Annual Performance Report
Graduate & Professional Programs

Department/Program: School of Pharmacy
Date submitted: October 12, 2021
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
	Acute Care Specialization			
	Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHEL 783E - average of 3 course quizzes **[Appendix XI]**	Fall P3 year	>80% of students meet expectations
Effectively Communicate Knowledge in the Discipline	Pharmacy Program			
	3.2: Educator [3.2.5; 3.2.6]	Performance based assessment (PBA) - Global assessment of oral communication	Spring P1 year (Patient counseling)	>90% of students meet or exceed satisfactory average

		[Appendix III]	Fall P2 year (Patient interview)	>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) – analytical checklist items specific to patient documentation)[Appendix III]	Fall P2 year (SOAP Note)	>90% students meet expectations
			Spring P3 (Medication reconciliation)	>90% student meet expectations
	3.2 Educator: [3.2.4; 3.2.5; .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 exceeds 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
	Acute Care Specialization			

	Demonstrate effective communication with patients and healthcare providers in the acute care setting	Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average *Communication* sections) **[Appendix XI]**	P4 year	>80% of students meet 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 Note (Assessment and Plan categories of analytical checklist) **[Appendix III]**	Spring P2	>90% meets expectations
	2.1: Patient-centered care [2.1.2; 2.1.3; 2.1.4] 1.1 Learner	Performance based assessment (PBA) – Overall pass score for Literature Evaluation/Public Health PBA **[Appendix III]**	Spring P3	>90% student pass rate
	3.1: Problem solving: [3.1.1; 3.1.2; 3.1.4]	ImPaCT APPE Mentor Assessment: (*Thinking and decision making section* of assessment)	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 and 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

Acute Care Specialization				
	Demonstrate the retrieval, evaluation, and application of professional literature as it relates to acute care pharmacy	Medicine / Acute Care APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section) **[Appendix XI]**	P4 year	>80% of students meet expectations
		Acute Care elective APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section) **[Appendix XI]**	P4 year	>80% of students meet expectations
		Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in additional to required rotation projects on Acute Care Elective APPE – (background, methods, results, utility, average overall score of preceptor evaluation) **[Appendix XI]**	P4 year	>80% of students meet expectations
	Develop and execute a scholarly project related to acute care pharmacy practice	Completion of Impact project related to acute care pharmacy practice – Mentor Assessment of Student rubric items averaged 1.Accurately define and clarify the project. 2.Process of data collection 3.Ability to determine conclusion independently **[Appendix XI]**	P4 year	>80% of students meet 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 years
	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 participate in at least 3 co-curricular events/year
4.2- Leadership	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 (Professionalism section of assessment) [Appendix IX]	P4 year	>95% of students meet or exceed expectations
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
Acute Care Specialization			
Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of Self-learning and Valuing and Ethical Decision Making sections)	P4 year	>80% of students meet expectations

		[Appendix XI]		
		Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of Self-learning and Valuing and Ethical Decision Making sections) [Appendix XI]	P4 year	>80% of students meet expectations
Apply Knowledge of the Discipline	**Pharmacy Practice**			
	2.1: Patient-centered care [2.1.1] 3.6: Communication [3.6.1]	Performance based assessment (PBA) Introduction and establish rapport and collect portion of analytical checklists for patient interview [Appendix III]	Fall P2	>90% meet expectations
	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 exceeds 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 Presentation and Discussion of Final Project [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) [Appendix X]	P4 year	>90% of students meet or exceed expectations
	Acute Care Specialization			
	Develop patient specific drug therapy plans for acute care patients	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (Recommend drug therapy section) [Appendix XI]	P4 year	>80% of students meet 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 October 2022.

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

Pharmacy Program P1 to P3 year

Demonstrate Breadth and Depth of Knowledge

Pharmacy Curriculum Outcomes Assessment (PCOA)

	Program Target		2015	2016	2017	2018	2019	2020	2021
PCOA	>50th percentile of national benchmark	SIUe SOP	59th percentile	62nd percentile	55th percentile	65th percentile	58th percentile	79th percentile	55th percentile

Effectively Communicate Knowledge of Discipline

		Program Target	2019-2020	2020-2021
Performance based assessment (PBA) - Global assessment of oral communication	Spring P1 year (Patient counseling)	>90% of students meet or exceed satisfactory average	- 86% of 73 students met or exceeded expectations on patient counseling	- 88% of 67 students met or exceeded expectations on patient counseling
	Fall P2 (Patient interviewing)	>90% of students meet or exceed satisfactory average	100% of 80 students met or exceeded expectations	89% of 76 students met or exceeded expectations
	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average	87 % of 79 students met or exceeded expectations	99% of 84 students met or exceeded expectations
Performance based assessment	Fall P2 (SOAP Note)	>90% student pass rate	100% of 78 students pass	96% of 76 students pass

