

## Annual Performance Report Graduate & Professional Programs

**Department/Program:** School of Pharmacy

**Date submitted:** 10.17.2025

**Person(s) submitting report:** Chris Hubbard-Jackson, Ph.D.

**This program:**

is taught entirely online  
 utilizes distance education\*  
 does not have any online courses

\*(Distance education is defined by the Higher Learning Commission here <https://www.hlccommission.org/General/glossary.html>).

### STUDENT LEARNING (Questions 1 – 6)

1. Please copy and paste the table from the [assessment plan](#) here that provides student learning outcomes, measures, and targets. The program student learning outcomes should align with SIUE's [Goals of Graduate Student Learning](#).
  - a. Has the program changed its assessment plan and process?

Yes

No

*If yes, provide a summary of the changes and attach the program's revised assessment plan.*

The outcomes in the SOP Graduate School Assessment Plan have not changed. We updated the measures and benchmarks in June 2024 to reflect the changes in pharmacy standardized testing, as well as better aligning data collection for the Graduate School Assessment Plan with that of the student outcomes component of the School of Pharmacy Assessment Plan.

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes	Performance indicator or measure	When the measure is assessed	Program Target
<b>Pharmacy Program</b>				
	1.1 Learner	APPE – Four Core APPE rotations – Average of	End of P4 year	Overall % average > 70%
<b>Psychiatric Specialization</b>				
Demonstrate Breadth and Depth of Knowledge in the Discipline	Demonstrate understanding of the core responsibilities of a psychiatric pharmacist.	Reflective writing 1	2 <sup>nd</sup> semester of P3 year	>95% of students meet or exceed expectations
<b>Pharmacy Education Specialization</b>				
	Demonstrate understanding of what is expected of a teacher and student.	PHEL 760E – Teaching Philosophy Statement	Fall P3 year	>95% of students meet or exceed expectations
<b>Pediatric Specialization</b>				
	Demonstrate knowledge of key pharmacotherapy topics specific to pediatric patients and caregivers	PHEL 765E – Formal case presentation ( <i>Topic section of assessment</i> )	Fall P3 year	>90% of students meet or exceed expectations

	<b>Acute Care Specialization</b>			
	Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHEL 783E - average of 3 course quizzes	Fall P3 year	>80% of students meet or exceed expectations
<b>Pharmacy Program</b>				
Effectively Communicate Knowledge in the Discipline	3.6 Communication	PBA – average of all communication interactions during cumulative PBA – global assessment of communication	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average
	3.2 Educator	ImPACT APPE – Research/SoTL Paper or Business Plan Paper Assessment	During P4 year	>90% meets or exceeds expectations
	3.6 Communication	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	End of P4 year	>90% meets or exceeds expectations
	<b>Psychiatric Specialization</b>			
	Enhance understanding of the core mental health conditions and psychopharmacology treatment options.	Reflective writing 2	2 <sup>nd</sup> semester of P3 year	>95% of students meet or exceed expectations
		APPE Drug information assignment (content, literature evaluation sections of rubric)	P4 year	>95% of students meet or exceed expectations
	<b>Pharmacy Education Specialization</b>			
	Deliver learning unit using effective oral and written communication	PHEL 761E – Student Led Learning Unit	Spring P3 year	>95% of students meet or exceed expectations
		APPE – Education Elective APPE Student Presentation Assessment	P4 year	>95% of students meet or exceed expectations
	<b>Pediatric Specialization</b>			
	Demonstrate effective communication with children, adolescents, caregivers and the healthcare team.	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Perform patient interview, Educate patients and caregivers, and provide patient- and drug-related information and recommendations to health care professional</i> sections)	P4 year	>90% of students meet or exceed expectations
	<b>Acute Care Specialization</b>			
	Demonstrate effective communication with patients and healthcare providers in the acute care setting	Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average <i>Communication</i> sections)	P4 year	>80% of students meet expectation
Demonstrate an Ability for Analytical Thinking in the Discipline	<b>Pharmacy Program</b>			
	2.1 Patient-centered care	All assessment questions that are tagged to Self-care pharmacotherapy and/or pharmacotherapy in ExamSoft as per our SOP Student Assessment Plan	End of year (Cumulative P1, P2, P3 data)	Overall % >70%
	3.1 Problem solving	ImPACT APPE Mentor Assessment: ( <i>Thinking and decision making</i> section of assessment)	During 4 <sup>th</sup> professional year	>90% meets or exceed expectations

<b>Psychiatric Specialization</b>				
Implement a psychiatric care plan for a patient in both outpatient and inpatient treatment environments	Reflective writing 3		P4 year	>95% of students meet or exceed expectations
	APPE Case Presentation (Subjective, Assessment, Plan sections of rubrics)		P4 year	>95% of students meet or exceed expectations
<b>Pharmacy Education Specialization</b>				
Interpret scholarship of teaching and learning (SoTL) literature	APPE - APPE – Education Elective APPE Student Journal Club Assessment ( <i>Content and Evaluation Sections</i> )	P4 year	>95% of students meet or exceed expectations	
Design a scholarly teaching project to address an education related issue	PHEL 760E – SoTL Project	Fall P3 year	>95% of students meet or exceed expectations	
	APPE - APPE – Education Elective APPE Scholarly teaching project assessment	P4 year	>95% of students meet or exceed expectations	
<b>Pediatric Specialization</b>				
Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	PHEL 765E – Journal Club Presentation (average of <i>Content</i> and <i>Evaluation</i> sections)	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	Spring P3 year	>90% of students meet or exceed expectations	
<b>Acute Care Specialization</b>				
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)	P4 year	>80% of students meet expectations	
	Acute Care elective APPE – Preceptor Assessment on final evaluation ( <i>Search, retrieve, analyze and use pertinent literature and references section</i> )	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 addition to required rotation projects on Acute Care Elective APPE – ( <i>background, methods, results, utility, average overall score of preceptor evaluation</i> )	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: ( <i>Accurately define and clarify the project., Process of data collection., Ability to determine conclusion independently</i> )	P4 year	>80% of students meet expectations	

