

Annual Performance Report Graduate & Professional Programs

Department/Program: School of Pharmacy

Date submitted: 10/14/2024

Person(s) submitting report: Jingyang Fan, PharmD, BCPS

This program:

is taught entirely online

utilizes distance education*

does not have any online courses

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

STUDENT LEARNING (Questions 1 – 6)

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

Yes

No

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

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

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes	Performance indicator or measure	When the measure is assessed	Program Target
Demonstrate Breadth and Depth of Knowledge in the Discipline	Pharmacy Program			
	1.1 Learner	APPE – Four Core APPE rotations – Average of [Appendices III, IV, V, VI]	End of P4 year	Overall % average > 70%
	Pharmacy Education Specialization			
	Demonstrate understanding of what is expected of a teacher and student.	PHEL 760E – Teaching Philosophy Statement [Appendix X]	Fall P3 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Demonstrate knowledge of key pharmacotherapy topics specific to pediatric patients and caregivers	PHEL 765E – Formal case presentation (<i>Topic section</i> of assessment) [Appendix XI]	Fall P3 year	>90% of students meet or exceed expectations
Acute Care Specialization				
Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHEL 783E - average of 3 course quizzes [Appendix XII]	Fall P3 year	>80% of students meet or exceed expectations	

Effectively Communicate Knowledge in the Discipline	Pharmacy Program			
	3.6 Communication	PBA – average of all communication interactions during cumulative PBA – global assessment of communication [Appendix VII]	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average
	3.2 Educator	ImPaCT APPE – Research/SoTL Paper or Business Plan Paper Assessment [Appendix VIII]	During P4 year	>90% meets or exceeds expectations
	3.6 Communication	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations) [[Appendices III, IV, V, VI]	End of P4 year	>90% meets or exceeds expectations
	Pharmacy Education Specialization			
	Deliver learning unit using effective oral and written communication	PHEL 761E – Student Led Learning Unit [Appendix X]	Spring P3 year	>95% of students meet or exceed expectations
		APPE – Education Elective APPE Student Presentation Assessment [Appendix X]	P4 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Demonstrate effective communication with children, adolescents, caregivers and the healthcare team.	2 nd 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>) [Appendix XI]	P4 year	>90% of students meet or exceed expectations
Acute Care Specialization				
Demonstrate effective communication with patients and healthcare providers in the acute care setting	Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average <i>Communication</i> sections) [Appendix XII]	P4 year	>80% of students meet expectation	
Demonstrate an Ability for Analytical Thinking in the Discipline	Pharmacy Program			
	2.1 Patient-centered care	All assessment questions that are tagged to Self-care pharmacotherapy and/or pharmacotherapy in ExamSoft as per our SOP Student Assessment Plan	End of year (Cumulative P1, P2, P3 data)	Overall % >70%
	3.1 Problem solving	ImPaCT APPE Mentor Assessment: (<i>Thinking and decision making section</i> of assessment) [Appendix IX]	During 4 th professional year	>90% meets or exceed expectations
	Pharmacy Education Specialization			
Interpret scholarship of teaching and learning (SoTL) literature	APPE - APPE – Education Elective APPE Student Journal Club Assessment (<i>Content and Evaluation Sections</i>) [Appendix X]	P4 year	>95% of students meet or exceed expectations	