(PBA) – analytical checklist items specific to patient documentation	Spring P3 (Medication reconciliation)	>90% student pass rate	89% of 79 students pass	80% of 84 students pass
IPPE – Hospital Rotation (Presentation assessment rubric)	End of P2 year	>90% meets or exceeds expectations	100% of 59 students meet or exceed expectations	100% of 58 students meet or exceed expectations

Demonstrate an Ability for Analytical Thinking in the Discipline

		Program Target	2019-2020	2020-2021
Performance based assessment (PBA) – Overall pass score for Drug Utilization Review (DUR) and Prescription Verification	Fall P1	>90% student pass rate	97% of 74 students passed on 1st attempt (all 100% passed upon remediation)	100% of 72 students passed on 1st attempt
Performance based assessment (PBA) -SOAP Note (Assessment and Plan categories of analytical checklist)	Fall P2	> 90% of students meet expectations	99% of 78 students met expectations	77 % of 74 students met expectations
Performance based assessment (PBA) – Overall pass score for Literature Evaluation/Public Health Assessment	Spring P3	>90% student pass rate	99% of 78 students pass on first attempt (all 100% pass upon remediation attempts)	100% of 84 students pass on first attempt

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

		Program Target	2018-2019	2019-2020
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	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 73 P1 students completed 3 co-curricular events	100% of 66 P1 students completed 3 co-curricular events
	Spring P2		100% of 78 P2 students completed 3 co-curricular events	100% of 74 P2 students completed 3 co-curricular events
	Spring P3		No data yet as first class to complete PPD in P3 year will be 2020-2021 as part of our new curriculum	100% of 77 P3 students completed 3 co-curricular events
Personal and Professional Development – Global self-reflection	Spring P1	>95% of students meet or exceed expectations on 2 global self-reflections/year	100% of 73 P1 students met or exceeded expectations (96% exceed, 4% meets)	100% of 66 P1 students met or exceeded expectations (98% exceed, 2% meets)
	Spring P2		99% of 78 P1 students met or exceeded expectations	100% of 74 P2 students met or exceeded expectations (100% exceed)

			(98% exceed, 1% meets)	
	Spring P3		No data yet as first class to complete PPD in P3 year will be 2020-2021 as part of our new curriculum	97% of 84 P3 students met or exceeded expectations (81% exceed, 16% meets, 3% does not meet)

Apply Knowledge of the Discipline

		Program Target	2019-2020	2020-2021
Performance based assessment (PBA) – Introduction and establish rapport and collect portion of analytical checklists for patient interview	Fall P2	>90% students meet expectations	100% of 78 students met expectations	88% of 76 students met expectations
Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate	100% of 78 students pass on first attempt	100% of 84 students pass on first attempt

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 FY20	84	n/a	77	7

Five students are on track to graduate in 5 years, and two students were 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 2020 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		**Program Target**	**# of students**	**% 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 2020)	See below for NAPLEX comparison to National averages	80	n/a – per NAPLEX reporting, only reports as % of pass	95.3%	4.7%
Effectively Communicate Knowledge in the Discipline	ImPaCT APPE - Research/SoTL Paper or Business Plan	>90% meets or exceed expectations	78	92%	7%	1%

	Paper Assessment					
	ImPaCT APPE - Poster/ Platform Presentation – (*Oral communication section* of assessment)	>90% meets or exceed expectations	78	89%	10%	1%
	APPE – Four Core APPE rotation (Average of *Communication* section of 4 Core APPE rotations)	>90% meets or exceed expectations	78	93%	6%	1%
Demonstrate an Ability for Analytical Thinking in the Discipline	ImPaCT APPE Mentor Assessment: (*Thinking and decision making section* of assessment)	>90% meets or exceed expectations	78	95%	4%	1%
Exhibit the Best Practices, Values, and Ethics of the Profession	ImPaCT APPE – Mentor Assessment (*Personal and professional development section and Leadership section* of assessment)	>90% meets or exceed expectations	78	96%	3%	1%
	ImPaCT Rotation – Poster/ Platform Presentation – (*Innovation and creativity section* of assessment)	>90% meets or exceed expectations	78	82%	16%	3%
	APPE – Four Core APPE rotation	>90% meets or exceed expectations	78	96%	3%	1%

	(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)	>90% meets or exceed expectations	78	90%	9%	1%

NAPLEX Pass Rates

Class of	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%

NAPLEX Pass Rates (cont.)