		Pharmacy Program		
Exhibit the Best Practices, Values, and Ethics of the Profession	2.3: Health and wellness	Interprofessional Education events	End of P3 year	> 95% of students participate in at least 3 IPE events over the course of P1 to P3 year
	4.1 Self-awareness 4.2 Leadership 4.3 Innovation and Entrepreneurship 4.4 Professionalism	APPE – Four Core APPE rotation (Average of <i>Self-learning</i> and <i>Valuing and ethical decision making</i> section of 4 Core APPE rotations)	End of P4 year	>90% meet or exceed expectations
Psychiatric Specialization				
Independently perform a psychiatric patient interview, including assessment and diagnostic impression.	Reflective writing 4	P4 year	>95% of students meet or exceed expectations	
	APPE Patient Care Assessment (Perform patient interview, gather patient data sections of rubric)	P4 year	>95% of students meet 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)	Fall P3 year	>95% of students meet or exceed expectations	
	PHEL 761E – Written Reflections (average of all reflection grades for course)	Spring P3 year	>95% of students meet or exceed expectations	
	APPE - APPE – Education Elective APPE Professionalism and Communication ( <i>Professionalism</i> section of assessment)	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.	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections)	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 healthcare providers, and society.	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	
	Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of Self-learning and Valuing and Ethical Decision Making sections)	P4 year	>80% of students meet expectations	
	Pharmacy Program			
Apply Knowledge of the Discipline	3.6 Communication	Performance based assessment (PBA) – Average of all communication interactions during PBA – Global assessment of communication	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average
	2.2 Medication use system management	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 <i>Thinking and decision making</i> section of 4 Core APPE rotations)	End of P4 year	>90% meets or exceeds expectations
<b>Psychiatric Specialization</b>				
Develop and execute a scholarly project with a focus on behavioral health or psychopharmacology.		APPE Project (Objectives, Methods, Results sections of rubric)	P4 year	>95% of student meet or exceed expectations
<b>Pharmacy Education Specialization</b>				
Apply teaching and learning concepts to teaching experiences.	PHEL 761E –Student Led Facilitated Class Discussion		Spring P3 year	>95% of students meet or exceed expectations
	Education Elective APPE Presentation of Learning Unit		P4 year	>95% of students meet or exceed expectations
<b>Pediatric Specialization</b>				
Develop patient specific drug therapy plans for pediatric patients.		2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective ( <i>Recommend drug therapy</i> section)	P4 year	>90% of students meet or exceed expectations
<b>Acute Care Specialization</b>				
Develop patient specific drug therapy plans for acute care patients		Acute Care / Medicine APPE – Preceptor assessment on final evaluation ( <i>Recommend drug therapy</i> section)	P4 year	>80% of students meet expectations

The School of Pharmacy Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). The “Program Student Learning Outcomes” column for the PharmD Program are the SIUE SOP Doctor of Pharmacy Educational Outcomes, which were derived from the ACPE Accreditation Standards and outcomes published by the American Association of Colleges of Pharmacy (AACP) Center for the Advancement of Pharmaceutical Education (CAPE).

2. Please provide data from your assessment measures illustrating trends over the past 2 years. Include summarized data for all program assessments. *This section should show results of student learning for each assessment included in the table above (data should be added for each learning objective and indicators)*<sup>1</sup>. You may attach tables summarizing the data and provide a brief narrative describing the specific findings\*.

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes	Performance indicator or measure	% of students meet or exceed expectations unless otherwise noted
Demonstrate Breadth and Depth of Knowledge in the Discipline	<b>Pharmacy Program</b>		<b>2023-2024</b>
	1.1 Learner	APPE – <u>Average</u> of Four Core APPE rotations Final Preceptor Evaluations (PHEP 780/781/782/783)	94% average grade (63)
	<b>Psychiatric Specialization<sup>2</sup></b>		<b>2023-2024</b>
	Demonstrate understanding of the core responsibilities of a psychiatric pharmacist.	Reflective writing 1	N/A
		<b>2024-2025</b>	
		96% average grade (65)	
		<b>2024-2025</b>	
		100% (3)	

<sup>1</sup> Data should be aggregated. Do not include student identifiers.

<sup>2</sup> The Psychiatric Specialization is new starting in fall 2024. No data prior to 24-25. Data are only available for the first courses in the program.

