Annual Performance Report
Graduate & Professional Programs

Department/Program: **School of Pharmacy / PharmD**
Date submitted:
Person(s) submitting report: Katie Ronald, Assessment Coordinator
                                                Jingyang Fan, Assistant Dean of Academic Affairs

This program:
___is taught entirely online
___is at least 50% (of the program) taught by distance education
_X_utilizes distance education, but this is less than 50% of the program
__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)

Please note that there are 12 questions and a log that should be completed with this report.

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.

Student Learning Outcomes and Performance Indicators

Goals of Graduate Learning	SOP Student Learning Outcome	Performance Indicator or Assessment	Criteria for Passing	Where Are the Outcomes Assessed?
Demonstrate breadth & depth of knowledge	Foundational Knowledge	NAPLEX (Pharmacy Board) Exam & appropriate law exam	National Association of Boards of Pharmacy determines pass score – Meet expectations: above the current national pass rate; Exceed expectations: 2.5% above the national average	Following the 4th (final) professional year.
		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4th (final) professional year.
Effectively communicate knowledge	Approach to Patient Care	Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4th (final) professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for aggregate results throughout rotations.	2nd professional year (2 required rotations); 4th professional year (4 required rotations)
		Performance Based Assessment	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.	Fall semester of 3rd professional year.
Demonstrate an ability for analytical thinking	Essentials for Practice and Care	Performance Based Assessment	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.	Fall semester of 3rd professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for aggregate results throughout rotations.	2nd professional year (2 required rotations); 4th professional year (4 required rotations)
Apply knowledge of the discipline		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4th (final) professional year.
Exhibit the best practices, values and ethics of the profession	Personal and Professional Development	Dashboards	2nd professional year - Meet expectation: less than 2 'needs improvements'. 4th professional year - Meet expectation: C or B; Exceed expectation: A for aggregate results throughout rotations..	2nd professional year (2 required rotations); 4th professional year (4 required rotations)
		AACP Continuous Quality Improvement surveys	Meet expectations: within 10% compared to benchmarking institutions; Exceeds expectations: greater than 10% difference in positive direction compared to benchmarking institutions.	Graduating students assessed immediately prior to graduation. Faculty, preceptors and alumni assessed the year prior to accreditation.
		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4th (final) professional year.

2. Please provide data from your assessment measures illustrating trends over the past 2 years at least. Include summarized data for all program assessments. This section should show results of student learning for each assessment included in the table above. You may attach tables summarizing the data and provide a brief narrative describing the specific findings. Data should be aggregated. Do not include student identifiers.

*If there are any student learning outcomes that suggest potential concerns, please list these in the continuous improvement table and describe how these will be monitored.

North American Pharmacist Licensure Exam (NAPLEX) Pass Rate

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

Multistate Pharmacy Jurisprudence Exam (MPJE) Pass Rate

Pass Rate for All States*

	2009	2010	2011	2012	2013	2014	2015	2016
SIUE	96.63%	99.21%	100.00%	96.19%	96.21%	94.74%	93.85%	86.99%
National	92.97%	93.89%	95.61%	92.50%	92.80%	93.15%	92.89%	84.08%

*May include graduates from previous classes that took MPJE in a given year

Pass Rate for In- State Only (IL MPJE)

	2009	2010	2011	2012	2013	2014	2015	2016
SIUE (IL)	96.67%	98.36%	100.00%	96.30%	96.67%	94.64%	94.00%	79.25%

State*	95.78%	96.94%	96.84%	94.41%	94.96%	95.55%	93.85%	81.12%
National**	95.79%	96.38%	94.75%	95.47%	94.93%	95.17%	94.35%	84.74%

*Includes all Illinois schools for IL MPJE
**Includes MPJE for states in which the schools reside

NAPLEX (Pharmacy Board) and MPJE (pharmacy law exam) are standardized exams that students must pass to become licensed pharmacists. Results for the Class of 2017 will be communicated to us in October 2017. In November 2015, the National Board of Pharmacy (NABP) revised the NAPLEX exam that was implemented with the Class of 2016.   The NAPLEX pass rate from the Class of 2016 for first-time test takers was 91.89%, which was a 5.37% decrease from Class of 2015, but remained 6.86% above the national average and exceeded expectations, despite the decrease. The revision impacted scores across the country with the national pass rate decreasing 8.81%. Our decline in scores was less than the decline in national averages, and we remained above the national averages. Although the NAPLEX performance exceeded expectations this year, there was still a significant decrease, and we will need to trend scores with the new exam revision in order to fully assess student performance and how to best prepare our students for the NAPLEX. Despite remaining above national averages, the School is proactively implementing multiple strategies to prepare students for NAPLEX.   First, starting with the Class of 2017, all students were required to take a NAPLEX practice exam prior to graduation. The School set aside time and space to create a testing environment similar to the NAPLEX, with students taking an abbreviated version of a practice exam through ExamMaster. The practice exam allowed students self-assess readiness for the NAPLEX. In addition, the results of the practice exam were then used to create class specific NAPLEX review session that focused on topics that were deemed of concern from the results. The review sessions also focused on general exam taking skills, and alumni participated providing study tips and test taking tips based on their personal experiences with taking the NAPLEX. Starting with the Class of 2018, the School has decided to transition to a new exam preparation resource, changing from ExamMaster to RxPrep. Based on feedback from alumni, RxPrep was found to be the best product for NAPLEX review and students were buying this product and not really using the ExamMaster resource to prepare for the exam.   An additional benefit of RxPrep, is that the product also provides MPJE preparation materials for both Federal Law as well as state specific review materials.