	Design a scholarly teaching project to address an education related issue	PHEL 760E – SoTL Project [Appendix X]	Fall P3 year	>95% of students meet or exceed expectations
		APPE - APPE – Education Elective APPE Scholarly teaching project assessment [Appendix X]	P4 year	>95% of students meet or exceed expectations
Pediatric Specialization				
	Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	PHEL 765E – Journal Club Presentation (average of <i>Content</i> and <i>Evaluation</i> sections) [Appendix XI]	Fall P3 year	>90% of students meet or exceed expectations
	Develop and execute a scholarly project to address a pediatric pharmacy issue.	PHEP 795-xxx Independent Study - Independent Study Project Assessment [Appendix XI]	Spring P3 year	>90% of students meet or exceed expectations
Acute Care Specialization				
	Demonstrate the retrieval, evaluation, and application of professional literature as it relates to acute care pharmacy	Medicine / Acute Care APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section) [Appendix XII]	P4 year	>80% of students meet expectations
		Acute Care elective APPE – Preceptor Assessment on final evaluation (<i>Search, retrieve, analyze and use pertinent literature and references section</i>) [Appendix XII]	P4 year	>80% of students meet expectations
		Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in addition to required rotation projects on Acute Care Elective APPE – (<i>background, methods, results, utility, average overall score of preceptor evaluation</i>) [Appendix XII]	P4 year	>80% of students meet expectations
	Develop and execute a scholarly project related to acute care pharmacy practice	Completion of Impact project related to acute care pharmacy practice Mentor Assessment of Student rubric items averaged: (<i>Accurately define and clarify the project., Process of data collection., Ability to determine conclusion independently</i>) [Appendix XII]	P4 year	>80% of students meet expectations

Exhibit the Best Practices, Values, and Ethics of the Profession	Pharmacy Program			
	2.3: Health and wellness	Interprofessional Education events	End of P3 year	> 95% of students participate in at least 3 IPE events over the course of P1 to P3 year
	4.1 Self-awareness 4.2 Leadership 4.3 Innovation and Entrepreneurship 4.4 Professionalism	APPE – Four Core APPE rotation (Average of <i>Self-learning</i> and <i>Valuing and ethical decision making</i> section of 4 Core APPE rotations) [Appendices III, IV, V, VI]	End of P4 year	>90% meet or exceed expectations
	Pharmacy Education Specialization			
	Delineate role and responsibility of pharmacy educators in an academic setting	PHEL 760E – Written Reflections (average of all reflection grades for course) [Appendix X]	Fall P3 year	>95% of students meet or exceed expectations
		PHEL 761E – Written Reflections (average of all reflection grades for course) [Appendix X]	Spring P3 year	>95% of students meet or exceed expectations
		APPE - APPE – Education Elective APPE Professionalism and Communication (<i>Professionalism</i> section of assessment) [Appendix X]	P4 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	2 nd Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections) [Appendix XI]	P4 year	>90% of students meet or exceed expectations
	Acute Care Specialization			
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections) [Appendix XII]	P4 year	>80% of students meet expectations
Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of <i>Self-learning</i> and <i>Valuing and Ethical Decision Making</i> sections) [Appendix XII]		P4 year	>80% of students meet expectations	

Apply Knowledge of the Discipline	Pharmacy Program			
	3.6 Communication	Performance based assessment (PBA) – Average of all communication interactions during PBA – Global assessment of communication [Appendix VII]	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average
	2.2 Medication use system management	Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate
	2.1 Patient-centered care 3.1 Problem solving:	APPE – Four Core APPE rotation (Average of <i>Thinking and decision making</i> section of 4 Core APPE rotations) [Appendices III, IV, V, VI]	End of P4 year	>90% meets or exceeds expectations
	Pharmacy Education Specialization			
	Apply teaching and learning concepts to teaching experiences.	PHEL 761E –Student Led Facilitated Class Discussion [Appendix X]	Spring P3 year	>95% of students meet or exceed expectations
		Education Elective APPE Presentation of Learning Unit [Appendix X]	P4 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Develop patient specific drug therapy plans for pediatric patients.	2 nd Pediatric APPE – Student Assessment on Patient Care Elective (<i>Recommend drug therapy</i> section) [Appendix XI]	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 (<i>Recommend drug therapy</i> section) [Appendix XII]	P4 year	>80% of students meet expectations	

