

## Annual Performance Report Graduate & Professional Programs

Department/Program: School of Pharmacy

Date submitted: 12/15/2022

Person(s) submitting report: Katie Ronald

This program:

\_\_\_ is taught entirely online

\_\_\_ is at least 50% (of the program) taught by distance education

☒ utilizes distance education, but this is less than 50% of the program

\_\_\_ does not have any online courses

(Distance education is defined by the Higher Learning Commission as: “education that uses one or more of the technologies...to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously”

<https://www.hlcommission.org/Monitoring/distance-delivery.html>)

### STUDENT LEARNING (Questions 1 – 6)

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes*	Performance indicator or measure	When the measure is assessed	Program Target
<b>Demonstrate Breadth and Depth of Knowledge in the Discipline</b>	<b>Pharmacy Program</b>			
	1.1 Learner: [1.1.1; 1.1.2; 1.1.3]	PCOA	Spring of 3 <sup>rd</sup> professional year	>50 <sup>th</sup> percentile of national benchmark
		NAPLEX	Following the 4 <sup>th</sup> professional year	Above the current national average pass rate
	<b>Pharmacy Education Specialization</b>			
	Demonstrate understanding of what is expected of a teacher and student.	PHL 760E – Teaching Philosophy Statement [Appendix IX]	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	PHL 765E – Formal case presentation (Topic section of assessment) [Appendix X]	Fall P3 year	>90% of students meet or exceed expectations
<b>Effectively Communicate</b>	<b>Acute Care Specialization</b>			
	Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHL 783E - average of 3 course quizzes [Appendix XI]	Fall P3 year	>80% of students meet expectations
<b>Effectively Communicate</b>	<b>Pharmacy Program</b>			
	3.2: Educator	Performance based assessment (PBA) - Global	Spring P1 year (Patient counseling)	>90% of students meet or exceed

Knowledge in the Discipline	[3.2.5; 3.2.6]	assessment of oral communication <b>[Appendix III]</b>		satisfactory average
			Fall P2 year (Patient interview)	>90% of students meet or exceed satisfactory average
			Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average
	3.6: Communication [3.6.7]	ImPaCT APPE - Research/SoTL Paper or Business Plan Paper Assessment <b>[Appendix V]</b>	During 4 <sup>th</sup> professional year	>90% meets or exceed expectations
		ImPaCT APPE - Poster/Platform Presentation – (Oral communication section of assessment) <b>[Appendix V]</b>	During 4 <sup>th</sup> professional year	>90% meets or exceed expectations
	3.6: Communication [3.6.8]	Performance based assessment (PBA) – analytical checklist items specific to patient documentation) <b>[Appendix III]</b>	Fall P2 year (SOAP Note)	>90% students meet expectations
			Spring P3 (Medication reconciliation)	>90% student meet expectations
	3.2 Educator: [3.2.4; 3.2.5; .2.6]  3.6: Communication [3.6.4]	IPPE – Hospital Rotation (Presentation assessment rubric) <b>[Appendix VI]</b>	End of P2 year	>90% meets or exceeds expectations
	3.6: Communication	APPE – Four Core APPE rotation (Average of Communication section of 4 Core APPE rotations) <b>[Appendix VIII]</b>	End of P4 year	>90% meets or exceeds expectations
	<b>Pharmacy Education Specialization</b>			
	Deliver learning unit using effective oral and written communication.	PHL 761E – Student Led Learning Unit <b>[Appendix IX]</b>	Spring P3 year	>95% of students meet or exceed expectations
		APPE – Education Elective APPE Student Presentation Assessment <b>[Appendix IX]</b>	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</i>	P4 year	>90% of students meet or exceed expectations

		care professional sections) [Appendix X]		
	<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) [Appendix XI]	P4 year	>80% of students meet expectations
<b>Demonstrate an Ability for Analytical Thinking in the Discipline</b>	<b>Pharmacy Program</b>			
	2.1: Patient-centered care [2.1.2]	Performance based assessment (PBA) – Overall pass score for Drug Utilization Review (DUR) and Prescription Verification	Fall P1	>90% student pass rate
	3.1: Problem solving: [3.1.1; 3.1.2]	Performance based assessment (PBA) - SOAP Note (Assessment and Plan categories of analytical checklist) [Appendix III]	Spring P2	>90% meets expectations
	2.1: Patient-centered care [2.1.2; 2.1.3; 2.1.4]  1.1 Learner	Performance based assessment (PBA) – Overall pass score for Literature Evaluation/Public Health PBA [Appendix III]	Spring P3	>90% student pass rate
	3.1: Problem solving: [3.1.1; 3.1.2; 3.1.4]	ImPaCT APPE Mentor Assessment: ( <i>Thinking and decision making</i> section of assessment)	During 4 <sup>th</sup> professional year	>90% meets 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> ) [Appendix IX]	P4 year	>95% of students meet or exceed expectations
	Design a scholarly teaching project to address and education related issue	PHL 760E – SoTL Project [Appendix IX]	Fall P3 year	>95% of students meet or exceed expectations
		APPE - APPE – Education Elective APPE Scholarly teaching project assessment [Appendix IX]	P4 year	>95% of students meet or exceed expectations
	<b>Pediatric Specialization</b>			
	Demonstrate the retrieval, evaluation, and application of	PHL 765E –	Fall P3 year	>90% of students meet or exceed expectations

	professional literature as it relates to pediatric pharmacy	Journal Club Presentation (average of <i>Content</i> and <i>Evaluation</i> sections) [Appendix X]		
	Develop and execute a scholarly project to address a pediatric pharmacy issue.	PHEP 795-xxx Independent Study - Independent Study Project Assessment [Appendix X]	Spring P3 year	>90% of students meet or exceed expectations
	<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) [Appendix XI]	P4 year	>80% of students meet expectations
		Acute Care elective APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section) [Appendix XI]	P4 year	>80% of students meet expectations
		Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in addition to required rotation projects on Acute Care Elective APPE – (background, methods, results, utility, average overall score of preceptor evaluation) [Appendix XI]	P4 year	>80% of students meet expectations
	Develop and execute a scholarly project related to acute care pharmacy practice	Completion of Impact project related to acute care pharmacy practice – Mentor Assessment of Student rubric items averaged 1.Accurately define and clarify the project. 2.Process of data collection 3.Ability to determine conclusion independently [Appendix XI]	P4 year	>80% of students meet expectations
<b>Exhibit the Best Practices, Values, and Ethics of the Profession</b>	<b>Pharmacy Program</b>			
	2.3: Health and wellness: [2.3.3]	Interprofessional Education	End of P3 year	>95% of students participate in at least 3 IPE events