While NAPLEX is standardized for the entire country, MPJE is specific for each state in which a student seeks licensure. Therefore, we report here both the pass rate for all states and Illinois MPJE only. The program exceeded expectations with the Class of 2016 for MPJE exam for all states (86.99% SIUe vs 84.08% for all states). However, when looking specifically at MPJE pass rates for Illinois only, the rates have continued to decline with a drastic decrease for the Class of 2016 and fell below expectations (79.25% SIUe vs 81.12% for IL pharmacy schools). The decline at SIUe matches state-wide declines in MPJE scores, although we decreased more drastically and fell below expectations for the MPJE in IL. The results have been shared with the instructor that teaches the Pharmacy Law course, so he can make appropriate changes if needed. In addition, the RxPrep review product provides MPJE preparation materials for both Federal Law as well as state specific review materials, which is an advantage over the ExamMaster product that did not provide MPJE review materials. The School is closely monitoring the performance in both licensure exams.

Capstone

Students are evaluated on their project declaration, paper, and poster research project completed as a Capstone project in the final year of the program. The project declaration and paper are evaluated by the Capstone coordinator and the poster is evaluated by several faculty and outside preceptors. Each of these pieces is used for the final grade of the project. All 73 students in the Class of 2017 achieved a 'C' grade or better on their capstone projects. We had 56 A's (% exceeded expectations), 13 B's (%) and 4 C's (%) (B's and C's = met expectations) in the course this year. The table below details the data for specific benchmarks.

Measure	N	# (%) who exceeded expectations (earned an A)	# (%) who met expectations (earned a B or C)	# (%) who did not meet expectations (earned <C)
Achievement of Learning (Final Grade)	73	56 (77%)	17 (33%)	0
Oral Communication	73	23 (32%)	45 (62%)	5 (6%)
Written Communication	73	41 (56%)	29 (40%)	3 (4%)
Problem Solving and Critical Thinking	73	57 (78%)	16 (22%)	0
Professionalism	52	28 (54%)	21 (40%)	3 (6%)

Dashboards Including Professionalism

Dashboard data include assessments of critical thinking, oral communication, written communication, and professionalism. The dashboards for each assessment during 2016-2017 identified that all 79 students in their second professional year (Class of 2019) and all 71 students in their fourth professional year (Class of 2017) met or exceeded expectations for critical thinking, communication, and professionalism. Specifics appear in the following table.

Class of 2019 (2nd professional year)

Measure	N	# (%) who exceeded expectations (A)	# (%) who met expectations (B or C)	# (%) who did not meet expectations (<C)
Critical Thinking	79	75 (95%)	4 (5%)	0
Communication	79	74 (94%)	5 (6%)	0
Professionalism	79	77 (98%)	2 (2%)	0

Class of 2017 (4th professional year)

Measure	N	# (%) who exceeded expectations (A)	# (%) who met expectations (B or C)	# (%) who did not meet expectations (<C)
Critical Thinking	71	67 (94%)	4 (6%)	0
Communication	71	68 (96%)	3 (4%)	0
Professionalism	71	65 (92%)	6 (8%)	0

Performance Based Assessments

Students in their third professional year must pass a series of eight performance based assessments prior to progressing to their advanced pharmacy practice experiences (APPEs) in the fourth professional year. Below are the pass rates for each of the activities. All students that did not pass each activity initially successfully completed remediation. We are monitoring the trends with future student performance.

Assessment	NO PASS N (%)	PASS N (%)
Pharmacy Curriculum Outcomes Assessment (PCOA) Exam – Students will be tested over foundational knowledge. This exam is created and administered by the National Association of Boards of Pharmacy.	13 (17%)	63 (83%)
Literature Evaluation Project – Students will be assigned a drug information question that they must respond to after searching and evaluating appropriate literature.	9 (12%)	67 (88%)
Public Health Activity – Students will be assigned a request on a public health issue and then meet with the health care professional that asked for consultation on this issue.	2 (3%)	74 (97%)
Prescription Drug Coverage Activity – Students will recommend a course of action for patients experience a prescription drug coverage issue.	2 (3%)	74 (97%)
Standardized Patient Encounter – Interview – Students will interview a standardized patient. **Standardized Patient Encounter – SOAP Note** – Students will write a SOAP note from the standardized patient encounter.	4 (5%)	72 (95%)
OSCE – Community Scenarios - Stations where skills will be tested in accurate dispensing and drug utilization review of medication orders, in ethical, professional and legal behavior in a community pharmacy practice setting.	8 (11%)	68 (89%)
OSCE – Community Scenarios - Station where skills will be tested in communication, and in counseling in a community pharmacy practice setting.	3 (4%)	73 (96%)
OSCE – Hospital Scenarios –Stations where skills will be tested in pharmaceutical calculations and accurate dispensing of medication orders in a hospital pharmacy practice setting, and in ethical, professional and legal behavior.	4 (5%)	72 (95%)
OSCE – Hospital Scenarios –Stations where skills will be tested in accurate dispensing of medication orders, in ethical, professional and legal behavior in a hospital pharmacy practice setting.	2 (3%)	74 (97%)

AACP surveys

In 2017, we completed four American Association of Colleges of Pharmacy (AACP) surveys. These surveys are standardized surveys from AACP that allow for benchmarking among Schools of Pharmacy. The graduating student survey is completed every year, and the faculty, alumni, and preceptor surveys are completed every 4 years. We completed the survey of graduating students and faculty in May 2017. The preceptor and alumni survey were completed in August 2017, and the data for these surveys are not yet available.