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

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

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes	Performance indicator or measure	% of students meet or exceed expectations unless otherwise noted	
Demonstrate Breadth and Depth of Knowledge in the Discipline	Pharmacy Program		2022-2023	2023-2024
	1.1 Learner	APPE – <u>Average</u> of Four Core APPE rotations Final Preceptor Evaluations (PHEP 780/781/782/783)	94% average grade (72)	94% average grade (63)
	Pharmacy Education Specialization		2022-2023	2023-2024
	Demonstrate understanding of what is expected of a teacher and student.	PHEL 760E – Teaching Philosophy Statement	100% (6)	100% (3)
	Pediatric Specialization		2022-2023	2023-2024
	Demonstrate knowledge of key pharmacotherapy topics specific to pediatric patients and caregivers	PHEL 765E – Formal case presentation (<i>Topic section</i> of assessment)	99% (6)	100% (1)
Acute Care Specialization		2022-2023	2023-2024	
Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHEL 783E - average of 3 course quizzes	100% (4)	100% (5)	
Effectively Communicate Knowledge in the Discipline	Pharmacy Program		2022-2023	2023-2024
	3.6 Communication	PBA – average of all communication interactions during cumulative PBA – global assessment of communication	98% (65)	91% (64)
	3.2 Educator	ImPaCT APPE – Research/SoTL Paper or Business Plan Paper Assessment	99% (67)	100% (62)
	3.6 Communication	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	100% (72)	98.4% (63)
	Pharmacy Education Specialization		2022-2023	2023-2024
	Deliver learning unit using effective oral and written communication	PHEL 761E – Student Led Learning Unit	100% (2)	100% (2)
		APPE – Education Elective APPE Student Presentation Assessment	100% (11)	100% (2)
	Pediatric Specialization		2022-2023	2023-2024
Demonstrate effective communication with children, adolescents, caregivers and the healthcare team.	2 nd Pediatric APPE – Student Assessment on Patient Care Elective (average of <i>Perform patient interview, Educate patients and caregivers, and provide patient- and drug-related information and recommendations to health care professional</i> sections)	100% (6)	100% (1)	

¹ Data should be aggregated. Do not include student identifiers.

		Acute Care Specialization	2022-2023	2023-2024	
		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 XII]	100% (4)	100% (5)
		Pharmacy Program	2022-2023	2023-2024	
		2.1 Patient-centered care	All assessment questions that are tagged to Self-care pharmacotherapy and/or pharmacotherapy in ExamSoft as per our SOP Student Assessment Plan	83% (2504 questions)	85% (2164 questions)
		3.1 Problem solving	ImPaCT APPE Mentor Assessment: (<i>Thinking and decision making</i> section of assessment) [Appendix IX]	99% (67)	100% (62)
		Pharmacy Education Specialization	2022-2023	2023-2024	
		Interpret scholarship of teaching and learning (SoTL) literature	APPE - APPE – Education Elective APPE Student Journal Club Assessment (<i>Content and Evaluation</i> Sections)	100% (11)	100% (2)
		Design a scholarly teaching project to address an education related issue	PHEL 760E – SoTL Project	100% (6)	100% (3)
			APPE - APPE – Education Elective APPE Scholarly teaching project assessment	100% (11)	100% (2)
		Pediatric Specialization	2022-2023	2023-2024	
		Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	PHEL 765E – Journal Club Presentation (average of <i>Content</i> and <i>Evaluation</i> sections)	99% (6)	100% (1)
		Develop and execute a scholarly project to address a pediatric pharmacy issue.	PHEP 795-xxx Independent Study - Independent Study Project Assessment	100% (6)	100% (1)
		Acute Care Specialization	2022-2023	2023-2024	
		Demonstrate the retrieval, evaluation, and application of professional literature as it relates to acute care pharmacy	Medicine / Acute Care APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section)	100% (4)	100% (5)
			Acute Care elective APPE – Preceptor Assessment on final evaluation (<i>Search, retrieve, analyze and use pertinent literature and references</i> section)	100% (4)	100% (5)
			Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in addition to required rotation projects on Acute Care Elective APPE –	100% (4)	100% (5)