	2019	2020
SIUE	95.84%	95.34%
National	87.70%	87.11%

Pharmacy Education Specialization

Objective	Performance indicator or measure	Number of students measured	% of students	% of students	% of students NOT

			exceeding expectations	meeting expectations	meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	PHEL 760E – Teaching Philosophy Statement	5	100%	0%	0%
Effectively Communicate Knowledge in the Discipline	PHEL 761E – Student Led Learning Unit	4	0%	100%	0%
	APPE – Education Elective APPE Student Presentation Assessment	9	33%	67%	0%
Demonstrate an Ability for Analytical Thinking in the Discipline	APPE - APPE – Education Elective APPE Student Journal Club Assessment (*Content and Evaluation Sections*)	9	33%	67%	0%
	PHEL 760E – SoTL Project	5	80%	20%	0%
	APPE - APPE – Education Elective APPE Scholarly teaching project assessment	9	33%	67%	0%
Exhibit the Best Practices, Values, and Ethics of the Profession	PHEL 760E – Written Reflections (average of all reflection grades for course)	5	100%	0%	0%
	PHEL 761E – Written Reflections (average of all reflection grades for course)	4	100%	0%	0%

	APPE - APPE – Education Elective APPE (Professionalism section of assessment)	9	33%	67%	0%
Apply Knowledge of the Discipline	PHEL 761E – Student Led Facilitated Class Discussion	4	100%	0%	0%
	PHEL 761E – Student Led Class Session on Assessment Strategies	4	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)	7	29%	71%	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)	7	86%	14%	0
Demonstrate an Ability for Analytical Thinking in the Discipline	PHEL 765E – Journal Club Presentation (average of *Content* and *Evaluation* sections)	7	43%	57%	0
	PHEP 795-xxx Independent Study - Independent Study Project Assessment	7	71%	29%	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)	7	100%	0	0

Apply Knowledge of the Discipline	2nd Pediatric APPE – Student Assessment on Patient Care Elective (*Recommend drug therapy* section)	7	29%	71%	0

Acute Care 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 783E - average of 3 course quizzes	5	n/a	100%	0
Effectively Communicate Knowledge in the Discipline	Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average *Communication* sections)	5	n/a	100%	0
Demonstrate an Ability for Analytical Thinking in the Discipline	Medicine / Acute Care APPE – Preceptor Assessment on final evaluation (*Search, retrieve, analyze and use pertinent literature and references* section)	5	n/a	100%	0

	Acute Care elective APPE – Preceptor Assessment on final evaluation (*Search, retrieve, analyze and use pertinent literature and references* section)	5	n/a	100%	0
	Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in additional to required rotation projects on Acute Care Elective APPE – *(background, methods, results, utility, average overall score of preceptor evaluation)*	5	n/a	100%	0
	Completion of Impact project related to acute care pharmacy practice – Average of rubric items (*Accurately define and clarify the project, -Process of data collection, and Ability to determine conclusion independently)* from ImPaCT Mentor Assessment	5	n/a	100%	0

Exhibit the Best Practices, Values, and Ethics of the Profession	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of *Self-learning and Valuing* and *Ethical Decision Making* sections)	5	n/a	100%	0
	Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of *Self-learning and Valuing* and *Ethical Decision Making* sections)	5	n/a	100%	0

5.   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.
   X   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:
There are 5 items all within the same area [Performance Based Assessment (PBA) in Skills Lab] that the program is not meeting at goal. The Skills Lab course sequence is a new addition to our curriculum and is being evaluated after each year for areas of improvement. In addition, many of the program targets provided are portions of a larger validated assessment. Each PBA completes a validation process for a Pass/No Pass score for the entire assessment. For the report provided here many of the assessment points are pieces of each assessment. This allows us to look at very specific outcomes, but our assessments are not validated by each individual outcome but as a combination of the end outcomes. This leads to several questions: "Is a >90% pass rate for a small portion of a large assessment an appropriate measurement?", "Are there course related factors that are contributing?", "Are the expectations of students clear?", "Are our wide array of evaluators trained appropriately on expectations of students at a certain level?", "What can we update in the course to better prepare students for a particular portion of the larger PBA?", etc. We continue to evaluate the courses and student data yearly to investigate areas for improvement. Many small changes have been made to all three years of the Skills Lab based on student feedback, student outcomes, and faculty feedback and evaluation. Another major factor that may have led to not meeting some of the goals in the area of

PBAs for this year could be attributed to the transition to virtual format of the course. A hands-on, face-to-face course highly concentrated on communication was transitioned to virtual. The move to virtual led to many opportunities to improve on virtual communication, but the transition also provided several barriers and a learning curve for students to adapt patient communication techniques specific to virtual platform. Currently, research is being done to investigate student perception on the impact of online format for preparing students for 2nd year students PBAs. We are hoping this research will provide additional insight, and we plan to continue monitor the student results and investigate causes.