		Pharmacy Education Specialization	2023-2024	2024-2025
		Demonstrate understanding of what is expected of a teacher and student.  <b>Pediatric Specialization</b>	PHEL 760E – Teaching Philosophy Statement  100% (3)	100% (9)
		Demonstrate knowledge of key pharmacotherapy topics specific to pediatric patients and caregivers	PHEL 765E – Formal case presentation ( <i>Topic section</i> of assessment)  100% (1)	100% (8)
		<b>Acute Care Specialization</b>	<b>2023-2024</b>	<b>2024-2025</b>
		Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHEL 783E - average of 3 course quizzes  100% (5)	80% (4)
<b>Pharmacy Program</b>				
Effectively Communicate Knowledge in the Discipline	3.6 Communication	PBA – average of all communication interactions during cumulative PBA – global assessment of communication	91% (64)	91% (64)
	3.2 Educator	ImPACT APPE – Research/SoTL Paper or Business Plan Paper Assessment	100% (62)	100% (65)
	3.6 Communication	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	98.4% (63)	98.5% (66)
	<b>Psychiatric Specialization</b>		<b>2023-2024</b>	<b>2024-025</b>
	Enhance understanding of the core mental health conditions and psychopharmacology treatment options.	Reflective writing 2	N/A	100% (3)
		APPE Drug information assignment (content, literature evaluation sections of rubric)	N/A	100% (3)
<b>Pharmacy Education Specialization</b>				
Deliver learning unit using effective oral and written communication	PHEL 761E – Student Led Learning Unit	100% (2)	100% (5)	
	APPE – Education Elective APPE Student Presentation Assessment	100% (2)	100% (2)	
	<b>Pediatric Specialization</b>			
Demonstrate effective communication with children, adolescents, caregivers and the healthcare team.	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Perform patient interview, Educate patients and caregivers, and provide patient- and drug-related information and recommendations to health care professional</i> sections)	100% (1)	100% (8)	
<b>Acute Care Specialization</b>				
Demonstrate effective communication with patients and healthcare providers in the acute care setting	Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average <i>Communication</i> sections)	100% (5)	100% (5)	

Demonstrate an Ability for Analytical Thinking in the Discipline		Pharmacy Program	2023-2024	2024-2025	
		2.1 Patient-centered care	All assessment questions that are tagged to Self-care pharmacotherapy and/or pharmacotherapy in ExamSoft as per our SOP Student Assessment Plan	85% (2164 questions)	86% (1,735 questions)
		3.1 Problem solving	ImPaCT APPE Mentor Assessment: ( <i>Thinking and decision making section of assessment</i> )	100% (62)	100% (65)
		Psychiatric Specialization	2023-2024	2024-2025	
		Implement a psychiatric care plan for a patient in both outpatient and inpatient treatment environments.	Reflective writing 3	N/A	N/A
			APPE Case Presentation (Subjective, Assessment, Plan sections of rubrics)	N/A	N/A
		Pharmacy Education Specialization	2023-2024	2024-2025	
		Interpret scholarship of teaching and learning (SoTL) literature	APPE - APPE – Education Elective APPE Student Journal Club Assessment ( <i>Content and Evaluation Sections</i> )	100% (2)	100% (2)
		Design a scholarly teaching project to address an education related issue	PHEL 760E – SoTL Project	100% (3)	100% (9)
			APPE - APPE – Education Elective APPE Scholarly teaching project assessment	100% (2)	100% (2)
Pediatric Specialization		2023-2024	2024-2025		
		Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	PHEL 765E – Journal Club Presentation (average of <i>Content</i> and <i>Evaluation</i> sections)	100% (1)	100% (8)
		Develop and execute a scholarly project to address a pediatric pharmacy issue.	PHEP 795-xxx Independent Study - Independent Study Project Assessment	100% (1)	100% (8)
Acute Care Specialization		2023-2024	2024-2025		
		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)	100% (5)	100% (5)
			Acute Care elective APPE – Preceptor Assessment on final evaluation ( <i>Search, retrieve, analyze and use pertinent literature and references section</i> )	100% (5)	100% (5)
			Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in addition to required rotation projects on Acute Care Elective APPE – ( <i>background, methods, results, utility, average overall score of preceptor evaluation</i> )	100% (5)	100% (5)

	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: <i>(Accurately define and clarify the project., Process of data collection., Ability to determine conclusion independently)</i>	100% (5)	100% (5)
Exhibit the Best Practices, Values, and Ethics of the Profession	<b>Pharmacy Program</b>		<b>2023-2024</b>	<b>2024-2025</b>
	2.3: Health and wellness	Interprofessional Education events	100% met requirement	100% met requirement
	4.1 Self-awareness	APPE – Four Core APPE rotation (Average of <i>Self-learning</i> and <i>Valuing and ethical decision making</i> section of 4 Core APPE rotations)	100% (64)	100% (66)
	4.2 Leadership			
	4.3 Innovation and Entrepreneurship			
	4.4 Professionalism			
	<b>Psychiatric Specialization</b>		<b>2023-2024</b>	<b>2024-2025</b>
	Independently perform a psychiatric patient interview, including assessment and diagnostic impression.	Reflective writing 4 APPE Patient Care Assessment (Perform patient interview, gather patient data sections of rubric)	N/A N/A	N/A N/A
	<b>Pharmacy Education Specialization</b>		<b>2023-2024</b>	<b>2024-2025</b>
	Delineate role and responsibility of pharmacy educators in an academic setting	PHEL 760E – Written Reflections (average of all reflection grades for course) PHEL 761E – Written Reflections (average of all reflection grades for course) APPE - APPE – Education Elective APPE Professionalism and Communication ( <i>Professionalism</i> section of assessment)	100% (3) 100% (2) 100% (2)	100% (9) 100% (5) 100% (2)
Apply Knowledge of the Discipline	<b>Pediatric Specialization</b>		<b>2023-2024</b>	<b>2024-2025</b>
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections)	100% (1)	100% (8)
	<b>Acute Care Specialization</b>		<b>2023-2024</b>	<b>2024-2025</b>
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections)	100% (5)	100% (5)
		Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections)	100% (5)	100% (5)
<b>Pharmacy Program</b>		<b>2023-2024</b>	<b>2024-2025</b>	
3.6 Communication	Performance based assessment (PBA) – Average of all communication interactions during PBA – Global assessment of communication	91% (64)	100% (63)	