Demonstrate an Ability for Analytical Thinking in the Discipline

		<i>(background, methods, results, utility, average overall score of preceptor evaluation)</i>		
	Develop and execute a scholarly project related to acute care pharmacy practice	Completion of Impact project related to acute care pharmacy practice Mentor Assessment of Student rubric items averaged: <i>(Accurately define and clarify the project., Process of data collection., Ability to determine conclusion independently)</i>	100% (4)	100% (5)
Exhibit the Best Practices, Values, and Ethics of the Profession	Pharmacy Program		2022-2023	2023-2024
	2.3: Health and wellness	Interprofessional Education events	100% met requirement	100% met requirement
	4.1 Self-awareness 4.2 Leadership 4.3 Innovation and Entrepreneurship 4.4 Professionalism	APPE – Four Core APPE rotation <i>(Average of Self-learning and Valuing and ethical decision making section of 4 Core APPE rotations)</i>	100% (72)	100% (64)
	Pharmacy Education Specialization		2022-2023	2023-2024
	Delineate role and responsibility of pharmacy educators in an academic setting	PHEL 760E – Written Reflections (average of all reflection grades for course)	100% (6)	100% (3)
		PHEL 761E – Written Reflections (average of all reflection grades for course)	100% (2)	100% (2)
		APPE - APPE – Education Elective APPE Professionalism and Communication <i>(Professionalism section of assessment)</i>	100% (11)	100% (2)
	Pediatric Specialization		2022-2023	2023-2024
	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	2 nd Pediatric APPE – Student Assessment on Patient Care Elective <i>(average of Self-learning and Valuing and Ethical Decision Making sections)</i>	100% (6)	100% (1)
	Acute Care Specialization		2022-2023	2023-2024
	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)	100% (4)	100% (5)
		Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of Self-learning and Valuing and Ethical Decision Making sections)	100% (4)	100% (5)
	Apply Knowledge of the Discipline	Pharmacy Program		2022-2023
3.6 Communication		Performance based assessment (PBA) – Average of all communication interactions during PBA – Global assessment of communication	98% (65)	91% (64)

2.2 Medication use system management	Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	100% (65)	100% (64)
2.1 Patient-centered care 3.1 Problem solving:	APPE – Four Core APPE rotation (Average of <i>Thinking and decision making</i> section of 4 Core APPE rotations)	100% (72)	98.4% (63)
Pharmacy Education Specialization		2022-2023	2023-2024
Apply teaching and learning concepts to teaching experiences.	PHEL 761E –Student Led Facilitated Class Discussion	100% (2)	100% (2)
	Education Elective APPE Presentation of Learning Unit	100% (11)	100% (2)
Pediatric Specialization		2022-2023	2023-2024
Develop patient specific drug therapy plans for pediatric patients.	2 nd Pediatric APPE – Student Assessment on Patient Care Elective (<i>Recommend drug therapy</i> section)	100% (6)	100% (1)
Acute Care Specialization		2022-2023	2023-2024
Develop patient specific drug therapy plans for acute care patients	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (<i>Recommend drug therapy</i> section)	100% (4)	100% (5)

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

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

Graduation in the PharmD program is tracked based on each professional class. The Class of 2023 includes Spring 2023, Summer 2023, and Fall 2023 graduates, whereas the Class of 2024 includes Spring 2024, Summer 2024 and Fall 2024. Students meeting expectations are those that graduated in 4 years (e.g., matriculating in the Class of 2023 and graduating in Spring or Summer 2023). The number of students not meeting expectations are those who graduated more than 4 years after matriculation. We included Spring 2023 for completion, but the total for AY 23-24 includes Summer 2023 to Spring 2024 only.