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 '19-20'.

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?
Global assessment of oral communication – Spring P1 year (Patient counseling)	Spring 2019 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**	Student scores improved from Spring 2019 to Spring 2020 and again Spring 202 to Spring 2021, so we anticipate scores to continue to improve over time. Coordinators in the course continue to work on additional practice opportunities and rework student preparation materials and
	Spring 2020 - 86% of 73 students met or exceeded expectations on self-care product patient counseling [below program target of > 90%]		Spring 2020 scores are improved from 64% to 86% met or exceeded. The scores are still below target of >	**Fall 2020**	

	Spring 2021 - 88% of 67 students met or exceeded expectations on self-care product patient counseling *[below program target of > 90%]*		90%, but they are drastically improved. Will continue to monitor trends. Skills Lab Coordinator and Faculty Coordinator have been informed. The scores are still below target of > 90%, but they continue to improve.	**Fall 2021**	instructions for students.
Performance based assessment (PBA) -SOAP Note (Assessment and Plan categories of analytical checklist)	Spring 2021 - 77% of 74 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. Unsure of reasons behind the recent drop from 99% of 78 students meet/exceed expectations in Spring 2020 to 77% of 74 students in Spring 2021. A research project is currently ongoing to evaluate impact of virtual learning on student perception of preparation for this PBA. Will review results of research as possible factor and continue to follow trends.	**Fall 2021**	A research project is currently ongoing to evaluate impact of virtual learning on student perception of preparation for PBAs. The data from this should be available December 2021. In addition, trends will continue to be followed.

Performance based assessment (PBA) – Introduction and establish rapport and collect portion of analytical checklists for patient interview	Fall P2 - 88% of 76 students met or exceeded expectations on self-care product patient counseling *[below program target of > 90%]*		Skills Lab Coordinator and Faculty Coordinator have been informed. Unsure of reasons behind the recent drop from 100% of 78 students meet/exceed expectations in Fall 2019 to 88% of 76 students in Fall 2020. A research project is currently ongoing to evaluate impact of virtual learning on student perception of preparation for this PBA. Will review results of research as possible factor and continue to follow trends.	**Fall 2021**	A research project is currently ongoing to evaluate impact of virtual learning on student perception of preparation for PBAs. The data from this should be available December 2021. In addition, trends will continue to be followed.
Options/ management portion of OSCE analytical checklists specific to assessments with patient documentation – Spring P3	Spring 2019 89% of 79 students pass (pass defined as $\geq$ 50% of checklist items for options/management section) *[below program target of > 90%]* Spring 2020 87 % of 78 students pass (pass defined as $\geq$ 50% of checklist items for	Skills Lab Coordinator	Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends. Spring 2020 scores are similar to Spring 2019 scores. The scores are still	**Fall 2019** **Fall 2020**	We are unsure of trends as the entire checklist is assigned a passing score, and reviewing a specific portion of the checklist in this manner does not necessarily correlate to "NO PASS" for the entire student assessment. The pass definition was arbitrarily chosen as a starting point

	options/management section) *[below program target of > 90%]* Spring 2021 80% of 84 students pass (pass defined as ≥ 50% of checklist items for options/management section) *[below program target of > 90%]*		below target of > 90%. Will continue to monitor trends. Spring 2021 scores are similar to Spring 2019 scores. The scores are still below target of > 90%. Will continue to monitor trends.	**Fall 2021**	for assessment. Spring 2021 was the first offering of PBA with our new skills lab curriculum – although P3 year was primarily offered virtually, so it is difficult to assess how much impact the transition to virtual lab last year had upon scores. Will need to continue to monitor this trend.
Overall pass score for medication reconciliation assessment – Spring P3	Spring 2019 89% of 79 students pass and 11% no pass on first attempt (100% pass rate after remediation attempts) *[below program target of > 90%]* Spring 2020 100% of 78 students pass on first attempt *[above program target of > 90%]* Spring 2021 100% of 84 students pass on first attempt *[above program target of > 90%]*	Skills Lab Coordinator	Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends. Validation and standard setting process for internally created cases is done yearly. The cases and pass rates vary by year, which at times impacts overall 1st time pass rates for the class. Will continue to monitor for trends.	**Fall 2019** **Fall 2020**	Scores improved from Spring 2019 to Spring 2020 and have stayed above pass program target for 2 years, we will continue to monitor trends for this assessment point and if scores stay above program target for Spring 2022, we will plan to remove this item from the CI log in Fall 2021.