				over the course of P1 to P3 years
	4.4 - Professionalism	Personal and Professional Development – Co-curricular events	Spring P1, Spring P2, and Spring P3	>95% of students participate in at least 3 co-curricular events/year
	4.1 – Self-awareness	Personal and Professional Development – Global self-reflection <b>[Appendix VII]</b>	Spring P1, Spring P2, and Spring P3	>95% of students participate in at least 3 co-curricular events/year
	4.2- Leadership	ImPaCT APPE – Mentor Assessment (Personal and professional development section and Leadership section of assessment) <b>[Appendix V]</b>	During P4 year	>90% meets or exceed expectations
	4.3 - Innovation and Entrepreneurship	ImPaCT Rotation – Poster/Platform Presentation – (Innovation and creativity section of assessment) <b>[Appendix V]</b>	During P4 year	>90% meets or exceed expectations
	4.1 – Self-awareness 4.2- Leadership 4.3 - Innovation and Entrepreneurship 4.4 - Professionalism	APPE – Four Core APPE rotation (Average of Self-learning and Valuing and ethical decision making section of 4 Core APPE rotations) <b>[Appendix VIII]</b>	End of P4 year	>90% meets or exceed expectations
	<b>Pharmacy Education Specialization</b>			
	Delineate role and responsibility of pharmacy educators in an academic setting	PHEL 760E – Written Reflections (average of all reflection grades for course) <b>[Appendix IX]</b>	Fall P3 year	>95% of students meet or exceed expectations
		PHEL 761E – Written Reflections (average of all reflection grades for course) <b>[Appendix IX]</b>	Spring P3 year	>95% of students meet or exceed expectations
		APPE - APPE – Education Elective APPE Professionalism and Communication (Professionalism section of assessment) <b>[Appendix IX]</b>	P4 year	>95% of students meet or exceed expectations
	<b>Pediatric Specialization</b>			
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	2nd Pediatric APPE – Student Assessment on Patient Care Elective (average of Self-learning and Valuing and Ethical Decision Making sections) <b>[Appendix X]</b>	P4 year	>90% of students meet or exceed expectations
	<b>Acute Care Specialization</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 Self-learning and Valuing and Ethical Decision Making sections) <b>[Appendix XI]</b>	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) <b>[Appendix XI]</b>	P4 year	>80% of students meet expectations
Apply Knowledge of the Discipline	Pharmacy Practice			
	2.1: Patient-centered care [2.1.1]  3.6: Communication [3.6.1]	Performance based assessment (PBA) Introduction and establish rapport and collect portion of analytical checklists for patient interview <b>[Appendix III]</b>	Fall P2	>90% meet expectations
	2.2: Medication use system management [2.2.5]	Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate
	2.1: Patient-centered care  3.1: Problem solving:	APPE – Four Core APPE rotation (Average of Thinking and decision making section of 4 Core APPE rotations) <b>[Appendix VIII]</b>	End of P4 year	>90% meets or exceeds expectations
	Pharmacy Education Specialization			
	Apply teaching and learning concepts to teaching experiences	PHEL 761E – Student Led Facilitated Class Discussion <b>[Appendix IX]</b>	Spring P3 year	>95% of students meet or exceed expectations
		PHEL 761E – Student Led Presentation and Discussion of Final Project <b>[Appendix IX]</b>	Spring P3 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Develop patient specific drug therapy plans for pediatric patients	2nd Pediatric APPE – Student Assessment on Patient Care Elective (Recommend drug therapy section) <b>[Appendix X]</b>	P4 year	>90% of students meet or exceed expectations
	Acute Care Specialization			
	Develop patient specific drug therapy plans for acute care patients	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (Recommend drug therapy section) <b>[Appendix XI]</b>	P4 year	>80% of students meet expectations

The School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE). The School established comprehensive educational outcomes that were developed by combining ACPE guidelines and standards with expected outcomes published by the American Association of Colleges of Pharmacy (AACP) Center for the Advancement of Pharmaceutical Education (CAPE) and are used to guide curricular and co-curricular program development at SIUe School of Pharmacy (SOP). The SOP was fully accredited in 2015 for an 8-year accreditation term. The accreditation visit for the SOP was October 4-6<sup>th</sup>, 2022 with positive initial feedback and documentation from the site visit team. There are no concerns about continued accreditation as all Standards were compliant, but the final report with official accreditation terms is still pending.

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

**Pharmacy Program P1 to P3 year**

**Demonstrate Breadth and Depth of Knowledge**

**Pharmacy Curriculum Outcomes Assessment (PCOA)**

Program Target	2016	2017	2018	2019	2020	2021	2022
>50 <sup>th</sup> percentile of national benchmark	62 <sup>nd</sup> percentile	55 <sup>th</sup> percentile	65 <sup>th</sup> percentile	58 <sup>th</sup> percentile	79 <sup>th</sup> percentile	55 <sup>th</sup> percentile	54 <sup>th</sup> percentile

**Effectively Communicate Knowledge of Discipline**

		Program Target	2019-2020	2020-2021	2021-2022
Performance based assessment (PBA) - Global assessment of oral communication	Spring P1 year (Patient counseling)	>90% of students meet or exceed satisfactory average	- 86% of 73 students met or exceeded expectations on patient counseling	- 88% of 67 students met or exceeded expectations on patient counseling	88% of 71 students met or exceeded expectations on patient counseling
	Fall P2 (Patient interviewing)	>90% of students meet or exceed satisfactory average	100% of 80 students met or exceeded expectations	89% of 76 students met or exceeded expectations	97 % of 62 students met or exceeded expectations

	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average	87 % of 79 students met or exceeded expectations	99% of 84 students met or exceeded expectations	100% of 64 students met or exceeded expectations
Performance based assessment (PBA) – analytical checklist items specific to patient documentation	Fall P2 (SOAP Note)	>90% student pass rate	100% of 78 students pass	96% of 76 students pass	95% of 62 students pass
	Spring P3 (Medication reconciliation)	>90% student pass rate	89% of 79 students pass	80% of 84 students pass	98% of 64 students pass
IPPE – Hospital Rotation (Presentation assessment rubric)	End of P2 year	>90% meets or exceeds expectations	100% of 59 students meet or exceed expectations	100% of 58 students meet or exceed expectations	100% of 50 students meet or exceed expectations

#### Demonstrate an Ability for Analytical Thinking in the Discipline

		Program Target	2019-2020	2020-2021	2021-2022
Performance based assessment (PBA) – Overall pass score for Drug Utilization Review (DUR) and Prescription Verification	Fall P1	>90% student pass rate	97% of 74 students passed on 1 <sup>st</sup> attempt (all 100% passed upon remediation)	100% of 72 students passed on 1 <sup>st</sup> attempt	97% of 74 students passed on 1 <sup>st</sup> attempt (all 100% passed upon remediation)
Performance based assessment (PBA) -SOAP Note (Assessment and Plan categories)	Spring P2	> 90% of students meet expectations	99% of 78 students met expectations	77 % of 74 students met expectations	74 % of 62 students met expectations



of analytical checklist)					
Performance based assessment (PBA) – Overall pass score for Literature Evaluation/Public Health Assessment	Spring P3	>90% student pass rate	99% of 78 students pass on first attempt (all 100% pass upon remediation attempts)	100% of 84 students pass on first attempt	100 % of 64 students pass on first attempt