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

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

Semester	Number of Students Completing the Exit Requirement/Thesis	Number of students exceeding expectations	Number of students meeting expectations	Number of students NOT meeting expectations
Spring 2023	59		57	2
Summer 2023	7		6	1
Fall 2023	0			
Spring 2024	61		54	7
Total for AY 23-24	68		60	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 AY 23-24 (e.g. Summer 2023 – Spring 2024)

As the program exit requirements take into account global pharmacy program requirements, there is not one specific requirement for program exit, for example a thesis. Data in the below table represents data from the 4th professional/ final year of the program (May 2023-May 2024, the Class of 2024). These data have already been summarized above under #2, but are presented here again as program exit requirements.

Objective	Assessment Type	Number of students where this objective was measured*	Percentage of students exceeding expectations	Percentage of students meeting expectations	Percentage of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	APPE – <u>Average</u> of Four Core APPE rotations Final Preceptor Evaluations (PHEP 780/781/782/783)	63		100%	
Effectively Communicate Knowledge in the Discipline - Written	ImPaCT APPE – Research/SoTL Paper or Business Plan Paper Assessment	62	59 (95.2%)	3 (4.8%)	
Effectively Communicate Knowledge in the Discipline - Oral	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	63	59 (93.6%)	3 (4.8%)	1 (1.6%)
Demonstrate an Ability for Analytical Thinking in the Discipline	ImPaCT APPE Mentor Assessment: (<i>Thinking and decision making</i> section (1) of assessment)	62	56 (90.3%)	6 (9.7%)	
Exhibit the Best Practices, Values, and Ethics of the Profession	APPE – Four Core APPE rotation (Average of Self-learning and Valuing and ethical decision making section of 4 Core APPE rotations)	64	63 (98.4%)	1 (1.6%)	
Apply Knowledge of the Discipline	APPE – Four Core APPE rotation (Average of <i>Thinking and decision making</i> section of 4 Core APPE rotations)	63	48 (76.2%)	14 (22.2%)	1 (1.6%)

*Please, provide exact headcount.

Additional Data:

Although not a program exit/graduation requirement, the North American Pharmacist Licensure Exam (NAPLEX) is required for licensing after graduation. The exam provides a broad knowledge assessment of knowledge outcomes from across the pharmacy curriculum. Full data for the graduating class is not complete until at least one year after graduation. The NAPLEX pass rate for the Class of 2023 is provided in the chart below along with comparison to the national averages.

	2021	2022	2023
SIUE	90.7%	88%	80.3%
National	83.7%	80%	77.8%

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

Comments:

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

Previously, we used the Pharmacy Curriculum Outcomes Assessment (PCOA) to assess our students' knowledge in the discipline prior to their last professional year (pre-Advanced Pharmacy Practice Experience [pre-APPE] didactic knowledge assessment). However, PCOA is no longer offered by the National Associations of Boards of Pharmacy (NABP) after Spring 2023. The SOP Outcome Assessment Committee decided to continue our comprehensive knowledge assessment with a pre-APPE knowledge assessment (PAKA) using the moderator-only questions from the UWorld/RxPrep, a commercial product that we provide to students to prepare for the North American Pharmacist Licensure Exam (NAPLEX). The questions in UWorld/RxPrep mimic the style and types of questions that will be seen on the NAPLEX. Since the PAKA is a home-grown assessment that has yet to be validated and have no peer institution comparison, we decided to change the knowledge assessment measure to the average scores from our 4 required APPEs in the 4th year. We will need to continue to monitor this assessment endpoint and adjust accordingly.

In our 2022-2023 Annual Performance Report, we discussed our plan to institute a progressive target for the oral communication measure, mapped to "Effectively communicate knowledge in the discipline" (SOP Educational Outcome 3.6 Communication). This progressive target would be > 80% meet or exceed expectations for P1s, > 85% for P2s and > 90% for P3s. When we updated the Graduate Assessment Plan for 2023-2024, we decided to streamline the data collection to focus on the global communication component of the pre-APPE Performance Based Assessments (PBAs) in the P3 spring and the

Communication section of the rubrics for the 4 required APPE rotations. Our internal PBA data showed that we have met the progressive target for each professional year (81% for P1s, 98% for P2s, and 91% for P3s). We will continue to monitor the internal PBA data, as well as the measures we report in this annual performance report.