The survey response rate for the Class of 2017 *graduating students* was 83.8%. The survey results were compared to 7 peer institutions and generally revealed positive results. Out of 68 items on the survey, all 64 items fell within the "meets expectations" criteria and 4 items "exceeded expectations". The questions that "exceeded expectations" included: 1. "College/school provided access to guidance on career planning." (90.3% SIUE vs 74.1% Peer benchmark; **16.2%**); 2**. "**College/school provided access to financial aid advising." (90.3% SIUE vs 77.3% Peer benchmark; **13%**); 3. "I was aware of opportunities to participate in research activities with faculty." (93.5% SIUE vs 78.7% Peer benchmark; **14.8%**); 4. **"**If I were starting my pharmacy program over again I would choose the same college/school of pharmacy." (98.4% SIUE vs 87.9% Peer benchmark; **10.5%).** In 2016, we fell below expectations for 2 items, including: 1. "My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences."; 2. "My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings."**.** In 2017, the survey results improved for those 2 items, and now meet expectations.   The majority of the survey items "meet expectations" as the results reveal at least 90% strongly agree or agree, which are comparable to our peer institutions.

The survey response rate for the 2017 *faculty survey* was 90%. The survey results were compared to 7 peer institutions and generally revealed positive results. Out of 44 items on the survey, 11 items "exceeded expectations", 31 fell within "meets expectations" criteria, and 2 items did not meet expectations. The questions that "exceeded expectations" included: 1. "The college/school's administrators (e.g., Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities." (97.2% SIUE vs 79.4% Peer benchmarks; **17.8%**); 2. **"**The college/school's administrators function as a unified team." (86.1% SIUE vs 73.7% Peer benchmarks; **12.4%**); 3. I am given the opportunity to provide evaluative feedback of the administrators." (100% SIUE vs 78.3% Peer benchmarks; **21.7%**); 4. **"**The college/school effectively employs strategic planning." (91.7% SIUE vs 77.1% Peer benchmarks; **14.6%**); 5. **"**Criteria for my performance assessment are consistent with my responsibilities." (88.9% SIUE vs 76.6% Peer benchmarks; **12.3%**); 6. **"**Faculty office space permits accomplishment of my responsibilities." (97.2% SIUE vs 85.1% Peer benchmarks; **12.1%**); 7. **"**The college/school has a sufficient number of faculty." (80.6% SIUE vs 57.7% Peer benchmarks; **22.9%**); 8. "The college/school provides an environment and culture that promote professional behavior among students, faculty, administrators, preceptors and staff." (91.7% SIUE vs 81.7% Peer benchmarks; **10%**); 9. "In my opinion, the proportion of my time spent on teaching is appropriate." (86.1% SIUE vs 76% Peer benchmarks; **10.1%**); 10. "In my opinion, the proportion of my time spent on research is appropriate." (69.4% SIUE vs 52% Peer benchmarks; **17.4%**); 11. "In my opinion, the proportion of my time spent on service is appropriate." (91.7% SIUE vs 74.9% Peer benchmarks; **16.8%**). The questions that fell below expectations included: 1. "Funds are available to support faculty development." (36.1% SIUE vs 79.4% Peer benchmarks; **-43.3%**); 2**. "**The college/school has an effective process to manage academic misconduct by students (e.g., plagiarism)." (72.2% SIUE vs 86.9% Peer benchmarks; **-14.7%**).

All survey results have been shared with faculty and the administration team. In relation to the faculty survey item regarding faculty funding to support development, this item not only falls below expectations but has declined since 2013 (last faculty survey). With decrease in travel support funds due to state and SIUe budget concerns over the past several years, this does not come as a surprise to see dissatisfaction from faculty regarding funding. Prior to survey results being received, the Dean had increased funds for faculty travel by $200 per faculty for the 2017-2018 year. In addition, the faculty development committee at the School continues to assess faculty development needs and provide more cost effective local programming to meet the needs of the faculty.   Despite the many development resources provided not only by the School of Pharmacy and the University, the decrease in travel funds and lack of increase in travel funds for many years likely overshadows the opportunities for faculty development that is provided at the School and University level.

In addition to faculty funding, the process of managing academic misconduct by students, also did not meet expectations (72.2% SIUE vs 86.9% Peer benchmarks; **-14.7%**). The School is taking several steps in addressing this issue.   The School is piloting ExamSoft this year (Academic Year 2017-2018) to provide a more secure online testing environment for students. ExamSoft is a computer-based testing solution and delivers <u>offline</u> examinations in a secure lockdown environment on student computers, and allows randomization of exam questions, which also increases the security of the examination. In addition, the Dean has encouraged faculty to increase exam proctors during exams to also increase Exam security. The School is hoping these measures not only decrease the opportunity for academic misconduct, but also create an environment that dissuades misconduct and provides a more equitable assessment environment for students. Although these measures decrease the opportunity for academic misconduct, it does not address faculty dissatisfaction with management of academic misconduct. In order to better understand faculty concerns on this topic and thus better address this issue, an open forum for faculty will be held Fall 2017 to gather more qualitative data regarding this issue. We will continue to gather information regarding this issue and continue to monitor.

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

Semester	Number of Students Completing the Exit Requirement/Thesis	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Summer 2016	0	0	0	0
Fall 2016	2	0	2	0
Spring 2017	71	56	15	0
Total for FY17	73	56	17	0

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 FY17 (e.g. Summer 2016 – Spring 2017)

Objective	Performance Indicator	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	Capstone	73	56 (77%)	17 (33%)	0
Effectively Communicate Knowledge in the Discipline - Written	Capstone	73	23 (32%)	45 (62%)	5 (6%)
Effectively Communicate Knowledge in the Discipline - Oral	Capstone	73	41 (56%)	29 (40%)	3 (4%)
Demonstrate an Ability for Analytical Thinking in the Discipline	Capstone	73	57 (78%)	16 (22%)	0
Exhibit the Best Practices, Values, and Ethics of the Profession	Capstone	52	28 (54%)	21 (40%)	3 (6%)
Apply Knowledge of the Discipline	Capstone	73	56 (77%)	17 (33%)	0

5.   After reviewing the assessment results the department has decided to:

   X   Monitor the results and investigate causes; we may need to make changes but need more information to make that decision.
        As stated previously, we plan to continue to monitor the NAPLEX results, MPJE results, and faculty survey results and address as stated above.