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

		Program Target	2018-2019	2019-2020	2021-2022
Interprofessional Education	End of P3 year	>95% of students participate in at least 3 IPE events over the course of P1 to P3 year	100% of students participated in 3 IPE events over the course of the first 3 years of the curriculum	100% of students participated in 3 IPE events over the course of the first 3 years of the curriculum	100% of students participated in 3 IPE events over the course of the first 3 years of the curriculum
Personal and Professional Development (PPD) – Co-curricular events	Spring P1	>95% of students participate in at least 3 co-curricular events/year	100% of 73 P1 students completed 3 co-curricular events	100% of 66 P1 students completed 3 co-curricular events	100% of 71 P1 students completed 3 co-curricular events
	Spring P2		100% of 78 P2 students completed 3 co-curricular events	100% of 74 P2 students completed 3 co-curricular events	100% of 60 P2 students completed 3 co-curricular events

	Spring P3		No data yet as first class to complete PPD in P3 year will be 2020-2021 as part of our new curriculum	100% of 77 P3 students completed 3 co-curricular events	100% of 64 P3 students completed 3 co-curricular events
Personal and Professional Development – Global self-reflection	Spring P1	>95% of students meet or exceed expectations on 2 global self-reflections/year	100% of 73 P1 students met or exceeded expectations (96% exceed, 4% meets)	100% of 66 P1 students met or exceeded expectations (98% exceed, 2% meets)	99% of 71 P1 students met or exceeded expectations (98% exceed, 1% meets, 1% does not meet)
	Spring P2		99% of 78 P1 students met or exceeded expectations (98% exceed, 1% meets)	100% of 74 P2 students met or exceeded expectations (100% exceed)	100% of 60 P2 students met or exceeded expectations (100% exceed)
	Spring P3		No data yet as first class to complete PPD in P3 year will be 2020-2021 as part of our new curriculum	97% of 84 P3 students met or exceeded expectations (81% exceed, 16% meets, 3% does not meet)	100% of 64 P3 students met or exceeded expectations (100% exceed)

#### Apply Knowledge of the Discipline

		Program Target	2019-2020	2020-2021	2021-2022
Performance based assessment (PBA) – Introduction and establish rapport and collect portion of analytical checklists for	Fall P2	>90% students meet expectations	100% of 78 students met expectations	88% of 76 students met expectations	95 % of 62 students met expectations

patient interview					
Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate	100% of 78 students pass on first attempt	100% of 84 students pass on first attempt	100 % of 64 students pass on first attempt

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

Student in the pharmacy program need to meet the following criteria prior to graduating from the program.

1. Successful completion of the PharmD curriculum as approved by the faculty in the School of Pharmacy
2. Completion of 10 credit hours of electives
3. Academic good standing with a cumulative GPA of 2.0 or above

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

Semester	Number of Students Completing the Exit Requirement	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Total for FY20	84	n/a	77	7

6 student graduated from original class of 2019; 1 student graduated from original class of 2020

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

**Pharmacy Program**

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

#### North American Pharmacist Licensure Exam (NAPLEX)

This is not a program exit/graduation requirement, but the NAPLEX is required for licensing after graduation. The exam provides a broad knowledge assessment of knowledge outcomes from across the pharmacy curriculum. The NAPLEX data for the graduating class is delayed as the data for the graduating class is not complete until approximately one year after graduation. Full data for the class will not be complete until approximately one year after graduation. NAPLEX data is always one year behind. NAPLEX for Class of 2021 provided in the chart and a data comparing SIUe School of Pharmacy data to National averages is also presented below.

Pharmacy Program – 4 <sup>th</sup> Year						
Objective		Program Target	# of students	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	NAPLEX (Class of 2021)	See below for NAPLEX comparison to National averages	75	n/a – per NAPLEX reporting, only reports as % of pass	91%	9%
Effectively Communicate Knowledge in the Discipline	ImPaCT APPE - Research/SoTL Paper or Business Plan Paper Assessment	>90% meets or exceed expectations	81	89%	11%	0%
	ImPaCT APPE - Poster/ Platform Presentation – ( <i>Oral communication section of assessment</i> )	>90% meets or exceed expectations	81	80%	19%	1%
	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	>90% meets or exceed expectations	86	92%	8%	0%

<b>Demonstrate an Ability for Analytical Thinking in the Discipline</b>	ImPaCT APPE Mentor Assessment: ( <i>Thinking and decision making section of assessment</i> )	>90% meets or exceed expectations	81	84%	16%	0%
<b>Exhibit the Best Practices, Values, and Ethics of the Profession</b>	ImPaCT APPE – Mentor Assessment ( <i>Personal and professional development section and Leadership section of assessment</i> )	>90% meets or exceed expectations	81	90%	10%	0%
	ImPaCT Rotation – Poster/ Platform Presentation – ( <i>Innovation and creativity section of assessment</i> )	>90% meets or exceed expectations	81	60%	37%	3%
	APPE – Four Core APPE rotation (Average of <i>Self-learning and Valuing and ethical decision making</i> section of 4 Core APPE rotations)	>90% meets or exceed expectations	86	94%	6%	0%
<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)	>90% meets or exceed expectations	78	91%	9%	0%

### NAPLEX Pass Rates

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

### NAPLEX Pass Rates (cont.)

	2019	2020	2021
<b>SIUE</b>	95.84%	95.34%	90.7%
<b>National</b>	87.70%	87.11%	83.7%

### Pharmacy Education Specialization

Objective	Performance indicator or measure	Number of students measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
<b>Demonstrate Breadth and Depth of Knowledge in the Discipline</b>	PHL 760E – Teaching Philosophy Statement	11	100%	0%	0%
<b>Effectively Communicate Knowledge in the Discipline</b>	PHL 761E – Student Led Learning Unit	11	100%	0%	0%
	APPE – Education Elective APPE Student Presentation Assessment	6	100%	0%	0%
<b>Demonstrate an Ability for Analytical Thinking in the Discipline</b>	APPE - APPE – Education Elective APPE Student Journal Club Assessment ( <i>Content and</i>	6	100%	0%	0%