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

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

Continuous Improvement Log

What have you identified in your assessment data or other information that you are looking into further?	What specific data or evidence was used to identify the problem?	What is the source of the evidence or data?	What action(s) have been taken or solutions identified to promote improvement?	When did the action(s) occur?	What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome. If there is not yet evidence to demonstrate change, what anticipated outcomes do you expect?
Global assessment of oral communication - Spring P1 year (Patient counseling)	81% of 50 students met or exceeded expectations on self-care product patient counseling (met program target of > 80% for P1s)	P-1 Performance Based Assessment reported by the Director of Pharmacy Skills and Simulation	No further actions needed, after the SOP Skills and Simulation Committee updated the program targets to be tiered for each professional year (> 80% meet or exceed in P1 year, > 85% in P2 year, and > 90% in P3 year). Will continue to monitor.	Spring 2024	Met the updated tiered target for first professional year
Pre-APPE Knowledge Assessment, previously PCOA standardized exam	PCOA school score in Spring 2023 was 42nd percentile [below target	NABP and SOP Outcome Assessment Committee	The SOP Outcome Assessment Committee decided to continue our comprehensive	Spring 2024	Since the PAKA is a home-grown assessment that has yet to be validated and have no peer institution

	<p>of > 50th percentile]. PCOA was a national cumulative exam that was required for pharmacy programs prior to the COVID-19 pandemic, but become optional after 2020. Spring 2022 was the last time NABP offered the exam to any pharmacy school. An alternative summative exam is needed to assess student knowledge prior to APPEs (experiential rotations in 4th year).</p>		<p>knowledge assessment with a pre-APPE knowledge assessment (PAKA) using the moderator-only questions from the UWorld/RxPrep, a commercial product that we provide to students to prepare for the North American Pharmacist Licensure Exam (NAPLEX). The questions in UWorld/RxPrep mimic the style and types of questions that will be seen on the NAPLEX.</p>		<p>comparison, we did not have a passing threshold. We primarily used PAKA as a formative assessment for the 3rd year students. We will need to continue to monitor this assessment endpoint and adjust accordingly.</p>
<p>Decreasing NAPLEX pass rate</p>	<p>Our NAPLEX passing rate has been declining over the past few years (Class of 2021, 90.7%; Class of 2022, 88%; Class of 2023, 80.3%)</p>	<p>NABP</p>	<p>The Outcome Assessment Committee and faculty as a whole reviewed the data. We have formed a task force to revise our current board preparatory program to engage students in their 4th year. The SOP Curriculum Committee and Outcome Assessment Committee are also proactively monitoring this trend and making necessary adjustments to our curriculum and student assessments.</p>	<p>Starting in Spring 2024 for the Class of 2025</p>	<p>We anticipate increasing first-time passing rate and overall passing rate with the Class of 2025.</p>
<p>Decreasing applications</p>	<p>The application numbers in the past few years (547 for the</p>	<p>PharmCAS/WebAdmit and SOP OPSA</p>	<p>Restructured OPSA to add a dedicated academic advisor and alleviate the</p>	<p>Ongoing efforts</p>	<p>We anticipate ongoing issues with application numbers based on national trends, but are</p>