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 '15-'16.

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

<div align="center">Continuous Improvement Log</div>

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?
Licensure Examination: MPJE pass rate for Illinois has been slightly below the national average for the past 2 years and declined with new revision	MPJE pass rate (in-state)	National Association of Boards of Pharmacy	Continue to monitor MPJE pass rate; review correlation between MPJE passing with grade in Pharmacy Law course; Track attendance at Pharmacy Law Review prior to graduation	Summer 2016 Spring 2017	MPJE pass rates correlate to Pharmacy Law course grades; 2016 MPJE rates for IL declined and fell below state averages. Attendance was tracked at 2017 law review. Awaiting 2017 results. Continue to monitor MPJE pass rates.
NAPLEX pass rate rates decreased with NAPLEX revision	NAPLEX pass rate		The School required practice exam through ExamMaster in Spring 2017; RxPrep offered for Class of 2018 and required for Class of 2019.	Spring 2017 Fall 2017	Continue to monitor NAPLEX pass rates

PCOA pass rates declined as compare to 2015 and 2016	PCOA pass rate	National Association of Boards of Pharmacy	Continue to monitor PCOA pass rate	Spring 2018	Continue to monitor PCOA pass rate
Support for resources and faculty development	The 2017, Curriculum Quality Survey of faculty fell below expectations for support of faculty development and management of academic misconduct. In addition, we did no improve in areas of staff support (mentioned as issue in last accreditation report) despite filling all staff positions.	American Association of Colleges of Pharmacy	The findings were communicated to the School of Pharmacy Faculty Development Committee and results were discussed at a fall School of Pharmacy faculty meeting.	Fall 2017	In progress; The School continues to struggle with these issues. Some of these issues were also mentioned as issues to be monitored in the evaluation team report following the accreditation visit (Staff support and support for faculty development).
			Faculty open forum to gather more qualitative information on staff support, managing of academic misconduct, and support for development.	Fall 2017	In progress
Decreasing number of students that found introductory pharmacy practice experience (IPPE) valuable in preparing them for advanced pharmacy practice experience (APPE) and involving direct patient care	Curriculum Quality Survey of graduating students (Class of 2016)	American Association of Colleges of Pharmacy	The Office of Experiential Education has planned several approaches to address the students' feedback on IPPE as described above.	Fall 2016	Graduating student survey from 2017 revealed improvement in the areas of IPPE and APPE. We will continue to monitor.

Graduation and retention rates have decreased in the last few years.	On-time graduation rates Progression rates	SOP Office of Professional and Student Affairs	Several initiatives have been implemented including: the Conditional Entry Program, Early Student Monitoring, increased tutoring opportunities, and increased remediation offerings.	Spring 2013	Continue to monitor.
			In addition, a task force is formed to evaluate other causes and potential solutions to enhance graduation and retention rates.	Spring 2016	
			Faculty retreat on graduation and retention.	Fall 2016	
			ExamSoft being piloted in P3 year in order to better map questions to outcomes and content area.	Fall 2017	
Decreased applications	The School went from a high of 547 applications for the Class of 2012 to 234 applications for the Class of 2020.	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.	Spring 2013	CEP students have been enrolled into the SOP for the past 3 years. The program continues to be monitored being monitored. Application rates have stabilized.

Annual Performance Report
Graduate & Professional Programs

Department/Program: Pharmacy/Education specialization
Date submitted: 6/12/17
Person(s) submitting report: Terri Poirier
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)

Please note that there are 12 questions and a log that should be completed with this report.

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.

Benchmark/ Outcome	Performance Indicator or Assessment	Criteria for Passing	Where Are the Benchmarks / Outcomes Assessed?
Apply teaching and learning concepts to teaching experiences**.**	Scholarly teaching project	At least 95% of projects rating 'good' or above	PHEP784 – 4th professional year
	Learning unit presentations	At least 95% of presentation ratings 'good' or above	PHEL 760 – 3rd professional year, fall PHEL 761 – 3rd professional year; spring PHEP 784 – 4th professional year,

Delineate role and responsibility of pharmacy educator in an academic practice setting.	Portfolio reflections	At least 95% of reflections rating 'good' or above.	PHEL 760 – 3rd professional year, fall PHEP 784 – 4th professional year

2.   Please provide data from your assessment measures illustrating trends over the past 2 years at least. Include summarized data for all program assessments. This section should show results of student learning for each assessment included in the table above. You may attach tables summarizing the data and provide a brief narrative describing the specific findings. Data should be aggregated. Do not include student identifiers.

*If there are any student learning outcomes that suggest potential concerns, please list these in the continuous improvement table and describe how these will be monitored.

2015-2017 and same data for 2014-2016

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

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

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

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

Semester	Number of Students Completing the Exit Requirement/Thesis	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Summer 2016				
Fall 2016				
Spring 2017	8	8		
Total for FY17	8	8		

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 FY17 (e.g. Summer 2016 – Spring 2017)

Objective	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	8	100		
Effectively Communicate Knowledge in the Discipline - Written	8	100		
Effectively Communicate Knowledge in the Discipline - Oral	8	100		
Demonstrate an Ability for Analytical Thinking in the Discipline	8	100		
Exhibit the Best Practices, Values, and Ethics of the Profession	8	100		
Apply Knowledge of the Discipline	8	100		

5. After reviewing the assessment results the department has decided to: (check one)
    xStay the course and continue to monitor; we're satisfied that the program is preparing students to meet the benchmarks/ outcomes/goals.
    □ Monitor the results and investigate causes; we may need to make changes but need more information to make that decision. (please list what you plan to investigate)
    □ Make changes. (please list changes below)

Comments:

6.   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 '16-'17.