	<i>Evaluation Sections)</i>				
	PHEL 760E – SoTL Project	11	100%	0%	0%
	APPE - APPE – Education Elective APPE Scholarly teaching project assessment	6	100%	0%	0%
<b>Exhibit the Best Practices, Values, and Ethics of the Profession</b>	PHEL 760E – Written Reflections (average of all reflection grades for course)	11	82% (n=9)	18% (n=2)	0%
	PHEL 761E – Written Reflections (average of all reflection grades for course)	11	82% (n=9)	18% (n=2)	0%
	APPE - APPE – Education Elective APPE (Professionalism section of assessment)	6	100%	0	0
<b>Apply Knowledge of the Discipline</b>	PHEL 761E – Student Led Facilitated Class Discussion	11	91% (n=10)	9% (n=1)	0
	APPE- Education Elective APPE Presentation of Learning Unit	6	100%	0%	0%

### Pharmacy Pediatrics Specialization

SIUE's Goals of Graduate Student Learning	Performance indicator or measure	Number of students measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
<b>Demonstrate Breadth and Depth of Knowledge in the Discipline</b>	PHEL 765E – Formal case presentation ( <i>Topic section of assessment</i> )	6	50%	33%	17%
<b>Effectively Communicate Knowledge in the Discipline</b>	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 sections</i> )	6	83%	17%	0
<b>Demonstrate an Ability for Analytical Thinking in the Discipline</b>	PHEL 765E – Journal Club Presentation (average of <i>Content and Evaluation sections</i> )	6	100%	0%	0
	PHEP 795-xxx Independent Study - Independent Study Project Assessment	6	83%	17%	0



<b>Exhibit the Best Practices, Values, and Ethics of the Profession</b>	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Self-learning and Valuing</i> and <i>Ethical Decision Making</i> sections)	6	100%	0%	0%
<b>Apply Knowledge of the Discipline</b>	2 <sup>nd</sup> Pediatric APPE – Student Assessment on Patient Care Elective ( <i>Recommend drug therapy</i> section)	6	17%	83%	0

### **Acute Care Specialization**

<b>SIUE's Goals of Graduate Student Learning</b>	<b>Performance indicator or measure</b>	<b>Number of students measured</b>	<b>% of students exceeding expectations</b>	<b>% of students meeting expectations</b>	<b>% of students NOT meeting expectations</b>
<b>Demonstrate Breadth and Depth of Knowledge in the Discipline</b>	PHIL 783E - average of 3 course quizzes	5	n/a	100%	0
<b>Effectively Communicate Knowledge in the Discipline</b>	Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average <i>Communication</i> sections)	5	n/a	100%	0

<b>Demonstrate an Ability for Analytical Thinking in the Discipline</b>	Medicine / Acute Care APPE – Preceptor Assessment on final evaluation ( <i>Search, retrieve, analyze and use pertinent literature and references section</i> )	5	n/a	100%	0
	Acute Care elective APPE – Preceptor Assessment on final evaluation ( <i>Search, retrieve, analyze and use pertinent literature and references section</i> )	5	n/a	100%	0
	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> )	5	n/a	100%	0

	Completion of Impact project related to acute care pharmacy practice – Average of rubric items ( <i>Accurately define and clarify the project, -Process of data collection, and Ability to determine conclusion independently</i> )  from ImPaCT Mentor Assessment	5	n/a	100%	0
<b>Exhibit the Best Practices, Values, and Ethics of the Profession</b>	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of <i>Self-learning and Valuing</i> and <i>Ethical Decision Making</i> sections)	5	n/a	100%	0
	Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of <i>Self-learning and Valuing</i> and <i>Ethical Decision Making</i> sections)	5	n/a	100%	0

5. After reviewing the assessment results the department has decided to: (check one)
- ☐ Stay the course and continue to monitor; we're satisfied that the program is preparing students to meet the benchmarks/ outcomes/goals.
  - ☒ 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:**

For our assessment data encompassing P1 to P3 year, there are 2 items all within the same area [Performance Based Assessment (PBA) in Skills Lab] that the program is not meeting at goal this year, two items that were below program target and are now at target this year, and two items that have fluctuated between meeting and below program target over the past 3 years. The Skills Lab course sequence is a still a relatively new addition to our curriculum and is being evaluated after each year for areas of improvement. In addition, many of the program targets provided are portions of a larger validated assessment. Each PBA completes a validation process for a Pass/No Pass score for the entire assessment. For the report provided here many of the assessment points are pieces of each assessment. This allows us to look at very specific outcomes, but our assessments are not validated by each individual outcome but as a combination of the end outcomes. This leads to several questions: “Is a >90% pass rate for a small portion of a large assessment an appropriate measurement?”, “Are there course related factors that are contributing?”, “Are the expectations of students clear?”, “Are our wide array of evaluators trained appropriately on expectations of students at a certain level?”, “What can we update in the course to better prepare students for a particular portion of the larger PBA?”, etc. We continue to evaluate the courses and student data yearly to investigate areas for improvement. Many small changes have been made to all three years of the Skills Lab based on student feedback, student outcomes, and faculty feedback and evaluation. Now that there is 3-years of data to trend, the information will be sent to the Director of Clinical Skills and Simulation, the Skills Lab Task Force, and Outcomes Assessment Committee for review and discussion on best ways to assess the student outcomes and appropriateness of currently set student targets based on the assessment beings utilized.

6. Please complete the [attached Continuous Improvement Log](#) regarding the program’s continuous improvement activities. If it is helpful to provide context or to describe general improvements, please write a brief summary of continuous improvement efforts undertaken by the program in ‘19-20’.

**Continuous Improvement Log**

<b>What have you identified in your assessment data or other information that you are looking into further?</b>	<b>What specific data or evidence was used to identify the problem?</b>	<b>What is the source of the evidence or data?</b>	<b>What action(s) have been taken or solutions identified to promote improvement?</b>	<b>When did the action(s) occur?</b>	<b>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?</b>
Pediatric Specialization – <i>(Demonstrate Breadth and Depth</i>	<u>Fall 2021</u> 83% of 6 students met or exceeded expectations for PHEL	Pediatric Specialization Coordinator	Pediatric Specialization Coordinator will continue to	<b>Fall 2021</b>	Anything below a B is considered not meeting expectations for