	2.2 Medication use system management	Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	100% (64)	100% (63)
	2.1 Patient-centered care 3.1 Problem solving:	APPE – Four Core APPE rotation (Average of <i>Thinking and decision making</i> section of 4 Core APPE rotations)	98.4% (63)	100% (66)
<b>Psychiatric Specialization</b>			<b>2023-2024</b>	<b>2024-2025</b>
Develop and execute a scholarly project with a focus on behavioral health or psychopharmacology.		APPE Project (Objectives, Methods, Results sections of rubrics)	N/A	N/A
<b>Pharmacy Education Specialization</b>			<b>2023-2024</b>	<b>2024-2025</b>
Apply teaching and learning concepts to teaching experiences.	PHEL 761E –Student Led Facilitated Class Discussion	100% (2)	80% (4)	
	Education Elective APPE Presentation of Learning Unit	100% (2)	100% (2)	
<b>Pediatric Specialization</b>			<b>2023-2024</b>	<b>2024-2025</b>
Develop patient specific drug therapy plans for pediatric patients.	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective ( <i>Recommend drug therapy</i> section)	100% (1)	100% (8)	
<b>Acute Care Specialization</b>			<b>2023-2024</b>	<b>2024-2025</b>
Develop patient specific drug therapy plans for acute care patients	Acute Care / Medicine APPE – Preceptor assessment on final evaluation ( <i>Recommend drug therapy</i> section)	100% (5)	100% (5)	

*\*If there are any student learning outcomes that suggest potential concerns, please list these in the [Continuous Improvement Log](#) (question 6) and describe how these will be monitored*

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

Graduation in the PharmD program is tracked based on each professional class. The Class of 2024 includes Spring 2024, Summer 2024, and Fall 2024 graduates, whereas the Class of 2025 includes Spring 2025, Summer 2025 and Fall 2025. For this report, students meeting expectations are those that graduated in 4 years (e.g., matriculating in the Class of 2025 and graduating in Spring or Summer 2025). The number of students not meeting expectations are those who graduated more than 4 years after matriculation. We included Spring 2024 for completion, but the total for AY 24-25 includes Summer 2024 to Spring 2025 only.

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

Semester	Number of Students Completing the Exit Requirement/Thesis	Number of students exceeding expectations	Number of students meeting expectations	Number of students NOT meeting expectations
Spring 2024	61		54	7
Summer 2024	1		1	
Fall 2025	0			
Spring 2025	63		57	6
<b>Total for AY 24-25</b>	<b>64</b>		<b>58</b>	<b>6</b>

4. Please complete the following table with Program Exit Requirement/Thesis results related to the Goals of Graduate Student Learning. Please include data for all students completing the Exit Requirement/Thesis in your program in AY 24-25 (e.g. Summer 2024 – Spring 2025)

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 table below represents data from the 4<sup>th</sup> professional/ final year of the program (May 2024-May 2025, the Class of 2025). These data have already been summarized above under #2, but are presented here again as program exit requirements.

Objective	Assessment Type	Number of students where this objective was measured*	Percentage of students exceeding expectations	Percentage of students meeting expectations	Percentage of students NOT meeting expectations
<b>Demonstrate Breadth and Depth of Knowledge in the Discipline</b>	APPE – <u>Average of</u> Four Core APPE rotations Final Preceptor Evaluations (PHEP 780/781/782/783)	65		100%	
<b>Effectively Communicate Knowledge in the Discipline - Written</b>	ImPaCT APPE – Research/SoTL Paper or Business Plan Paper Assessment	65	59 (90.1%)	6 (9.2%)	
<b>Effectively Communicate Knowledge in the Discipline - Oral</b>	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	66	60 (90.9%)	5 (7.6%)	1 (1.5%)
<b>Demonstrate an Ability for Analytical Thinking in the Discipline</b>	ImPaCT APPE Mentor Assessment: ( <i>Thinking and decision making</i> section (1) of assessment)	65	60 (92.3%)	5 (7.7%)	
<b>Exhibit the Best Practices, Values, and Ethics of the Profession</b>	APPE – Four Core APPE rotation (Average of Self-learning and Valuing and	66	64 (97%)	2 (3%)	

	ethical decision making section of 4 Core APPE rotations)				
<b>Apply Knowledge of the Discipline</b>	APPE – Four Core APPE rotation (Average of <i>Thinking and decision making</i> section of 4 Core APPE rotations)	66	54 (81.8%)	12 (18.2%)	

\*Please, provide exact headcount.

**Additional Data:**

Although not a program exit/graduation requirement, the North American Pharmacist Licensure Exam (NAPLEX) is required for licensing after graduation. The exam provides a broad knowledge assessment of knowledge outcomes from across the pharmacy curriculum. Full data for the graduating class is not complete until at least one year after graduation. The NAPLEX pass rate for the Class of 2024 is provided in the chart below along with comparison to the national averages.