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

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?
No changes needed					

The changes were made in the cohort class of 2012 to 2014 and with the cohort of 2013 to 2015. No issues have been identified in the current program. This past year we had four out of eight students who applied for PG1 residencies, get accepted into programs. (100% acceptance rate) Feedback from the Director of CE indicates that the quality of the written CE programs developed by my students are well received by the practice community. I have seen improvements in the SOTL projects as students now work in pairs. The quality of these projects has been very good and result in some that can be implemented. Two students from the cohort of 2014 to 2016 have pursued PGY2 residencies.

Annual Performance Report
Graduate & Professional Programs

Department/Program: Pharmacy Practice / Pediatric Specialization
Date submitted: 9/20/2017
Person(s) submitting report: Lisa Lubsch (Bimpasis), PharmD, BCPPS, AE-C
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)

Please note that there are 12 questions and a log that should be completed with this report.

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.

Student Learning Outcome	Goals of Graduate Learning	Performance Indicator or Assessment	Criteria for Passing	Where Are the Outcomes Assessed?
Optimize patient-specific rational pharmacotherapy for common illnesses of neonatal, infancy, childhood, and adolescent periods based on the best available evidence	DEMONSTRATE BREADTH AND DEPTH OF KNOWLEDGE IN THE DISCIPLINE and DEMONSTRATE AN ABILITY FOR ANALYTICAL THINKING IN THE DISCIPLINE	Assessment, Plan, and Topic on Formal case presentation	Meet expectation: students achieve good (8.5-9); Exceed expectation: students achieve excellent (9.5-10) on these sections of the Formal case presentation	Third professional year
-Identify appropriate dosage forms and review drug administration techniques for children of various ages		Recommend drug therapy	Meet expectation: students achieve average (8.5-9); Exceed expectation: students achieve above average (9.5-10) on this section of the	Fourth professional year

			Student Assessment of the advanced pediatric elective APPE	
Demonstrate effective communication with children, adolescents, caregivers and the healthcare team with accompanying documentation	EFFECTIVELY COMMUNICATE KNOWLEDGE IN THE DISCIPLINE	Perform patient interview and Educate patients and caregivers	Meet expectation: students achieve average (8.5-9); Exceed expectation: students achieve above average (9.5-10) on this section of the Student Assessment of the advanced pediatric elective APPE	Fourth professional year
		Provide patient- and drug-related information and recommendations to health care professionals	Meet expectation: students achieve average (8.5-9); Exceed expectation: students achieve above average (9.5-10) on this section of the Student Assessment of the advanced pediatric elective APPE	Fourth professional year
Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	DEMONSTRATE AN ABILITY FOR ANALYTICAL THINKING IN THE DISCIPLINE	Content and Evaluation on Journal club presentation	Meet expectation: students achieve good (8.5-9); Exceed expectation: students achieve excellent (9.5-10) on these sections of the Journal club presentation	Third professional year
		Independent study project	Meet expectation: C or B; Exceed expectation: A in the Independent Study elective	Third professional year

Obtain postgraduate training position or a position in pediatric pharmacy		Postgraduate or pediatric position	Meet expectation: at least 50%; Exceed: at least 90% of students attain position	After graduation

2.   Please provide data from your assessment measures illustrating trends over the past 2 years at least. Include summarized data for all program assessments. This section should show results of student learning for each assessment included in the table above. You may attach tables summarizing the data and provide a brief narrative describing the specific findings. Data should be aggregated. Do not include student identifiers.

*If there are any student learning outcomes that suggest potential concerns, please list these in the continuous improvement table and describe how these will be monitored.

Student Learning Outcome	Performance Indicator or Assessment	Student Data			
		2015	2016	2017	2018
Optimize patient-specific rational pharmacotherapy for common illnesses of neonatal, infancy, childhood, and adolescent periods based on the best available evidence	Assessment on Formal case presentation	Data unavailable	-Meet expectation: 4/5 students -Exceed expectation: 1/5 students	-Meet expectation: 3/4 students -Exceed expectation: 1/4 students	-Meet expectation: 7/9 students -Exceed expectation: none
	Plan on Formal case presentation	Data unavailable	-Meet expectation: 2/5 students -Exceed expectation: 1/5 students	-Meet expectation: 3/4 students -Exceed expectation: 1/4 students	-Meet expectation: 5/9 students -Exceed expectation: none
	Topic on Formal case presentation	Data unavailable	-Meet expectation: 3/5 students -Exceed expectation: none	-Meet expectation: 2/4 students -Exceed expectation: 2/4 students	-Meet expectation: 3/9 students -Exceed expectation: 4/9 students
-Identify appropriate dosage forms and review drug administration techniques for children of various ages	Recommend drug therapy	-Meet expectation: 5/6 students -Exceed expectation: 1/6 students	-Meet expectation: 3/5 students -Exceed expectation: 2/5 students	-Meet expectation: 4/4 students -Exceed expectation: none	
Demonstrate effective communication with children, adolescents, caregivers and the healthcare team with accompanying documentation	Perform patient interview	-Meet expectation: 2/6 students -Exceed expectation: 4/6 students	-Meet expectation: none -Exceed expectation: 2/2 students (-Not assessed: 3/3 students)	-Meet expectation: 2/4 students -Exceed expectation: 2/4 students	