<i>of Knowledge in the Discipline)</i>	765E – Formal case presentation (Topic section of assessment) [ <i>below program target of &gt; 90%</i> ]		monitor for trends.		the pediatric specialization. With small numbers within the specialization, if one student receives below a B in any outcome, then it can quickly drop outcomes to below program target, even if that student is receiving a passing grade with a C. Will continue to monitor for trends.
Global assessment of oral communication – Spring P1 year (Patient counseling)	<p><u>Spring 2019</u> 64% of 82 students met or exceeded expectations on self-care product patient counseling - [<i>below program target of &gt; 90%</i>]</p> <p><u>Spring 2020</u> - 86% of 73 students met or exceeded expectations on self-care product patient counseling [<i>below program target of &gt; 90%</i>]</p> <p><u>Spring 2021</u> - 88% of 67 students met or exceeded expectations on self-care product patient counseling [<i>below program target of &gt; 90%</i>]</p>	Skills Lab Coordinator	<p>Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends.</p> <p>Spring 2020 scores are improved from 64% to 86% met or exceeded. The scores are still below target of &gt; 90%, but they are drastically improved. Will continue to monitor trends.</p> <p>Skills Lab Coordinator and Faculty Coordinator have been informed. The scores are</p>	<p><b>Fall 2019</b></p> <p><b>Fall 2020</b></p> <p><b>Fall 2021</b></p> <p><b>Fall 2022</b></p>	<p>Student scores have continued to improve from Spring 2019 Spring 2021, so we anticipate scores to continue to improve. Coordinators in the course have incorporated additional practice opportunities and have reworked student preparation materials and instructions for students. We will continue to monitor and send data to the Director of Clinical Skills and Simulation and the Skills lab task force for further investigation and discussion on further need for</p>

			<p>still below target of &gt; 90%, but they continue to improve.</p> <p>Skills Lab Coordinator and Faculty Coordinator have been informed. The scores are still below target of &gt; 90%, but they continue to improve. Data will also be shared with Skills lab task force.</p>		<p>intervention on curriculum, the student assessment, or appropriateness of current student target.</p>
<p>Performance based assessment (PBA) -SOAP Note (Assessment and Plan categories of analytical checklist)</p>	<p><u>Spring 2021</u> - 77% of 74 students met or exceeded expectations on self-care product patient counseling <i>[below program target of &gt; 90%]</i></p> <p><u>Spring 2022</u> - 74% of 62 students met or exceeded expectations on self-care product patient counseling <i>[below program target of &gt; 90%]</i></p>	<p>Skills Lab Coordinator</p>	<p>Skills Lab Coordinator and Faculty Coordinator have been informed. Unsure of reasons behind the recent drop from 99% of 78 students meet/exceed expectations in Spring 2020 to 77% of 74 students in Spring 2021. Possible impact of change to online learning?</p> <p>Skills Lab Coordinator and Faculty Coordinator have been informed. The scores are still below target of &gt; 90%. Data will also be</p>	<p><b>Fall 2021</b></p> <p><b>Fall 2022</b></p>	<p>We will continue to monitor and send data to the Director of Clinical Skills and Simulation and the Skills lab task force for further investigation and discussion on further need for intervention on curriculum, the student assessment, or appropriateness of current student target.</p>



	<i>[above program target of &gt; 90%]</i>		<p>1<sup>st</sup> time pass rates for the class. Will continue to monitor for trends.</p> <p>This year's assessment results are above program target. Will continue to monitor trends.</p>	<b>Spring 2021</b>	
<p>Performance based assessment (PBA) - Global assessment of oral communication</p> <p>Fall P2</p>	<p><u>Fall 2019</u> 100 % of 84 students met or exceeded expectations <i>[above program target of &gt; 90%]</i></p> <p><u>Fall 2020</u> 88 % of 76 students met or exceeded expectations <i>[below program target of &gt; 90%]</i></p> <p><u>Fall 2021</u> 97% of 62 students met or exceeded expectations <i>[above program target of &gt; 90%]</i></p>	Skills Lab Coordinator	<p>Skills Lab Coordinator and Faculty Coordinator have been informed. Unsure of reasons behind the recent drop from 100% of 80 students meet/exceed expectations in Fall 2019 to 88% of 76 students in Fall 2020. Possible impact of online learning for skills?</p> <p>This year's assessment results are above program target. Will continue to monitor trends.</p>	<p><b>Fall 2020</b></p> <p><b>Fall 2021</b></p>	Will continue to monitor as results have rebounded back to meeting program target after 1 year drop below target.
Performance based assessment (PBA) - Global assessment of oral communication	<p><u>Spring 2020</u> 87 % of 79 students met or exceeded expectations <i>[below program target of &gt; 90%]</i></p>	Skills Lab Coordinator	Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to	<b>Spring 2020</b>	We are now above program target for 2 consecutive years and will plan to remove from our continuous



Spring P3	<p><u>Spring 2021</u> 99 % of 84 students met or exceeded expectations <i>[above program target of &gt; 90%]</i></p> <p><u>Spring 2022</u> 100 % of 64 students met or exceeded expectations <i>[above program target of &gt; 90%]</i></p>		<p>monitor for trends.</p> <p>Above target after redesign of preparation material.</p> <p>Remain above target</p>	<p><b>Spring 2021</b></p> <p><b>Spring 2022</b></p>	improvement log next year if remain above target for 3 consecutive years.
Decreased applications	<p>The School went from a high of 547 applications for the Class of 2012 to 185 applications for the Class of 2022.</p> <p>144 applications for Class of 2023.</p> <p>174 applications for Class of 2024</p>	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	<p><b>Spring 2013</b></p> <p><b>Fall 2018</b></p>	CEP students have been enrolled into the SOP for the past 7 years which has aided in initial stabilization of application numbers. Application rates stabilized and then decreased again the past few years.

	<p>194 applications for Class of 2025</p> <p>170 applications for Class of 2026</p>		<p>pool of applicants.</p> <p>Position of Coordinator for Recruitment and Student Development filled and recruitment has been increased through multiple mechanisms.</p> <p>Associate Dean of Office of Professional and Student Affairs position has been hired.</p> <p>Partnerships with Community Colleges is being discussed and explored. PCAT as a requirement for admission to the SOP was removed, and cumulative GPA was also removed from the admission calculation.</p> <p>Please refer to enrollment and retention trends section below for more detailed description</p>	<p><b>Fall 2019</b></p> <p><b>Fall 2020 and Fall 2021</b></p>	<p>Anticipate ongoing issues with application numbers based on national trends. Unknown the impact of limited ability to do in-person visits to high schools and other colleges and have college visits transition to virtual. Will continue to monitor closely and continue to re-evaluate recruitment efforts.</p>
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**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 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 793E	N/A	100%	N/A	All elective courses, including online only, are reviewed by the curriculum committee every 4 years as part of systemic curriculum review process. This course was recently reviewed in Fall 2022 and deemed to meet curricular expectations of the SOP.	There were some technical challenges including making sure to leave modules open for longer than the weekly due dates, but overall the structure and organization went well.

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

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

The SIUE School of Pharmacy (SOP) offers a 4-year Doctor of Pharmacy degree (PharmD) and is the only school or college of pharmacy in the state of Illinois south of Chicago. The SOP strives to enroll 80-82 new students each year and has an annual enrollment of ~ 320 students. Sixty-two (62) students enrolled in the Class of 2026 (began Fall 2022).