	Class of 2012 dropped to 185 for Class of 2022; 144 for Class of 2023; 174 for Class of 2024; 194 for the Class of 2025; 170 for the Class of 2016; 159 for the Class of 2027; and 159 for the Class of 2028)		Coordinator of Student Services to attend more recruitment events; Scholarship!		optimistic about the applicant pool to bounce back.
Decreasing retention and on-time graduation	The on-time graduation rate dipped below 90% with the Classes of 2016 to 2019 but trended back up with the Classes of 2020 to 2022, then dropped again with the Classes of 2023 and 2024. Our overall retention and graduation rates remain high (average ~96%).	SOP Offices of Academic Affairs (OAA) and Professional and Student Affairs (OPSA)	Revised Academic Standards and Progression (ASP) policies to identify at-risk students and correct any major academic deficiencies early on (Early Intervention Program); expanded the use of remediation courses outside of SIUE School of Pharmacy to address students' academic deficiencies in order to expedite progression without taxing on available teaching resources in the summer; implemented Starfish as a tool to centralize early monitoring documentation	Ongoing efforts	We anticipate improvement in on-time graduation and maintaining the overall graduation rate
Updated ACPE accreditation standards	ACPE 2025 Accreditation Standards	ACPE	The SOP Skills and Simulation Committee has been evaluating the current PharmD skills and simulation curriculum for effective longitudinal skill development, readiness for APPEs and pharmacy practice, achievement of educational outcomes, and pharmacy education	Summer 2024 and ongoing	We anticipate a revised skills curriculum that is compliant with the accreditation standards.

			standards. The subcommittee is currently leading the process of updating the current skills assessment outcomes and activities targeted toward Entrustable Professional Activities (EPAs) in accordance with 2025 ACPE standards. Previously, these assessments evaluated pre-APPE domain skills and abilities; however, these are no longer included in the updated ACPE standards.		
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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?

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

ENROLLMENT AND COMPLETION – (Questions 8 – 11)

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

Faculty members from the Department of Pharmaceutical Sciences collaborate in graduate programs and research projects in the School of Pharmacy, Department of Chemistry, School of Engineering, and the SIU Department of Pharmacology in Springfield. Of the total 16 graduate students working on research projects in the Department of Pharmaceutical Sciences, 10 graduate students are currently enrolled in the MS Pharmaceutical Sciences degree program, 3 are currently enrolled in the PharmD/MS Pharmaceutical Sciences concurrent degree program, 3 are enrolled in the co-operative PhD program with SIU Pharmacology and Neuroscience.

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

9. Please complete the enrollment table, then describe how the program is addressing these trends. The response should outline any curricular decisions or external factors that have led to changes in enrollment. If the change in enrollment potentially affects student learning, please describe the issues at stake. Use this link to find degrees granted and enrollment: <http://www.siu.edu/inrs/factbook/annex.shtml>

	2020	2021	2022	2023	2024
# of degrees granted	84	78	80	66	68
<i>Pharmacy Acute Care Specialization</i>		4	5	4	4
<i>Pharmacy Education Specialization</i>	6	8	5	11	3
<i>Pharmacy Pediatrics Specialization</i>	8	7	5	7	2
# of students enrolled	314	297	269	249	245
<i>Pharmacy Acute Care Specialization</i>		5	4	5	5
<i>Pharmacy Education Specialization</i>	10	5	11	2	2
<i>Pharmacy Pediatrics Specialization</i>	7	1	7	2	8
Optimal enrollment	328	328	328	328	328

Pharmacy school applications and enrollment have been declining nationwide for the past 7-8 years. As the tuition costs continue to increase across the nation and the pharmacy job market becomes more competitive, many students are choosing alternate career paths, which is impacting applications and enrollment across the U.S. Many Colleges and Schools of Pharmacy have decreased their optimal enrollment numbers to meet the ongoing decline of pharmacy student candidates/applicants. Enrollment at SIUE School of Pharmacy had been stable through FY19 but dipped for FY20 through FY24. Starting with the Class of 2023, our enrollment number has fallen short of the optimal number of 80-82 student per class.