	Educate patients and caregivers	-Meet expectation: 3/6 students -Exceed expectation: 3/6 students	-Meet expectation: 3/5 students -Exceed expectation: 2/5 students	-Meet expectation: 3/4 students -Exceed expectation: 1/4 students	
	Provide patient- and drug-related information and recommendations to health care professionals	-Meet expectation: 3/6 students -Exceed expectation: 3/6 students	-Meet expectation: 2/5 students -Exceed expectation: 3/5 students	-Meet expectation: 4/4 students -Exceed expectation: none	
Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	Content on Journal club presentation	Data unavailable	-Meet expectation: 5/5 students -Exceed expectation: none	-Meet expectation: 3/4 students -Exceed expectation: 1/4 students	-Meet expectation: 8/9 students -Exceed expectation: 1/9 students
	Evaluation on Journal club presentation	Data unavailable	-Meet expectation: 5/5 students -Exceed expectation: none	-Meet expectation: 3/4 students -Exceed expectation: 1/4 students	-Meet expectation: 7/9 students -Exceed expectation: 2/9 students
	Independent study project	-Meet expectation: none -Exceed expectation: 6/6 students	-Meet expectation: 1/5 students -Exceed expectation: 4/5 students	-Meet expectation: 2/4 students -Exceed expectation: 2/4 students	-Meet expectation: 1/9 students -Exceed expectation: 7/9 students -Not complete: 1/9 students
Obtain postgraduate training position or a position in pediatric pharmacy	Postgraduate or pediatric position	-Meet expectation: 67% (4/6 students) obtained a postgraduate or pediatric position	-Meet expectation: 80% (4/5 students) obtained a postgraduate or pediatric position	-Meet expectation: 50% (2/4 students) obtained a postgraduate or pediatric position -No position: 2/4	

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

Semester	Number of Students Completing the Exit Requirement/Thesis	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Summer 2016				
Fall 2016				
Spring 2017	4	1	1	2
Total for FY17	4	1	1	2

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 FY16 (e.g. Summer 2016 – Spring 2017)

Objective	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	4	75	25	0
Effectively Communicate Knowledge in the Discipline - Written				
Effectively Communicate Knowledge in the Discipline - Oral	4	62.5	37.5	0
Demonstrate an Ability for Analytical Thinking in the Discipline	4	66.7	33.3	0
Exhibit the Best Practices, Values, and Ethics of the Profession				

Apply Knowledge of the Discipline				

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. (please list what you plan to investigate)
  - ☐ Make changes. (please list changes below)

Comments:
There are some potential issues when looking ahead at FY18 due to two groups of students. I honestly think it is about the students efforts devoted to the course assignments and I do not feel changes should occur at this time.

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 '16-'17.

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

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?
Need a data collection tool			Created password protected excel	2015	Data analysis was straightforward for FY16
External instructor may have not provided	2 students did not meet expectations on formal		Carefully selected subsequent	2015	All students met (or exceeded) expectations for FY17

adequate feedback	case presentation		external instructors		
Scales for performance indicators has incomplete ranges (i.e. 8.5-9 / 9.5-10)		Rubrics for activities / experiences are incomplete	None. Will send an email to the experiential office to open discussion.	2016	It would be a major undertaking to adjust the rubric, but worth a discussion
One experience does not complete patient interviews	3 students had not applicable selected on evaluation	Neonatal population may not benefit from a patient interview	None. This indicator will not be measured on this particular experience.	2016	No change needed
Just met the overall expectation of obtaining postgraduate training position or a position in pediatric pharmacy	50% of students completed the program without a position	One student has personal health issues and the other decided post-graduate training was not of interest during forth professional year. The later happens each year, but with a smaller group, it will influence the outcome.		2017	

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.

Course number	Are the course outcomes 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?
PHEL 787 – Approved, but not offered Spring 2017	NA	NA	NA	NA	NA

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. On average, the SOP enrolls 80-82 new students each year and has an annual enrollment ranging from 320-324 students. Eighty-four students enrolled in the class of 2021 (began Fall 2017). 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 Departments of Chemistry and Engineering. This past academic

26

year, they have served as major advisors for eight M.S. students from Departments of Chemistry and Engineering and five 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. 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. The concurrent PharmD/MBA program has been in place since 2013 and has been attracting 8-12 students each year ever since.

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 13	FY 14	FY 15	FY 16	FY 17
# of degrees granted	80	79	76	81	78
# of students enrolled	325	324	325	321	328
Optimal enrollment				328	328

Description of enrollment and retention trends:

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

In response to the decline in the numbers of applications received, the SOP developed a Conditional Entry Program (CEP) for incoming SIUE freshman. The CEP is similar to a direct entry program but two years of pre-professional study are still required prior to enrollment in the SOP. The CEP was approved in spring 2013 and was implemented for the incoming freshman class to SIUE in the fall 2013 semester. From the 45 students admitted through the 3rd cohort of CEP students in Fall 2015, 31 were enrolled into the SOP with 1 student being admitted in fall 2016, and 25 admitted in Fall 2017 as CEP. From Cohort 3, five (5) students were enrolled via the traditional admission pathway. It is hoped that this approach will continue to ease the burden on the declining traditional applicant pool while also attracting high achieving students to SIUE out of high school. To continue to fill the CEP class in future years, recruiting efforts will need to be continued and expanded to target academically gifted high school students. The Offices of Enrollment Management and Admissions are working with the SOP to meet this need.

Another strategy implemented Fall 2016, in response to shrinking applicant pool, was the adoption of the rolling admission cycle. 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.

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

The current enrollment in the SOP is optimized based on space, budget, the size of the experiential program and the current job market for graduates. While space and budget could be adjusted to accommodate an increase in enrollment, the fact is that the experiential program which comprises 30% of the entire pharmacy curriculum is the bottleneck that ultimately caps enrollment. For most pharmacy programs including the SOP, the experiential program is resource intensive and largely based on volunteer pharmacists who serve to facilitate the learning process in real-world, healthcare settings. Given the rural setting and the widely dispersed healthcare networks in central and southern Illinois, a further increase in enrollment in the SOP would require a dramatic expansion in the experiential program and the healthcare resources are simply not available in this region to provide for quality education. Lastly, the recent economic slowdown coupled with a marked increase in the number of schools and colleges of

pharmacy graduating students has resulted in a sudden and dramatic reduction in the demand for new graduates. All of our 2015 graduates who took and passed the national and state licensing exams gained successful employment in the field of pharmacy. For 2016 graduates, 80 graduates were surveyed, and seventy (70) replied. Of the 70 respondents, 68 are employed as a pharmacist. Two indicated that they are not employed. We continue to have high employment rates, although we continue to monitor this closely. The high rates can be largely attributed to the fact that our enrollment is well matched with the regional market.   Graduates from other areas including Chicago have reported significant delays in employment and/or the need to relocate to other parts of the country.