			The last 2 assessment results have been above program target.	**Fall 2021**	
Performance based assessment (PBA) - Global assessment of oral communication

Fall P2 | Fall 2019
100 % of 84students met or exceeded expectations
[below program target of > 90%]

Fall 2020
88 % of 76 students met or exceeded expectations
[below program target of > 90%] | Skills Lab Coordinator | Skills Lab Coordinator and Faculty Coordinator have been informed. Unsure of reasons behind the recent drop from 100% of 80 students meet/exceed expectations in Fall 2019 to 88% of 76 students in Fall 2020. A research project is currently ongoing to evaluate impact of virtual learning on student perception of preparation for this PBA. Will review results of research as possible factor and continue to follow trends. | **Fall 2021** | A research project is currently ongoing to evaluate impact of virtual learning on student perception of preparation for PBAs. The data from this should be available December 2021. In addition, trends will continue to be followed. |
| Performance based assessment (PBA) - Global assessment of oral communication

Spring P3 | Spring 2020
87 % of 79 students met or exceeded expectations
[below program target of > 90%]

Spring 2021
99 % of 84 students met or exceeded expectations
[above program target of > 90%] | Skills Lab Coordinator | Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends. | **Fall 2020** | We are now above program target. Preparation material were redesigned as well as students were able to practice communication during new simulations that were created for the new curriculum. Will |

					continue to monitor for 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. 144 applications for Class of 2023. 174 applications for Class of 2024 194 applications for Class of 2025	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 the pool of applicants. Position of Coordinator for Recruitment and Student Development filled and recruitment has been increased through multiple mechanisms. Associate Dean of Office of Professional and Student Affairs position has been hired. Partnerships with Community Colleges is being discussed and explored. PCAT as a requirement for admission to the SOP was removed, and cumulative GPA was also removed from	Spring 2013 Fall 2018 Fall 2019 Fall 2020	CEP students have been enrolled into the SOP for the past 7 years which has aided in initial stabilization of application numbers. Application rates stabilized and then decreased again the past few years. Anticipate ongoing issues with application numbers based on national trends. Unknown the impact of limited ability to do in-person visits to high schools and other colleges and have college visits transition to virtual. Will continue to monitor closely and continue to re-evaluate recruitment efforts.

				the admission calculation.		
				Please refer to enrollment and retention trends section below for more detailed description	Fall 2021	

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?

ENROLLMENT AND COMPLETION – (Questions 8 – 11)

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. The SOP strives to enroll 80-82 new students each year and has an annual enrollment of ~ 320 students. Seventy-four (74) students enrolled in the Class of 2025 (began Fall 2021). 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 eight (8) 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 and has admitted the first three cohorts of students as of Spring 2021.

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	FY 20
# of degrees granted	81	78	74	76	84
Pharmacy education specialization	5	7	7	8	6
Pharmacy Pediatrics specialization	5	4	9	7	8
# of students enrolled	321	328	330	325	314
Optimal enrollment				328	328

Description of enrollment and retention trends:

Enrollment
Enrollment through FY 19 had been overall stable and then dipped for FY 20 and FY21, which was anticipated as applications have been decreasing over the past several years nationally. FY21 P1 class did not meet optimal enrollment of 80-82 students, however we did maintain FY20 numbers. The incoming P1 class for FY21 had 74 admitted students on the first day of class for the Class of 2025.   We continue to anticipate the numbers for pharmacy applicants to

remain at a lull, however SIUe School of Pharmacy was very successful in securing students. Starting with FY20, the P1 class did not meet optimal enrollment of 80-82 students and only 74 were admitted into the program for Class of 2025. We anticipate the decreased enrollment to continue for the short-term as is consistent with national trends.

Pharmacy school applications and enrollment across the US have been declining for the past 5-6 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 144 with Class of 2023). This past year we did have an increase in our applicant pool with 194 applicants applying to SIUe SOP. 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. During the 2019-2020, all schools were informed that the early decision pathway for national applicants to select pharmacy schools would no longer be acceptable starting the 2021-2022 cycle. SIUe chose to not partake in the optional early decision process in 2020-2021 to learn of the landscape before all schools had to rid the early decision process. By not offering the early decision designation in 2020-2021, it did not seem to impact us in a negative direction. For the 2021-2022 cycle, schools have the option to offer priority status that applicants can select schools early in the cycle. This is to entice applicants to apply early. Many schools nationwide are offering this priority status that attach opportunities for scholarships. SIUe SOP does not have entry P1 scholarships that are awarded by the University. The OPSA and the Dean's office have been in communication to have this addressed for our next cycle.

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. The SOP has also worked on a formalized process for students wanting to transfer from other pharmacy schools to SIUe SOP, which will hopefully allow a more streamlined process for students interested in transferring to our program.