	2021	2022	2023	2024
<b>SIUE</b>	90.7%	88%	80.3%	76.7%
<b>National</b>	83.7%	80%	77.8%	76.9%

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.
  - Monitor the results and investigate causes**; we may need to make changes but need more information to make that decision. List below what you plan to investigate.
  - Make changes**. List changes below.

Comments:

As mentioned above, the SIUE School of Pharmacy updated the measures and benchmarks in 2023-2024 in the Graduate Assessment Plan for the PharmD program to reflect the changes in standardized testing and better align data collections with our overall School of Pharmacy Assessment Plan. As demonstrated in #2, all the measures from 2024-2025 met the program targets. Regardless, there are a few points we would like to discuss.

Over the last few years our overall NAPLEX pass rate has been trending down. While the pass rate is not a program exit requirement and has been removed from our Graduate Assessment Plan as a measure of knowledge, we still use NAPLEX as an internal performance indicator of our programmatic outcome. The exam provides a broad knowledge assessment of knowledge outcomes from across the pharmacy curriculum. Our declining NAPLEX pass rate, along with the decreasing national and state NAPLEX pass rates, can be partially explained by the changes in the exam blueprint and scoring. Curriculum overload, virtual learning during the COVID pandemic, and other student factors may also be some of the causes. We formed a task force to revise our current board preparatory program to engage students in their 4<sup>th</sup> year. The SOP Curriculum Committee and Outcome Assessment Committee are also proactively monitoring this trend and making necessary adjustments to our curriculum and student assessments.

We have implemented two important initiatives. The first is the NAPLEX Success Program for assisting students with preparing for the NAPLEX Exam. We did a partial implementation with the class of 2025 and will do a full implementation with the class of 2026. We also replaced the homegrown pre-APPE knowledge assessment (PAKA) with the NAPLEX Advantage for P3s (class of 2026) starting in 2024-2025. The NAPLEX Advantage is beneficial because it has been validated, provides peer comparisons, and provides students with details on the areas they need to study more.

We also modified the Global Communication tool for performance-based assessment (PBA) and in AY24-25 the data are 100% for all three classes. We will continue to monitor the internal PBA data.

6. Please complete the **Continuous Improvement Log** regarding the program's continuous improvement activities. Write a brief summary of continuous improvement efforts undertaken by the program in last fiscal year.

**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?
Updated the Global Communication Tool - Spring P1 year (Patient counseling)	In AY22-23 only 852% of students met the target of >90% of students meet or exceed satisfactory average.	P-1 Performance Based Assessment reported by the Director of Pharmacy Skills and Simulation	No further actions needed, after the SOP Skills and Simulation Committee updated the program targets to be tiered for each professional year (> 80% meet or exceed in P1 year, > 85% in P2 year, and > 90% in P3 year). We will continue to monitor.	Spring 2024 and ongoing	In AY23-24 and 24-25 Met the updated tiered target for first professional year.
Pre-APPE Knowledge Assessment	Students scored low on the NAPLEX exam.	NABP and SOP Outcome Assessment Committee	Switched to the NAPLEX Advantage for the Pre-APPE Knowledge Assessment	Spring 2025 and ongoing	Now we have national comparison data. Provides feedback to students on areas of improvement to help them prepare for the NAPLEX exam.
Decreasing NAPLEX pass rate	Our NAPLEX passing rate has been declining over the past few years (Class of	NABP	The Outcome Assessment Committee and faculty as a whole reviewed the data. We have formed a task	Starting in Spring 2024 for the Class of 2025	We anticipate increasing first-time passing rate and overall passing rate with the Class of 2025.

	2021, 90.7%; Class of 2022, 88%; Class of 2023, 80.3%; Class of 2024 data is 76.7%, which is lower).		<p>force to revise our current board preparatory program to engage students in their 4th year. The SOP Curriculum Committee and Outcome Assessment Committee are also proactively monitoring this trend and making necessary adjustments to our curriculum and student assessments.</p> <p>Implemented a formalized NAPLEX Success Program with more frequent assessment throughout the P4 year.</p> <p>Individualized provide faculty support for at-risk students. Faculty also serve as mentors to engage students...</p>	and ongoing	
Decreasing applications	The application numbers in the past few years (547 for the Class of 2012 dropped to 185 for Class of 2022; 144 for Class of 2023; 174 for Class of 2024; 194 for the Class of 2025; 170 for the Class of 2016; 159 for the Class of 2027; and 159 for the Class of 2028)	PharmCAS/WebAdmit and SOPA OPSA	<p>Restructured OPSA to add a dedicated academic advisor and alleviate the Coordinator of Student Services to attend more recruitment events; Scholarship!</p> <p>We started offering more scholarships to attract more students.</p>	Ongoing efforts	<p>We anticipate ongoing issues with application numbers based on national trends, but are optimistic about the applicant pool to bounce back.</p> <p>There were 164 verified applicants from the class of 2029. This is an increase from the class of 2028 applicants.</p> <p>We will continue to monitor this.</p>
Decreasing retention and on-time graduation	The on-time graduation rate dipped below 90% with the Classes of 2016 to 2019 but trended back up with the Classes of 2020 to 2022, then dropped again with the Classes of 2023 and 2024. Our overall retention and graduation	SOP Offices of Academic Affairs (OAA) and Professional and Student Affairs (OPSA)	<p>Revised Academic Standards and Progression (ASP) policies to identify at-risk students and correct any major academic deficiencies early on (Early Intervention Program); expanded the use of remediation courses outside of SIUE School of Pharmacy to address students' academic deficiencies in order to expedite progression</p>	Ongoing efforts	We anticipate improvement in on-time graduation and maintaining the overall graduation rate