Faculty members from the Department of Pharmaceutical Sciences participate in graduate programs and research projects in the School of Pharmacy, Department of Chemistry, School of Engineering, and the SIU Department of Pharmacology in Springfield. Of the total eighteen (18) graduate students working on research projects in the Department of Pharmaceutical Sciences, two (2) graduate students are currently enrolled in the PharmD/MS Pharmaceutical Sciences concurrent degree program, and three (3) graduate students are enrolled in the co-operative PhD program with SIU Pharmacology. The Department of Pharmaceutical Sciences also collaborates with the SIUE Department of Chemistry on the undergraduate Pharmaceutical Chemistry specialization. Multiple faculty from the Department of Pharmacy Practice also support the Honors program through teaching and course coordination. Furthermore, students in the PharmD program have the option to pursue a concurrent masters degree in business administration (MBA), Healthcare Informatics (MSHI), public health (MPH) or pharmaceutical sciences (MSPS). The concurrent PharmD/MBA program has been in place since 2013, while the PharmD/MSHI program was initiated in 2019 and recently PharmD/MPH and PharmD/MSPS in Spring 2022.

**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.siu.edu/inrs/factbook/annex.shtml>

	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
# of degrees granted	78	74	76	84	78	80
Pharmacy education specialization	7	7	8	6	8	5
Pharmacy Pediatrics specialization	4	9	7	8	7	5
Acute Care Specialization					4	5
# of students enrolled	328	330	325	314	297	269
Optimal enrollment				328	328	328

#### **Description of enrollment and retention trends:**

##### **Enrollment:**

Enrollment through FY 19 had been overall stable and then dipped for FY 20, FY21, and FY2022 which was anticipated as applications continue to decrease nationwide. FY22 P1 class did not meet optimal enrollment of 80-82 students, only filling 62 seats who matriculated in the Class of 2026. We continue to anticipate the numbers for pharmacy applicants to remain at a lull, however SIUE School of Pharmacy was very successful in securing students. We anticipate the decreased enrollment to continue for the short-term as is consistent with national trends.

Pharmacy school applications and enrollment across the US have been declining for the past 6-7 years. Many Colleges and Schools of Pharmacy have decreased their school/college optimal enrollment numbers to meet the ongoing decline of pharmacy student candidates/applicants. This year we had a total of 170 verified applications which is down from 194 applicants. Initiation of the Conditional Entry Program (CEP) in Spring of 2013 was initiated in anticipation of decreasing application numbers and national trends in decreasing applications for pharmacy schools. The CEP was created to invite high achieving high school graduates into the program as long as they maintain good academic standing as an SIUe undergraduate student as a way to increase the pool of applicants. This initially stabilized application numbers, despite many pharmacy schools across the nation already feeling the impact and decreasing class sizes to meet decreased application numbers. To gain competitive advantage of capturing the best pharmacy applicants, many pharmacy schools changed to a rolling admission approach throughout the year to capture students early. In Fall 2016, in response to shrinking applicant pool and competition, the SOP adopted the rolling admission cycle in order to prevent loss of student to other programs due to admission timing. The rolling admission cycle has continued since Fall 2016. Previously, admission interviews occurred after application deadline and decisions to accept applicants were made at the same time after all interviews were conducted. With rolling admission, applications are reviewed and applicants are invited for interviews throughout the admission cycle. Decisions to accept applicants are made right after interviews, instead of waiting until all applicants have been interviewed. This rolling admission process has allowed us to be more competitive with other schools in attracting high performing applicants, and the process is consistent with the changing norm in admission process for pharmacy schools. During the 2019-2020, all schools were informed that the early decision pathway for national applicants to select pharmacy schools would no longer be acceptable starting the 2021-2022 cycle. SIUe chose to not partake in the optional early decision process in 2020-2021 to learn of the landscape before all schools had to rid the early decision process. By not offering the early decision designation in 2020-2021, it did not seem to impact us in a negative direction. For the 2021-2022 cycle, schools had the option to offer priority status that applicants can select schools early in the cycle. This is to entice applicants to apply early. Many schools nationwide are offering this priority status that attach opportunities for scholarships. SIUe SOP does not have entry P1 scholarships that are awarded by the University. The OPSA and the Dean's office have been in communication to have this addressed for our next cycle. In the Spring of 2022, the DOD has worked with a donor to provide a P1 scholarship that is awarded every 4 years and will continue during the 4 years the student will be enrolled in the School of Pharmacy; 2 other internal scholarship funding was obtained and we created a process for the incoming P1 class to apply for these scholarships June 2022-August 2022. For the 2022-2023 cycle we have set a priority date of November 1, 2022. All applicants that have applied by this date will be offered the opportunity to apply for scholarship only available to the P1 class.

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

schools across the US and the pharmacy job market becomes more competitive, many students are choosing alternate career paths, which is impacting applications and enrollment across the US. The SOP has also worked on a formalized process for students wanting to transfer from other pharmacy schools to SIUe SOP, which will hopefully allow a more streamlined process for students interested in transferring to our program.

During FY22 we were able to be active in virtual and in-person career/college fair venues. The SOP used this opportunity to learn new and innovative ways to connect with prospective students, families and stakeholders to address recruitments. The SOP has full intention to continue virtual strategies along with returning to in-person college/career fairs. We obtain grant dollars to host an on campus Pharmacy Career Day for HBCU. We learned many things during this initial offering and hope to recreate this type of an event every other year, due to sheer expenses without a sustainable budget. We also offered new virtual high school counselor forums twice that was well received. The intention with these meetings is to better inform high school college counselors about pharmacy as a career and SIUe SOP. In preparation for FY23, we are continuing with our high school counselor forums – total of 5 forums (up from 2), and will provide 2 college academic/admission counselor (up from 1). We are also researching the option to have a virtual HBCU event.

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

The Office of Professional and Student Affairs (OPSA) at the SOP is not fully staffed. The Coordinator for Student Services went vacant in August 2022. Leaving 3 members of the OPSA (Office Manager, Director of Student Services and the Associate Dean) team to complete all engagements and tasks for recruitment (virtual sessions, in-person career/college fairs, pipeline programs, and affiliation agreements), applications and interviews, progression and retention needs/concerns, student organizations (personal and professional development coordination), and other duties that meet the needs of the profession

One barrier to our program is that there are no available scholarship to incoming P1 students that are offered by the University unless they were not already and SIUe students. Students that have declined our offer have informed us in the past that other schools, particularly our competitor schools have offered them large scholarships that we cannot compete with unless a collaboration with main campus occurs. The Associated Dean and Dean have discussed this and our requests have moved over to campus to further discuss this need. During this time our discussion was heard with admissions and the Provost's office, however since then we have had a new change in administration and communications will need to continue throughout the years.

