Laboratory work	PHPR 718A: Pharmacy Skills Lab I	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including prescription verification, DURs, sterile compounding.	80	28	R
	PHPR 718B: Pharmacy Skills Lab II	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including self-care product selections and counseling, non-sterile compounding, prescription counseling	80	28	R
Performances					
Practicums (Performance Based Assessments)	PHPR 718A: Pharmacy Skills Lab I (Fall P1)	Two PBAs in Fall semester: PBA 1 – transcribing a prescription, Rx verification, and DURs PBA2 – sterile product compounding	80	4	R
	PHPR 718B: Pharmacy Skills Lab II (Spring P1)	Two PBAs in Spring semester:	80	4	R

		PBA 1 – non-sterile product compounding PBA2 – patient counseling on 1 self-care product and 1 prescription			
	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Patient interview of standardized patient, basic physical assessment performed, and patient documentation completed	80	2	R
	PHEP 752: Performance Based Assessment III (Spring P3)	Assess comprehensive performance-based skills and abilities to meet pre-advanced pharmacy practice experience outcomes [7 assessments in total]	80	10	R
Service Learning / Community Service	Fall 2018	ADHD Informational Presentation to Alpha Xi Delta	1	1	E
	Fall 2018	Alton Memorial Hospital Annual Diabetes Fair-Immunization Information Table	6	4	E
	Fall 2018	APhA BP Screening	4	2	E
	Fall 2018	APhA: East St. Louis Flu Clinic	9	2	E
	Fall 2018	APhA: hygiene and hand-washing	6	6	E
	Fall 2018	Health Interprofessional Clinic	6	3	E
	Fall 2018	Heart Bingo	5	2	E
	Fall 2018	HIV Info table at Walgreens	7	4	E
	Fall 2018	IL State Fair: Medication Education	5	4	E
	Fall 2018	Middle School Medication Safety Presentations	23	8	E

	Fall 2018	Myths and Facts of Diabetes	2	1	E
	Fall 2018	Nicotine Replacement Therapy Information to Group Home residents	8	2	E
	Fall 2018	Operation Diabetes Immunization Education	4	1	E
	Fall 2018	PPAG Handwashing Event	9	1	E
	Fall 2018	Ronald McDonald House	2	2	E
	Fall 2018	Smoke Out Presentations and BP Screening	6	4	E
	Fall 2018	Smoking Cessation Info	9	1	E
	Fall 2018	SNPhA BMI station and ACR Testing	6	6	E
	Fall 2018	SNPhA BP Screening & Diabetes Risk Assessment	7	2	E
	Fall 2018	SNPhA MUC Med Info Table	4	1	E
	Fall 2018	SNPhA/APhA Flu Shots at SIHF Clinic	19	24	E
	Fall 2018	SNPhA: Chinese School Med Review (multiple dates)	21	10.5	E
	Fall 2018	SOP Open House: Flu Prevention	2	3	E
	Fall 2018	St. Vincent DePaul Flu shot clinic	6	8	E
	Fall 2018	Vaccine Information Table (SNPhA + Walgreens)	10	3	E
	Spring 2019	SNPhA: Chinese School Med Review (multiple dates)	10	10.5	E
	Spring 2019	ACCP Clinical Research Challenge	11	1	E
	Spring 2019	Alton Memorial: APhA CV Health and Smoking Cessation Information	4	4	E
	Spring 2019	Blood Pressure Screening (Madison County)	2	1	E
	Spring 2019	Blood Pressure Screening (WalMart)	4	2	E

	Spring 2019	Blood Pressure Screening and Stroke Education	4	4	E
	Spring 2019	BP Screening and Diabetes Risk Assessment	13	8	E
	Spring 2019	Chinese Walk-In Clinic	5	2	E
	Spring 2019	Christian Hospital Volunteer (Pharmacy)	1	4	E
	Spring 2019	City of Collinsville - Health Screenings	2	2	E
	Spring 2019	Collinsville Middle School Health Fair	6	2	E
	Spring 2019	Elementary School Health Presentation	10	1	E
	Spring 2019	HIV Information and Myths (MUC)	3	3	E
	Spring 2019	Ladies Night Out: Heart Health & Wellness Expo	6	2	E
	Spring 2019	Madison County Medical Reserve Corps Training	29	2	E
	Spring 2019	Medication Awareness (St. John's Lutheran Church)	2	1	E
	Spring 2019	Middle School Educational Booths	2	2	E
	Spring 2019	Poison Prevention and Medication Safety Education	3	1.5	E
	Spring 2019	Poison Prevention Presentation Pre k - 1st grade	3	3	E
	Spring 2019	SNPhA: Insulin Price Awareness	2	2.5	E
Simulations	PHEP 746: Pharmacy Rounds II (Fall P3)	Interprofessional high-fidelity patient care simulation	80	8	R
	PHPR 748: Medication Therapy Management Services (Fall P3)	Patient interviews utilizing standardized patients and community member; Oral communication of a medication plan to a standardized patient	80	9	R
	PHEP 747: Pharmacy Rounds III (Spring P3)	Interprofessional patient care simulation	80	2	R

Student teaching					
Study Abroad	PHEP 784, 785, & 786: Specialized - International APPE (P4)	Place students in an international pharmacy practice environment where they can apply their didactic knowledge, gain cultural perspectives, develop core competencies, and gain patient care experiences in a global setting	10 total [5 Guatemala, 3 India, 2 Haiti]	200	E
	Summer 2018	Jamaica Pharmacy-Dental Mission Trip	10	60	E
Supervised training					
Undergraduate Research & Creative Activities					
Volunteer experiences	Spring 2019	CEP Interview Day	26	3	E
	Spring 2019	Christian Hospital Volunteer (General)	1	4	E
	Spring 2019	Church Summer Program Setup	1	2	E
	Spring 2019	Community Service Cleaning venue	2	4	E
	Spring 2019	Festus Speech and Debate Tournament	2	1	E
	Spring 2019	Give30 mentor program	3	1	E
	Spring 2019	Grandma's Attic Volunteering	2	2	E
	Spring 2019	Night to Shine (Tim Tebow Foundation)	2	4	E
	Spring 2019	Rocky's Girls Wellness	4	4	E
	Spring 2019	Service Saturday	3	4	E
	Spring 2019	Service Saturday - Collinsville Food Pantry	10	4	E
	Spring 2019	Sigma Tau Gamma St. Baldrick's Shave 'N' Toss	4	2	E
	Spring 2019	SIUE Dance Marathon	2	2	E

	Spring 2019	SIUE Preview Day	3	1.5	E
	Spring 2019	SmallPharma Radio show	1	1	E
	Spring 2019	Sophia's Kitchen	2	2	E
	Spring 2019	Spike Down Cancer Volleyball Tournament	1	5	E
	Spring 2019	STEM Night	3	1.5	E
	Spring 2019	Student Competition (P1)	6	1	E
	Spring 2019	Veteran Volunteer Event	1	2	E
	Spring 2019	Vietnamese Lunar New Year Celebration	1	2	E
	Spring 2019	Volunteer Day at Food Pantry	1	2	E
	Spring 2019	Womens Health Fair	27	2	E

*This may include department/school/student organization activities as well.