	<p>rates remain high (average ~95%). Class of 2025 on-time graduation rate has increased 78.7% vs. class of 2024 75.3%</p>		<p>without taxing on available teaching resources in the summer; implemented Starfish as a tool to centralize early monitoring documentation</p>		
Updated ACPE accreditation standards	ACPE 2025 Accreditation Standards	ACPE	<p>The SOP Skills and Simulation Committee has been evaluating the current PharmD skills and simulation curriculum for effective longitudinal skill development, readiness for APPEs and pharmacy practice, achievement of educational outcomes, and pharmacy education standards. The subcommittee is currently leading the process of updating the current skills assessment outcomes and activities targeted toward Entrustable Professional Activities (EPAs) in accordance with 2025 ACPE standards. Previously, these assessments evaluated pre-APPE domain skills and abilities; however, these are no longer included in the updated ACPE standards.</p>	Summer 2024 and ongoing	We anticipate a revised skills curriculum that is compliant with the accreditation standards.

**ONLINE ASSESSMENT** – (Question 7) Complete this section if you have at least one online course in your program; if you only have traditional or hybrid courses, please move to Enrollment and Completion

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	Of the students that enrolled, what percent completed the online	Of the students that enrolled in the same course but in traditional format, what percent of students	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?

	course? (Y, N, NA)	course with a C or better?	completed the traditional course with a C or better?		

7a. Where applicable, what strategies did you use to improve courses offered in online formats?

#### ENROLLMENT AND COMPLETION – (Questions 8 – 11)

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

Faculty members from the Department of Pharmaceutical Sciences collaborate in graduate programs and research projects in the School of Pharmacy, the SIU Department of Pharmacology in Springfield, St Louis University and others. Of the total 14 graduate students working on research projects in the Department of Pharmaceutical Sciences Fall 2024, 10 graduate students are currently enrolled in the MS Pharmaceutical Sciences degree program, 2 are currently enrolled in the PharmD/MS Pharmaceutical Sciences concurrent degree program, 2 are enrolled in the co-operative PhD program with SIU Pharmacology and Neuroscience.

The School of Pharmacy also collaborates with the SIUE Department of Chemistry on a BS Chemistry with a specialization in Pharmaceutical Chemistry offered to students in the PharmD program. The SOP faculty also support the Honors program through teaching and course coordination. Furthermore, students in the PharmD program have the option to pursue a concurrent master's degree in business administration (MBA), Healthcare Informatics (MSHI), public health (MPH), pharmaceutical sciences (MSPS) or public administration (MPA). The concurrent PharmD/MBA program has been in place since 2013, while the PharmD/MSHI program was initiated in 2019, PharmD MPH and PharmD/MSPS in Spring 2022, and most recently PharmD/MPA in Spring 2024.

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>

	2021	2022	2023	2024	2025
# of degrees granted	78	80	66	68	64
<i>Pharmacy Acute Care Specialization</i>	4	5	4	4	5
<i>Pharmacy Education Specialization</i>	8	5	11	3	2
<i>Pharmacy Pediatrics Specialization</i>	7	5	7	2	8
<i>Pharmacy Psychiatric Specialization*</i>					
# of students enrolled	297	269	249	245	259
<i>Pharmacy Acute Care Specialization</i>	5	4	5	5	5

<i>Pharmacy Education Specialization</i>	5	11	2	2	5
<i>Pharmacy Pediatrics Specialization</i>	1	7	2	8	7
<i>Pharmacy Psychiatric Specialization*</i>					1
Optimal enrollment	328	328	328	328	328

\*Pharmacy Psychiatric Specialization is new starting in 2024.

Pharmacy school applications and enrollment have been declining nationwide for the past 8-9 years. As the tuition costs continue to increase across the nation and the pharmacy job market becomes more competitive, many students are choosing alternate career paths, which is impacting applications and enrollment across the U.S. Many Colleges and Schools of Pharmacy have decreased their optimal enrollment numbers to meet the ongoing decline of pharmacy student candidates/applicants.

Enrollment at SIUE School of Pharmacy had been stable through FY19 but dipped for FY20 through FY24. Starting with the Class of 2023, our enrollment number has fallen short of the optimal number of 80-82 student per class. However, last year's class bucked that trend with a class of 84.

This past year (2024-2025 admission cycle) we had a total of 164 verified applicants, with one deferral candidate from the 2023-2024 cycle, totaling 165 applicants considered for this cycle. Seventeen (17) applicants withdrew from the applicant process before an offer for interview was extended, three (3) after accepting offer of admission, while one (1) declined the offer after interviews. Despite an application increase of only 3.7%, enrollment for the Class of 2029 increased 35.48% (n = 84). This increase in enrollment can be attributed to a number of factors, such as improved interview day experience and the introduction of several scholarship initiatives. In March of 2024, the OPSA worked with the University administration to secure tuition waivers for incoming students. The Pharmacy Academic Success (PAS) Scholarship was created to be provided to 30 students through a merit-based approach for students who had a prepharmacy GPA of 3.5 or better on a first come basis. For the Class of 2029, we were able to offer 28 of these scholarships. The School of Pharmacy was also able to secure extension scholarships for all incoming students with a prepharmacy GPA of 3.5 or better that are attending SIUE and who are currently on a Meridian, Provost, Cougar Pride and/or Johnetta Haley Scholarship. These scholarships, however, were not offered until March 4, 2024. In addition to the 28 PAS Scholarships we were able to offer the extensions of 2 Provost, 12 Cougar Pride, and 4 Johnetta Haley + Cougar Pride Scholarships. We are hopeful that we will be able to continue these scholarships as they make us competitive with other pharmacy programs.