During FY21 our recruitment opportunities were limited to virtual platforms. The SOP used this opportunity to learn new and innovative ways to connect with prospective students, families and stakeholders to address recruitments. The SOP has full intention to continue virtual strategies along with returning to in-person college/career fairs. In preparation for FY22, we have created new programs for our current pharmacy students to play a bigger role in the recruitment piece through the ASSET Student Ambassador program. The ASSET Student Ambassadors help with previews, explorer days and interview days. We have plans to involve our Admission Committee Student Committee Members to update promotion videos on our website. We will work with the committee students to create presentations to host virtual sessions where prospective students and families have time to talk specifically with pharmacy students to learn more. These sessions will be hosted by the committee student members and the Associate Dean or Director in Student Services

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

The Office of Professional and Student Affairs (OPSA) at the SOP is fully staffed, with four members (Office Manager, Director of Student Services, Coordinator of Student Services and the Associate Dean) to do the efforts of all recruitment (virtual sessions, in-person career/college fairs, pipeline programs, and affiliation agreements), applications and interviews, progression and retention needs/concerns, student organizations (personal and professional development coordination), and other duties that meet the needs of the profession. In December of FY21 the SOP started the exploration of pathway programs with Community College partnership. Due to the COVID19 needs in FY21, this was tabled and have started to regain momentum.

One barrier to our program is that there are no available scholarship to incoming P1 students that are offered by the University unless they were not already and SIUe students. Students that have declined our offer have informed us in the past that other schools, particularly our competitor schools have offered them large scholarships that we cannot committee with unless a collaboration with main campus occurs.   The Associated Dean and Dean have discussed this and our requests have moved over to campus to further discuss this need.

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 (85% for Class of 2017, 89% for Class of 2019, 94% for Class of 2020 and 92% for the Class of 2021). 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 do 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. In Fall of 2019, the OPSA constructed a process using an Academic Success Action Plan worksheet to further discuss barriers to student success with the individual students. In Fall of 2020, student success modules were developed to further facilitate student learning of the barriers they have with academic success. In Spring of 2021 we transitioned the ASAP worksheet online and asked more specific social need questions to allow the OPSA Director of Student Services and Associate Dean more insight to what is going on with the student as a whole. This has built rapport with the students and provide opportunities to research resources that are available on campus with the student. Overall retention rates remain high (> 95%) despite some students taking > 4 years to complete the PharmD degree.

During COVID19 applicants were not able to obtain testing dates for the PCAT due to closure of testing sites. The Admission Committee was already discussing the need to assess our variables that we use for the admission formula. After data analysis that was conducted by the Admissions committee was reviewed, it was determined that the PCAT had the lowest predictability for academic success in the P1 –P3 years. The cumulative GPA was also with low predictability. The committee made a recommendation for a new admission formula to remove the PCAT and the cumulative GPA and only use the GPA for prepharmacy curriculum and the prepharmacy math and science curriculums. The interview, writing samples, PharmCAS applicant profile and letter of recommendations are still used for a holistic admissions review. This new formula was first used for the class of 2025 during FY21.   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 <u>allow for structured practice with real world problems or scenarios, they reflect on their practice, and they receive feedback</u>. 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 730A: Integrated Pharmaco-therapeutics I (Fall P2)	Application-based patient cases	70	20	R
	PHPT 730B: Integrated Pharmaco-therapeutics II (Fall P2)	Application-based patient cases	70	20	R
	PHPT 730C Integrated Pharmaco-therapeutics III (Spring P2)	Application-based patient cases	70	20	R
	PHPT 730D: Integrated Pharmaco-therapeutics IV (Spring P2)	Application-based patient cases	70	20	R
	PHPR 744: Health Promotion and Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	80	10	R

	PHPT 750A: Integrated Pharmaco-therapeutics V (Fall P3)	Application-based patient cases	75	20	R
	PHPT 750B: Integrated Pharmaco-therapeutics VI (Fall P3)	Application-based patient cases	75	20	R
	PHPT 750C: Integrated Pharmaco-therapeutics VII (Spring P3)	Application-based patient cases	75	20	R
	PHPT 750C: Integrated Pharmaco-therapeutics VIII (Spring P3)	Application-based patient cases	75	20	R
	PHPE 759A: Personal and Professional Development V (Fall P3)	Innovation Lab	80	14	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	60	80	R
	PHEP 730: IPPE III (Fall P2)	Introductory pharmacy practice experience primarily in community	70	120	R

		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.			
	PHEP 731: IPPE IV (Spring 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.	70	120	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	80	200	R

		gain patient care experience			
	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 competencies, and gain patient care experience	80	200	R
	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	78	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	8	3	E
		ACCP Clinical Pharmacy Challenge	26	1.5	E
		IPHA Patient Counseling Competition	2	2	E
		APhA Patient Counseling Competition	3	2	E