**11. Please comment on graduation and retention rates. Describe whether the program has any concerns about retaining students in the program and discuss whether there are any potential barriers to completion that might need to be addressed.**

Once students reach our program, the retention of students in the program is high (>95%). In Spring 2013, on-time (4-year) graduation rates of students in the program was recognized as something to monitor as student progression started to decline after implementation of more stringent progression

standards. The Class of 2017 and 2018 saw a slight decrease in program retention due to academic dismissal. A progressions task force was created in addition to a faculty retreat to address progression concerns, which led to changes in Progression Standards with removal of the following policy: “The student receives more than 18 credit hours consisting of “D”, “F”, and “no credit” grades even if these grades were successfully remediated.” With removal of the Progression policy, retention has stabilized and the success of our program has not been compromised based on NAPLEX pass rates. Retention will continue to be monitored closely.

Four-year graduation rates declined starting with the Class of 2017 but have since stabilized (85% for Class of 2017, 89% for Class of 2019, 94% for Class of 2020 and 92% for the Class of 2021). With a decrease in 4-year graduation rates starting with the Class of 2016, the SOP has been closely monitoring this figure which led to removal of Progression Standard above and additional efforts within courses for opportunities for internal remediation. Due to the nature of the pharmacy program having a very specific set of courses that build upon each other, if students do poorly in one course, they are at times unable to take the course until the next year, which places them once-year behind and out of the 4-year graduation time frame. Internal remediation in certain courses have allowed students to maintain on track for 4-year graduation. In addition, the OPSA monitors student closely through an early monitoring program, which allows the SOP to catch struggling students earlier and implement interventions earlier in order to improve student success in the program. In Fall of 2019, the OPSA constructed a process using an Academic Success Action Plan worksheet to further discuss barriers to student success with the individual students. In Fall of 2020, student success modules were developed to further facilitate student learning of the barriers they have with academic success. In Spring of 2021 we transitioned the ASAP worksheet online and asked more specific social need questions to allow the OPSA Director of Student Services and Associate Dean more insight to what is going on with the student as a whole. This has built rapport with the students and provide opportunities to research resources that are available on campus with the student. Overall retention rates remain high (> 95%) despite some students taking > 4 years to complete the PharmD degree.

During COVID19 applicants were not able to obtain testing dates for the PCAT due to closure of testing sites. The Admission Committee was already discussing the need to assess our variables that we use for the admission formula. After data analysis that was conducted by the Admissions committee was reviewed, it was determined that the PCAT had the lowest predictability for academic success in the P1–P3 years. The cumulative GPA was also with low predictability. The committee made a recommendation for a new admission formula to remove the PCAT and the cumulative GPA and only use the GPA for prepharmacy curriculum and the prepharmacy math and science curriculums. The interview, writing samples, PharmCAS applicant profile and letter of recommendations are still used for a holistic admissions review. This new formula was first used for the class of 2025 during FY21. This will continue to be monitored closely.

## **EXPERIENTIAL EDUCATION – (Question 12)**

**12. Experiential learning entails learning by doing, reflecting upon the learning, and feedback. Please complete the following table with information about any of the listed activities that occur in your**

**program where students participate in experiences that 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.**

<b>Activity</b>	<b>List the course or courses where this activity occurred if applicable – does not have to be part of a course* and the term</b>	<b>Brief description of the activity</b>	<b>Number of students that participated</b>	<b>Number of hours spent on the activity per student</b>	<b>required or elective in the program (R or E)</b>
Case studies	PHAS 716: Ethical Issues in Healthcare (Fall P1)	Interprofessional ethics-based cases with School of Dental Medicine	80	6	R
	PHPR 713N: Self-care and alternative medicine (Spring P1)	Application-based patient cases	80	28	R
	PHAS 708: Health Care Systems (Fall P1)	Application-based patient cases	80	2	R
	PHPT 730A: Integrated Pharmacotherapeutics I (Fall P2)	Application-based patient cases	70	20	R
	PHPT 730B: Integrated Pharmacotherapeutics II (Fall P2)	Application-based patient cases	70	20	R
	PHPT 730C Integrated Pharmacotherapeutics III (Spring P2)	Application-based patient cases	70	20	R
	PHPT 730D: Integrated Pharmacotherapeutics IV (Spring P2)	Application-based patient cases	70	20	R
	PHPR 744: Health Promotion and	Cultural competency, health disparities and	80	10	R



	Literacy (Spring P2)	health literacy based cases			
	PHPT 750A: Integrated Pharmacotherapeutics V (Fall P3)	Application-based patient cases	75	20	R
	PHPT 750B: Integrated Pharmacotherapeutics VI (Fall P3)	Application-based patient cases	75	20	R
	PHPT 750C: Integrated Pharmacotherapeutics VII (Spring P3)	Application-based patient cases	75	20	R
	PHPT 750C: Integrated Pharmacotherapeutics VIII (Spring P3)	Application-based patient cases	75	20	R
	PHPE 759A: Personal and Professional Development V (Fall P3)	Innovation Lab	80	14	R
Client-based projects					
Clinical experiences	PHEP 714: Introductory Pharmacy Practice Experience (IPPE) I (Spring P1)	Introduction to the practice of Pharmacy with experiences in both community and institutional pharmacy practice. Students maintain documentation of exercises completed and validation of preceptor review; maintain a reflective portfolio; and attend facilitated meetings on campus in addition to the time spent at the practice site	60	80	R

	PHEP 730: IPPE III (Fall P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.	70	120	R
	PHEP 731: IPPE IV (Spring P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.	70	120	R
	PHEP 780: Advanced Pharmacy Practical	Place students in a community pharmacy practice environment where they can apply	80	200	R

	Experience (APPE) – Community Pharmacy (P4)	their didactic knowledge, develop core competencies and gain patient care experience			
	PHEP 781: APPE – Hospital (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R
	PHEP 782: APPE – Ambulatory Care (P4)	Place students in an ambulatory practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R
	PHEP 783: APPE – Acute Care (P4)	Place students in an acute care practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	78	200	R
	PHEP 784, 785, & 786: APPE – specialized (P4)	Place students in three different specialized practice environments (Examples: management, specialized pharmacy such as, cardiology, pediatrics, oncology, etc., long-term care, etc.) where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	600 (200 for each specialized APPE)	R
Competition/ Exhibition		ASHP Clinical Skills Competition	8	3	E
		ACCP Clinical Pharmacy Challenge	26	1.5	E
		IPHA Patient Counseling Competition	2	2	E