The initiation of the Conditional Entry Program (CEP) in Spring 2013 initially stabilized application numbers, despite many pharmacy schools across the nation already feeling the impact of decreasing class sizes to meet decreased application numbers. The applicant pool for the CEP had initially been consistent, contributing to ~25% of the first-year classes. However, the CEP pool has been declining in the recent years, most likely due to the rigorous requirement of a 3.5 GPA in both prepharmacy and prepharmacy math and science and more available seats nationwide. The SOP loses a good percentage of SIUE undergraduate as the pre-pharmacy curriculum is comprised of a large number of courses that have traditionally been high DFW courses at SIUE. Of the original 31 student cohort that was a part of the CEP program for their prepharmacy studies, only 16 students secured a seat in the SIUE SOP Class of

2029 with 13 doing so having maintained their CEP status throughout their undergraduate studies. The rest were admitted through the criteria for the traditional pathway. Regardless, the CEP is still a valued pathway for SIUE students to secure entrance into the School of Pharmacy, because they attract academically successful students that are interested in pharmacy and provide them with specialized and personalized advising from our OPSA.

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. Based on the changing dynamics of recruitment, program progression, and the loss of two Coordinators of Students Services in three years, the OPSA has restructured their office to create a dedicated academic advisor position in addition to modifying the job description of the Coordinator of Student Services. At the time of this report (Fall 2025), we are now fully staffed and engaged in significant recruiting efforts. The OPSA and SIUE Admissions Office have been able to work more closely together to looking to maximize the use of existing and upcoming resources and CRM functions to better engage students and prospects.

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

We greatly appreciate the scholarships that are now available for the incoming PharmD Classes of 2028-2030. While it was not the sole reason for increased enrollment in FY26, we do anticipate that having the scholarships for full admission cycles will help maintain enrollment and secure more highly qualified students. We would like to work with the University to host discussions with the undergraduate first-year students on these scholarship opportunities. We would also like to stress the negative impact tuition increase would have on our competitive advantages in the state of Illinois and surrounding states where we draw many applicants. We urge the Board of Trustees to allow us to keep the current tuition rate.

Although international recruitment has proven to be successful for other professional schools (e.g., SIU School of Dental Medicine), the strict pharmacy intern and pharmacist licensure requirements by the IL Board of Pharmacy and other state boards remain a barrier to the creation of a successful international bridging program for the PharmD program. Without qualified and dedicated professional staff to embark on this endeavor and working with the state legislature, SIUE SOP cannot currently support or sustain any structured international recruitment efforts. Additionally, the SOP does not own or operate a pharmacy where international students could gain their intern hours. This is a major differentiating factor from the SDM's program where their international students work in SDM clinics.

11. Discuss program retention rates. Please pay particular attention to specific successes and areas of concerns and any potential barriers to completion that might need to be addressed. Use the following link to get your program data: [https://www.siu.edu/inrs/factbook/Program\\_rates.shtml](https://www.siu.edu/inrs/factbook/Program_rates.shtml). Please, include a discussion of any high impact practices with a specific lens on serving under-represented students.

### *Graduation Rate*

Internally, we use 90% on-time (4-years) graduation rate as the benchmark in the SOP assessment plan. The on-time graduation rate dipped below 90% with the Classes of 2016 to 2019 but trended back up with the Classes of 2020 to 2022, then dropped again with the Classes of 2023, 2024, and 2025. We attributed the recent decline in on-time graduation rate to the COVID pandemic and its effect on higher education. Our overall retention and graduation rates remain high (average above 95%).

Class of	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Matriculation #	80	81	83	81	82	81	84	82	74	75	74	64
2-Year Retention	77 (96.3%)	80 (98.8%)	79 (95.2%)	80 (98.8%)	81 (98.8%)	80 (98.8%)	84 (100%)	82 (100%)	72 (97.3%)	66 (88.0%)	72 (97.3%)	58 (90.6%)
4-Year Graduation	72 (90.0%)	71 (87.7%)	69 (83.1%)	68 (84.0%)	71 (86.6%)	75 (92.6%)	77 (91.7%)	76 (92.7%)	62 (83.8%)	56 (74.7%)		
6-Year Graduation*	77 (96.3%)	78 (96.3%)	75 (90.4%)	76 (93.8%)	77 (93.9%)	78 (96.3%)	83 (98.8%)	80 (97.6%)				

\* Per the SOP Academic Standards and Progression Policies, students must complete PharmD program within 6 years.