Although we have consistently reached our optimal capacity, the continually declining applicant pool for pharmacy schools is concerning. The Office of Professional and Student Affairs at SOP is currently short staffed and will need to replace the Coordinator for Recruitment and Student Development. This will allow us to expand our marketing and recruitment efforts.

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.

The School of Pharmacy has experienced falling progression and on-time graduation rates in the recent years. This may be partially due to a change in the Academic Standards and Progressions Policies that was implemented with the Class of 2015. One of the major changes in the policies is that students who is on academic probation (more than 8 credit hours of Ds or Fs) cannot progress to the next professional year until they successfully remediate the academic deficiencies through summer remediation or retaking the course(s). Another major change is the addition of a dismissal criterion, when a student is dismissed if he/she accumulates more than 18 credit hours of Ds and Fs in the PharmD program even if the Ds or Fs are successfully remediated. In addition, with the decrease in applicants, the School has admitted students that would not have been admitted previously. Furthermore, the loss of subsidized financial aid for students in professional and graduate programs is increasing the economic pressures on students and this could negatively affect retention if the SOP continues to experience significant increases in tuition each year. From FY06 to FY17, the SOP has experienced a 92.2% increase in tuition and the cost of attending the SIUE SOP significantly exceeds the unsubsidized annual limit for borrowing.

We are hopeful that initiatives such as CEP and other recruitment strategies as well as a change in the pre-pharmacy requirements will help to increase the academic preparedness

of new students. Efforts have also been increased to try to improve retention of current students including increased tutoring, student monitoring programs, and remediation offerings. We have also formed a Student Progressions and Retention Task Force that is evaluating the causes of dropping progression rates and potential solutions to address these causes. In addition, a faculty retreat, led by the Student Progressions and Retention Task Force, was held Fall 2016 to inform faculty of our school of pharmacy specific data regarding progression and retention and to illicit input from faculty regarding strategies to address this ongoing issue.

EXPERIENTIAL EDUCATION – (Question 12)

12.   Experiential learning entails learning by doing, reflecting upon the learning, and feedback. Please complete the following table with information about any of the listed activities that occur in your program where students participate in experiences that allow for structured practice with real world problems or scenarios, they reflect on their practice, and they receive feedback. Please include activities only once in the table if they meet multiple categories. For example, if a practicum includes simulation, include the activity only under practicum or simulation, but not both.

Activity	List the course or courses where this activity occurred if applicable – does not have to be part of a course* and the term	Brief description of the activity	Number of students that participated	Number of hours spent on the activity per student	Required or elective in the program (R or E)
Case studies	PHAS 716: Ethical Issues in Healthcare (Fall P1)	Interprofessional ethics based cases with School of Dental Medicine	80	8	R
	PHPR 706: Introduction to Pharmacy Practice	Case studies on topics of patient communication, documentation, lab monitoring and pharmaceutical care planning	80	8	R
	PHPR 713: Self-care and alternative medicine (Spring P1)	Application-based patient cases and hands-on practice with home testing devices	80	28	R
	PHAS 709: Health Care & Financial Management (Spring P1)	Application-based patient cases	80	2	R
	PHPT 724: Integrated	Application-based patient cases	80	20	R

	Pharmaco-therapeutics: Cardiovascular (Fall P2)				
	PHPT 726: Integrated Pharmaco-therapeutics: Endocrine/Metabolic/Nutrition/Renal (Fall P2)	Application-based patient cases	80	20	R
	PHEP 732: Pharmacy Rounds I (Spring P2)	Application-based patient case activities, including patient care documentation	80	6	R
	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Application-based patient case activities over various organ systems	80	4	R
	PHPR 744: Health Promotion and Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	80	10	R
	PHPT 725: Integrated Pharmaco-therapeutics: Infectious Diseases (Spring P2)	Application-based patient cases	80	20	R
	PHPT 727: Integrated Pharmaco-therapeutics: GI, Rheumatology, and Pulmonary (Spring P2)	Application-based patient cases	80	20	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Application-based patient case activities, including patient care documentation	80	20	R
	PHPR 748: Medication Therapy Management Services (Fall P3)	Application-based patient case activities, SOAP note writing and writing a letter to a provider to summarize patient findings	80	11	R
	PHPT 740: Integrated Pharmaco-therapeutics: Psychiatry/ Neurology (Fall P3)	Application-based patient cases	80	20	R

	PHPT 742: Integrated Pharmaco-therapeutics: Women's and Men's Health (Fall P3)	Application-based patient cases	80	20	R
	PHEP 747: Pharmacy Rounds III (Spring P3)	Comprehensive application-based patient cases	80	20	R
	PHPT 741: Integrated Pharmaco-therapeutics: Hematology/ Oncology (Spring P3)	Application-based patient cases	80	20	R
	PHPT 743: Integrated Pharmaco-therapeutics: Other Topics (Spring P3)	Application-based patient cases	80	10	R
Client-based projects					
Clinical experiences	PHEP 714: Introductory Pharmacy Practice Experience (IPPE) I (Spring P1)	Introduction to the practice of Pharmacy with experiences in both community and institutional pharmacy practice. Students maintain documentation of exercises completed and validation of preceptor review; maintain a reflective portfolio; and attend facilitated meetings on campus in addition to the time spent at the practice site	80	80	R
	PHEP 730: IPPE III (Fall P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct	80	120	R