		ACCP Clinical Research Challenge	5	1.25	E
		IPhO VIP Case Competition	9	60	E
		SNPhA Regional Clinical Skills Competition	4	3	E
		SNPhA National Clinical Skills Competition	4	3	E
Co-ops					
Fellowships					
Field trips					
Field work					
Graduate research projects	PHEP 789: ImPaCT APPE (P4)	Design and completion of a scholarly research project, integrating and applying content and skills acquired over the pharmacy curriculum.	78	200	R
Internships for credit					
Internships not for credit	PHEP 799H (0 credit): Pharmacy internship: Health systems	Process prescription orders, prepare sterile IV products, deliver medications	1	400	E
Laboratory work	PHPR 718A: Pharmacy Skills Lab I (Fall P1)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including prescription verification, DURs, sterile compounding.	60	28	R
	PHPR 718B: Pharmacy Skills Lab II (Spring P1)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including self-care product selections and counseling, non- sterile compounding, prescription counseling	60	28	R
	PHPR 738A: Pharmacy Skills Lab III	Practice of pharmacy practice skills, utilizing the pharmacist patient	75	28	R

	(Fall P2)	care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation			
	PHPR 738B: Pharmacy Skills Lab IV (Spring P2)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	75	28	R
	PHPR 758A: Pharmacy Skills Lab III (Fall P3)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	80	28	R
	PHPR 758B: Pharmacy Skills Lab III (Spring P3)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	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 738A: Pharmacy Skills Lab III (Fall P2)	Two PBAs in Fall semester: PBA 1 – Patient interview with SP and mediation list documentation; vital signs assessment (BP and HR). PBA2 – Review patient case in EHRgo + patient interview video and write complete SOAP note for three primary problems.	80	4	R
	PHPR 738B: Pharmacy Skills Lab IV (Spring P2)	Two PBAs in Fall semester: PBA 1 – Match medications to problems, identify DRPs, IV product verification + monitoring recommendations PBA2 – Acute care case- review in EHRgo and write assessment and plan for primary problem + verbal SBAR communication of secondary problem for same case.	80	4	R
	PHPR 758B: Pharmacy Skills Lab VIII (Spring P3)	Assess comprehensive performance-based skills and abilities to meet pre-advanced pharmacy practice experience outcomes [7 assessments in total]	84	10	R
Service Learning / Community Service	Fall 2020	Chinese Clinic (multiple dates)	17	4	E
	Fall 2020	Collinsville Immunization Clinic	1	2	E

	Fall 2020	Interprofessional Hotspotting Program	1	20	E
	Fall 2020	SOP Red Cross Blood Drive Competition	15	1	E
	Fall 2020	East St. Louis St. Vincent DePaul Center Flu Clinic (multiple dates)	11	1.5	E
	Fall 2020	Virtual Patient Counseling	2	1	E
	Fall 2020	Advocacy Exchange: Taking Action to Correct Health Inequities-Advocating for Deaf During COVID	4	1.5	E
	Fall 2020	STOP the Cycle Vaping Education Training	9	4	E
	Fall 2020	APhA-ASP Virtual Heart Bingo	3	2	E
	Fall 2020	APhA-ASP Operation Heart Anti-Vaping TikTok Challenge	1	3	E
	Fall 2020*	Labeling Made Simple: The How, What, and Where of Drug Interactions in Prescribing Information FDA webinar	5	1.25	E
	Fall 2020*	Focusing on Systemic Racism in Higher Education: A Conversation of Understanding	1	2	E
	Fall 2020*	Pharmacy Advocacy 101 Webinar	3	1	E
	Fall 2020*	2020 IPhA/MPA Annual Conference	7	7.5	E
	Fall 2020*	Caring for Mental Health and Substance Use in Primary Care webinar	1	3.5	E
	Fall 2020*	Opioid Use and Abuse in the Older Adult Population Webinar	4	1	E
	Fall 2020*	2020 ICHP Annual Meeting	1	3	E
	Fall 2020*	2020 IPhO National Student Meeting	5	16.5	E
	Fall 2020	APhA-ASP Operation Heart Anti-Vaping TikTok Challenge	1	3	E