### *Support for Retention and Graduation While Maintaining Rigor*

The Academic Standards and Progression (ASP) policies have been revised to increase retention and promote on-time graduation. Starting with the Class of 2015, the ASP policies require students to correct any major academic deficiencies and get off probation prior to progressing to the next professional year. In addition, the ASP policies eliminated a redundant dismissal criterion that focused on the number of lifetime “D” credit hours rather than students’ ability to successfully remediate their academic deficiencies. Furthermore, we created the “Student Progression Status” (SPS) system that identifies students at risk as part of the early intervention program. The SPS designation for each student is based on the D and F credit hours the student earns and their likelihood to progress to the next professional year. Depending on their SPS statuses, students are encouraged to use all the resources that are applicable to them (e.g., Academic Success Action Plan Worksheet, Academic Success Modules, student tutors) and/or required to have regular meetings with the Director of Student Services or the Associate Dean of Professional and Student Affairs. The Academic Standards and Progression Committee also expanded the use of remediation courses outside of SIUE School of Pharmacy to address students’ academic deficiencies (i.e., “D” or “F” grades) to expedite progression without taxing on available teaching resources in the summer.

We reviewed the concurrent degree program requirements for progression. SOP policy Starting with class of 2029 students in concurrent degree programs will be required to pause their concurrent degree until they are back in good standing with the SOP. This is an important retention effort because it ensures that SOP students are redirected as needed in order to ensure they continue to progress in pharmacy.

In Fall 2023, the SOP also implemented Starfish as a tool to centralize early monitoring documentation for students with “D” or “F” grade within courses as well as a being piloted as a centralized documentation for student professionalism concerns. We plan to continue integrating Starfish reporting with the SPS early invention program. We continue to use Starfish to monitor

student progress and to document student professionalism concerns. Changes have been made in Starfish to further clarify notes and the type of assistance students need.

### 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. Please, report this data based on FY 25.

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 who participated	Number of hours spent on the activity per student	Note if this experience is 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	62	6	R
	PHPR 713N: Self-care and alternative medicine (Spring P1)	Application-based patient cases	63	28	R
	PHAS 708: Health Care Systems (Fall P1)	Application-based patient cases	63	2	R
	PHPT 730A: Integrated Pharmacotherapeutics I (Fall P2)	Application-based patient cases	50	20	R
	PHPT 730B: Integrated Pharmacotherapeutics II (Fall P2)	Application-based patient cases	49	20	R
	PHPT 730C Integrated Pharmacotherapeutics III (Spring P2)	Application-based patient cases	48	20	R
	PHPT 730D: Integrated Pharmacotherapeutics IV (Spring P2)	Application-based patient cases	48	20	R

	PHPR 744: Health Promotion and Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	49	10	R
	PHPT 750A: Integrated Pharmacotherapeutics V (Fall P3)	Application-based patient cases	62	20	R
	PHPT 750B: Integrated Pharmacotherapeutics VI (Fall P3)	Application-based patient cases	62	20	R
	PHPT 750C: Integrated Pharmacotherapeutics VII (Spring P3)	Application-based patient cases	65	20	R
	PHPT 750C: Integrated Pharmacotherapeutics VIII (Spring P3)	Application-based patient cases	65	20	R
	PHEP 759A: Personal and Professional Development V (Fall P3)	Innovation Lab	62	14	R
Client-based projects					
Clinical experiences	PHEP 719A Personal and Professional Development I (Fall P1)	The Professional Role Observations ("PROS") is conducted over a 2-week period during the fall semester of the first year. Students participates in various activities for two weeks at either a community or hospital pharmacy. The purpose of this experience is to enhance student awareness of the role of pharmacists in pharmacy practice settings.	62	80	R
	PHEP 739A Personal and Professional	This is one of the two second-year IPPE, or "Level 2" rotations,	49	112	R

	Development III (Fall P2)	where students develop distribution and professional communication skills including patient counseling; applying patient care skills to the treatment of diverse patient populations; providing drug information; conducting medication usage reviews; addressing medication safety issues; participating as a member of an interdisciplinary health care team; developing sterile product preparation skills; managing a professional project and giving an oral professional presentation to a small group. Rotation experiences are different each semester and options include community pharmacy, hospital pharmacy, and other opportunities			
	PHEP 739B Personal and Professional Development IV (Spring P2)	This is one of the two second-year IPPE, or "Level 2" rotations, where students develop distribution and professional communication skills including patient counseling; applying patient care skills to the treatment of diverse patient populations; providing drug information; conducting medication usage reviews; addressing medication safety	49	112	R

		issues; participating as a member of an interdisciplinary health care team; developing sterile product preparation skills; managing a professional project and giving an oral professional presentation to a small group. Rotation experiences are different each semester and options include community pharmacy, hospital pharmacy, and other opportunities			
	PHEP 780: Advanced Pharmacy Practice Experience: 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	65	200	R
	PHEP 781: Advanced Pharmacy Practice Experience: Hospital Pharmacy (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	65	200	R
	PHEP 782: Advanced Pharmacy Practice Experience: Ambulatory Care (P4)	Place students in an ambulatory care practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	65	200	R
	PHEP 783: Advanced Pharmacy Practice Experience: Acute Care/ General Medicine (P4)	Place students in an acute care setting where they can apply their didactic knowledge, develop core competencies,	65	200	R

		and gain patient care experience			
	PHEP 784: Advanced Pharmacy Practice Experience: Specialized Practice (P4) – <b>students must complete 3 of these APPEs</b>	Place students in a specialized practice environment where they can apply their didactic knowledge, develop core competencies, and gain practical experience	65	600	R

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