		APhA Patient Counseling Competition	3	2	E
		ACCP Clinical Research Challenge	5	1.25	E
		IPhO VIP Case Competition	9	60	E
		SNPhA Regional Clinical Skills Competition	4	3	E
		SNPhA National Clinical Skills Competition	4	3	E
Co-ops					
Fellowships					
Field trips					
Field work					
Graduate research projects	PHEP 789: ImPaCT APPE (P4)	Design and completion of a scholarly research project, integrating and applying content and skills acquired over the pharmacy curriculum.	78	200	R
Internships for credit					
Internships not for credit	PHEP 799H (0 credit): Pharmacy internship: Health systems	Process prescription orders, prepare sterile IV products, deliver medications	1	400	E
Laboratory work	PHPR 718A: Pharmacy Skills Lab I (Fall P1)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including prescription verification, DURs, sterile compounding.	60	28	R
	PHPR 718B: Pharmacy Skills Lab II (Spring P1)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including self-care product selections and counseling, non- sterile compounding, prescription counseling	60	28	R

	PHPR 738A: Pharmacy Skills Lab III (Fall P2)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	75	28	R
	PHPR 738B: Pharmacy Skills Lab IV (Spring P2)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	75	28	R
	PHPR 758A: Pharmacy Skills Lab III (Fall P3)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	80	28	R
	PHPR 758B: Pharmacy Skills Lab III (Spring P3)	Practice of pharmacy practice skills, utilizing the pharmacist patient care process model, including physical assessment patient interviewing, patient counseling, prescription product verification, patient care documentation	80	28	R
Performances					
Practicums (Performance Based Assessments)	PHPR 718A: Pharmacy Skills Lab I (Fall P1)	Two PBAs in Fall semester: PBA 1 – transcribing a prescription, Rx verification, and DURs PBA2 – sterile product compounding	80	4	R

	PHPR 718B: Pharmacy Skills Lab II (Spring P1)	Two PBAs in Spring semester: PBA 1 – non-sterile product compounding PBA2 – patient counseling on 1 self-care product and 1 prescription	80	4	R
	PHPR 738A: Pharmacy Skills Lab III (Fall P2)	Two PBAs in Fall semester: PBA 1 – Patient interview with SP and medication list documentation; vital signs assessment (BP and HR). PBA2 – Review patient case in EHRgo + patient interview video and write complete SOAP note for three primary problems.	80	4	R
	PHPR 738B: Pharmacy Skills Lab IV (Spring P2)	Two PBAs in Fall semester: PBA 1 – Match medications to problems, identify DRPs, IV product verification + monitoring recommendations PBA2 – Acute care case- review in EHRgo and write assessment and plan for primary problem + verbal SBAR communication of secondary problem for same case.	80	4	R
	PHPR 758B: Pharmacy Skills Lab VIII (Spring P3)	Assess comprehensive performance-based skills and abilities to meet pre-advanced pharmacy practice experience outcomes [7 assessments in total]	84	10	R
Service Learning / Community Service	Fall 2020	Chinese Clinic (multiple dates)	17	4	E

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

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



		Volunteering (multiple sites)			
	Spring 2021	Madison County Health Department COVID-19 Vaccine Registration Hotline Volunteer	4	3	E
	Spring 2021	Shiloh Middle School Vaccine Presentation	10	1	E
	Spring 2021	LeaderShape Resilience Program	1	2	E
	Spring 2021	OTC Medication Donation Drive for Turning Point Advocacy Services	1	3	E
	Spring 2021	Pharmacy Careers Presentation at Sarah Bush Lincoln Hospital/Mattoon High School	1	4	E
	Spring 2021*	Residency Happy Hour Virtual Sessions (multiple dates)	72	2	E
	Spring 2021*	MEPA (Metro East Pharmacists Assn.) Meetings (multiple dates)	2	2	E
	Spring 2021*	Pharmaceutical Science Seminars (multiple dates)	13	1	E
	Spring 2021*	APhA Annual Meeting	6	10	E
	Spring 2021*	Dual Degree Informational Session	35	1	E
	Spring 2021*	The William Wuller Leadership Speaker Series	43	1.5	E
	Spring 2021*	Hidden Heroes be the Change – A Virtual Event for our Future Compounding Pharmacists	2	3	E
	Spring 2021*	2021 ICHP Spring Meeting	9	4	E
	Spring 2021*	Interviewing Tips for Fellowships Workshop	18	1.5	E
	Spring 2021*	PPAG Guest Speaker Event	69	1.5	E
	Spring 2021*	IPhA Legislative Day Webinar sponsored by APhA	5	2	E
	Spring 2021*	CPNP Annual Meeting	5	10	E
	Spring 2021*	SNPhA Annual Banquet	2	2	E

	Spring 2021*	SSHP Post-Match Residency Panel	23	1	E
Simulations	PHPE 759A: Personal and Professional Development V  (Fall P3)	Interprofessional simulation with St. John's college of Nursing, LLCC Paramedic Program, SIUe Public Health, and SIUe Nutrition/Dietetics	80	4	R
	PHPE 759A: Personal and Professional Development V  (Fall P3)	Outpatient Simulations	80	12	R
	PHPE 759A: Personal and Professional Development V  (Fall P3)	Inpatient Simulations	80	3	R
	PHPE 759B: Personal and Professional Development VI  (Spring P3)	Interprofessional simulation with SIUe School of Nursing (Telehealth Patient interview)	80	2	R
	PHPE 759B: Personal and Professional Development VI  (Spring P3)	Outpatient Simulation	80	3	R
	PHPE 759B: Personal and Professional Development VI  (Spring P3)	Inpatient Simulation	80	4	R
	PHPE 759B: Personal and Professional Development VI	Public Health Simulation	80	2	R

	(Spring P3)				
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Interprofessional simulation with SIUe Dental Medicine and SIUe School of Nursing (Error Disclosure)	80	2	R
	PHPR 758B: Pharmacy Skills Lab VIII (Spring P3)	Interprofessional simulation with SIU School of Medicine (Patient advocacy cases)	80	4	R
Student teaching					
Study Abroad	PHEP 784, 785, & 786: Specialized - International APPE (P4)	Place students in an international pharmacy practice environment where they can apply their didactic knowledge, gain cultural perspectives, develop core competencies, and gain patient care experiences in a global setting	0**	200	E
	Summer 2020	Jamaica Pharmacy- Dental Mission Trip	0**	60	E
Supervised training					
Undergraduate Research & Creative Activities					
Volunteer experiences	Fall 2020	SSHHP Blanket Making for dialysis patients	31	1.5	E
	Fall 2020	Partners for Pets Volunteering	1	15	E
	Fall 2020	Washington County Animal Control Volunteer	1	8	E
	Spring 2021	P1 Book Club Facilitation	5	1	E
	Spring 2021	Love For Our Elders Letter Writing Campaign	4	1	E

	Spring 2021	Virtual Alternative Spring Break	1	2.5	E
	Spring 2021	Regional Science and Engineering Research Challenge Project Judging	1	3	E

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

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