	Fall 2020*	Residency Happy Hour Virtual Sessions (multiple dates)	5	2	E
	Fall 2020*	Pharmaceutical Science Seminars (multiple dates)	5	1	E
	Fall 2020*	CV/LinkedIn Workshop	39	1.5	E
	Fall 2020*	ASHP Midyear Participation	23	15	E
	Fall 2020*	MCPHS Post-Doctoral Fellowship Webinar	8	1.5	E
	Fall 2020*	APhA-ASP Midyear Regional Meeting	7	7.5	E
	Fall 2020*	Rho Chi Fall Research Symposium for Pharmaceutical Sciences	32	1	E
	Fall 2020*	SSHP October Antimicrobial Stewardship Professional Development Seminar	34	1.5	E
	Fall 2020*	Medtronic Diabetes Technology 3-Part Lunch and Learn Series	30	3	E
	Fall 2020*	Missouri Society of Health System Pharmacists Interview Preparation Webinars	3	2	E
	Fall 2020*	SNPhA National Conference	1	10	E
	Fall 2020*	APhA-Operation Heart Great American Smoke-Out Guest Speaker	19	1.5	E
	Fall 2020*	IPhA Town Hall Meeting: "COVID Vaccine Update December 2020" presented by Dr. Miranda Wilhelm	1	2	E
	Spring 2021	Chinese Virtual Clinic (multiple dates)	11	4	E
	Spring 2021	Interprofessional Hotspotting Program	1	20	E
	Spring 2021	COVID-19 Immunization Administration & Facilitation Volunteering (multiple sites)	7	19	E
	Spring 2021	Madison County Health Department COVID-19	4	3	E

		Vaccine Registration Hotline Volunteer			
	Spring 2021	Shiloh Middle School Vaccine Presentation	10	1	E
	Spring 2021	LeaderShape Resilience Program	1	2	E
	Spring 2021	OTC Medication Donation Drive for Turning Point Advocacy Services	1	3	E
	Spring 2021	Pharmacy Careers Presentation at Sarah Bush Lincoln Hospital/Mattoon High School	1	4	E
	Spring 2021*	Residency Happy Hour Virtual Sessions (multiple dates)	72	2	E
	Spring 2021*	MEPA (Metro East Pharmacists Assn.) Meetings (multiple dates)	2	2	E
	Spring 2021*	Pharmaceutical Science Seminars (multiple dates)	13	1	E
	Spring 2021*	APhA Annual Meeting	6	10	E
	Spring 2021*	Dual Degree Informational Session	35	1	E
	Spring 2021*	The William Wuller Leadership Speaker Series	43	1.5	E
	Spring 2021*	Hidden Heroes be the Change – A Virtual Event for our Future Compounding Pharmacists	2	3	E
	Spring 2021*	2021 ICHP Spring Meeting	9	4	E
	Spring 2021*	Interviewing Tips for Fellowships Workshop	18	1.5	E
	Spring 2021*	PPAG Guest Speaker Event	69	1.5	E
	Spring 2021*	IPhA Legislative Day Webinar sponsored by APhA	5	2	E
	Spring 2021*	CPNP Annual Meeting	5	10	E
	Spring 2021*	SNPhA Annual Banquet	2	2	E
	Spring 2021*	SSHP Post-Match Residency Panel	23	1	E
Simulations	PHPE 759A: Personal and	Interprofessional simulation with St.	80	4	R

	Professional Development V (Fall P3)	John's college of Nursing, LLCC Paramedic Program, SIUe Public Health, and SIUe Nutrition/Dietetics			
	PHPE 759A: Personal and Professional Development V (Fall P3)	Outpatient Simulations	80	12	R
	PHPE 759A: Personal and Professional Development V (Fall P3)	Inpatient Simulations	80	3	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Interprofessional simulation with SIUe School of Nursing (Telehealth Patient interview)	80	2	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Outpatient Simulation	80	3	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Inpatient Simulation	80	4	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Public Health Simulation	80	2	R

	PHPE 759B: Personal and Professional Development VI (Spring P3)	Interprofessional simulation with SIUe Dental Medicine and SIUe School of Nursing (Error Disclosure)	80	2	R
	PHPR 758B: Pharmacy Skills Lab VIII (Spring P3)	Interprofessional simulation with SIU School of Medicine (Patient advocacy cases)	80	4	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	0**	200	E
	Summer 2020	Jamaica Pharmacy-Dental Mission Trip	0**	60	E
Supervised training					
Undergraduate Research & Creative Activities					
Volunteer experiences	Fall 2020	SSHP Blanket Making for dialysis patients	31	1.5	E
	Fall 2020	Partners for Pets Volunteering	1	15	E
	Fall 2020	Washington County Animal Control Volunteer	1	8	E
	Spring 2021	P1 Book Club Facilitation	5	1	E
	Spring 2021	Love For Our Elders Letter Writing Campaign	4	1	E
	Spring 2021	Virtual Alternative Spring Break	1	2.5	E
	Spring 2021	Regional Science and Engineering Research	1	3	E

		Challenge Project Judging			

* Denotes webinar participation, virtual conference attendance, and other online service learning events typically excluded from the data. Included in this report due to COVID-19 restrictions for many in-person activities.

** Study Abroad and Jamaica Pharmacy-Dental Mission Trip were canceled due to COVID-19.