		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.	80	120	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Interprofessional shadowing of nursing students in the hospital in the clinical setting	80	4	R
	PHEP 780: Advanced Pharmacy Practical Experience (APPE) – Community Pharmacy (P4)	Place students in a community pharmacy practice environment where they can apply their didactic knowledge, develop core competencies and gain patient care experience	80	200	R
	PHEP 781: APPE – Hospital (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and	80	200	R

		gain patient care experience			
	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	80	200	R
	PHEP 784, 785, & 786: APPE – specialized (P4)	Place students in three different specialized practice environments (Examples: management, specialized pharmacy such as, cardiology, pediatrics, oncology, etc., long-term care, etc.) where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	600 (200 for each specialized APPE)	R
Competition/ Exhibition		ASHP Clinical Skills Competition	18	3	E
		ACCP Clinical Pharmacy Challenge	12	1.5	E
		IPHA Patient Counseling Competition	5	2	E
		ACCP Clinical Research Challenge	17	2	E
Co-ops					
Fellowships					
Field trips					
Field work					
Graduate research projects	PHEP 789: APPE Capstone (P4)	Design and completion of a scholarly research project, integrating and applying content and skills acquired over the pharmacy curriculum.	80	200	R

Internships for credit					
Internships not for credit	PHEP 799C (0 credit): Pharmacy Internship: Community	Process prescriptions, counsel patients, make over the counter medication recommendations.	1	400	E
Laboratory work	PHPS 707: Biopharmaceutics Skills & Techniques (Spring P1)	Compounding a variety of pharmaceutical products	80	8	R
Performances					
Practicums	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Patient interview of standardized patient, basic physical assessment performed, and patient documentation completed	80	2	R
	PHEP 752: Performance Based Assessment III (Spring P3)	Assess comprehensive performance-based skills and abilities to meet pre-advanced pharmacy practice experience outcomes	80	2	R
Service Learning / Community Service	PHEP 715: Introductory Pharmacy Practice Experience II (Spring P1)	Provide a health-related service in a community setting and gain social and civic responsibility awareness	80	8	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Sharing of pharmacy/ health-care knowledge to lay public through student directed events and presentations	80	4	R
Simulations	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Patient interview of virtual patient, peers as patients, and standardized patients. Patient counseling also completed.	80	7	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Interprofessional high-fidelity patient care simulation	80	4	R
	PHPR 748: Medication Therapy Management Services (Fall P3)	Patient interviews utilizing standardized patients and community member; Oral communication of a medication plan to a standardized patient	80	9	R

	PHEP 747: Pharmacy Rounds III (Spring P3)	Interprofessional patient care simulation	80	2	R
Student teaching					
Study Abroad	PHEP 784, 785, & 786: Specialized - International APPE (P4)	Place students in an international pharmacy practice environment where they can apply their didactic knowledge, gain cultural perspectives, develop core competencies, and gain patient care experiences in a global setting	4 total (4 Guatemala)	200	E
Supervised training					
Undergraduate Research & Creative Activities					
Volunteer experiences	Goshen Market	Blood Pressure Screening	7	3.5	E
	Tent City, St. Louis	Message and a Meal	4	2	E
	St. Cecilia's Catholic Church	Screenings/Registration	6	5.25	E
	Cougar Village	Health/Wellness presentation	6	1	E
	SIUE - Lot A	Diabetes Step Out Walk	2	2	E
	SOP Open House	Blood Pressure Screening	4	4	E
	Zion Lutheran Church, Mt. Olive	Immunization Clinic	1	1	E
	Hazelwood East High School	Keep Healthy CKD Kidney Screenings	4	6.25	E
	MUC	Influenza/Vaccination education	12	1	E
	Signal Hill School, Belleville	Red Ribbon Week - drug education	3	14	E
	Senior Services Plus, Alton	Pneumonia presentation	3	2	E
	Meyer Center, YMCA Edwardsville	Candy versus Medicine Poster	1	3	E
	Alton Memorial Hospital	AMH Diabetes Health Fair	5	3	E
	Cassens Elementary School	Candy versus Medicine	2	1	E
	Goshen Lounge	Generation Rx Carnival	15	2	E
	Tent City, St. Louis	Message and a Meal	4	2	E

	Senior Services Plus, Alton	Blood Pressure Screening	8	3	E
	Group Home St. Louis	Great American Smoke Out	10	2	E
	MUC	Great American Smoke Out	4	2	E
	St. Mary's High School, St. Louis	Vietnamese Community New Year	3	4	E
	MUC	HPV Awareness	4	1.5	E
	Walgreens, East St. Louis	Patient Education Table	4	3	E
	Hope Lodge, St. Louis	Prepare and distribute meals	4	4	E
	Alton Memorial Hospital	Patient Education - CV risk reduction	8	5	E
	MUC	Diabetes Symposium	5	2	E
	MUC	Diabetes Symposium	25	4.5	E
	St Peter & Paul Homeless Shelter	Educational Presentations	3	1	E
	PHEP 715	Germs and Hand washing	81	5	R
	Schnucks (Belleville)	Blood Pressure Screening/Poison Prevention	1	3	E
	MUC	Opioid Drug Awareness Week	5	3	E
	Senior Services Plus, Alton	Blood Pressure Screening/File of Life cards	3	2	E
	Walmart (Glen Carbon)	Blood Pressure Screening/Assessments	19	2	E
	Vadalabene Center	Lockin for Rx Drug Abuse	10	8	E
	STL Children's Hospital	Activities with children	2	3	E
	Biddle House Shelter STL	Oral Health Presentation	2	1	E
	YMCA Edwardsville	Health Fair - nutrition/poison prevention	3	2	E

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