This past year (2023-2024 admission cycle) we had a total of 157 verified applicants, in addition to two deferral candidates from the 2022-2023 cycle, totaling 159 applicants considered for this cycle. Thirty-three (33) applicants withdrew from the applicant process before an offer for interview was extended or after accepting offer of admission, while twenty (20) declined the offer after interviews. Despite the diminished applicant pool, enrollment for the Class of 2028 increased 17.54% (n = 62). This increase in enrollment was largely due to the Office of Professional and Student Affairs (OPSA) having a Coordinator of Student Services from April 2023 through April 2024 that focused on increased recruitment efforts. In March of 2024, the OPSA worked with the University administration to secure tuition waivers for incoming students. The Pharmacy Academic Success (PAS) Scholarship was created to be provided to 30 students through a merit-based approach for students who had a prepharmacy GPA of 3.5 or better on a first come basis. The School of Pharmacy was also able to secure extension scholarships for all incoming students with a prepharmacy GPA of 3.5 or better that are attending SIUE and who are currently on a Meridian, Provost, Cougar Pride and/or Johnetta Haley Scholarship. These scholarships, however, were not offered until March 4, 2024. The class of 2028 had 17 students admitted on the PAS Scholarship and 2 extension of the Provost, 7 extension of the Cougar Pride, and 1 extension of the Johnetta Haley Scholarship provided. It is hopeful that starting the next admission cycle (AY2024-2025 - Class of 2029) with these scholarships in place from the beginning will allow us to secure high-quality and increase our incoming enrollment figures.

The initiation of the Conditional Entry Program (CEP) in Spring 2013 initially stabilized application numbers, despite many pharmacy schools across the national already feeling the impact of decreasing class sizes to meet decreased application numbers. The applicant pool for the CEP had initially been consistent, contributing to ~25% of the first-year classes. However, the CEP pool has been declining in the recent years, most likely due to the rigorous requirement of a 3.5 GPA in both prepharmacy and prepharmacy math and science and more available seats nationwide. Of the original 37 student cohort that was a part of the CEP program for their prepharmacy studies, only 10 students secured a seat in the SIUE SOP Class of 2028. The SOP loses a good percentage of SIUE undergraduate as the pre-pharmacy curriculum is comprised of a large number of courses that have traditionally been high DFW courses at SIUE. In fact, only 4 of those 10 students were accepted under the CEP criteria at matriculation, while the rest were admitted through the criteria for the traditional pathway. Regardless, the CEP is still a valued pathway for SIUE students to secure entrance into the School of Pharmacy, because they attract academically successful students that are interested in pharmacy and provide them with specialized and personalized advising from our OPSA.

The SOP continues to work on innovative mechanisms to improve applications to SIUE SOP, including more aggressive recruiting at local high schools, community colleges, and universities, investigating CEP type programs with partnering community colleges, using social media and alumni to promote not only SIUE SOP, but also the profession of pharmacy. Based on the changing dynamics of recruitment, program progression, and the loss of two Coordinators of Students Services in three years, the OPSA has restructured their office to create a dedicated academic advisor position in addition to modifying the job description of the Coordinator of Student Services. At the time of this report (Fall 2024), we are still without a filled position for either of these jobs. Once fully staffed, the coordinator's role will take a

heavy emphasis on recruitment efforts that can allow us to be out into the communities more. The OPSA and SIUE Admissions Office will work more closely together to maximize the use of existing resources and CRM functions to better engage students and prospects.

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

We greatly appreciate the scholarships that are now available for the incoming PharmD Classes of 2028-2030. While it was not the sole reason for increased enrollment in FY25, we do anticipate that having the scholarships for a full admission cycle will help to increase enrollment and secure more highly qualified students. We would like to work with the University to host discussions with the undergraduate first-year students on these scholarship opportunities. We would also like to stress the negative impact tuition increase would have on our competitive advantages in the state of Illinois and surrounding states where we draw many applicants. We urge the Board of Trustees to allow us to keep the current tuition rate.

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

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

Graduation Rate

Internally, we use 90% on-time (4-years) graduation rate as the benchmark in the SOP assessment plan. The on-time graduation rate dipped below 90% with the Classes of 2016 to 2019 but trended back up with the Classes of 2020 to 2022, then dropped again with the Classes of 2023 and 2024. We attributed the recent decline in on-time graduation rate to the COVID pandemic and its effect on higher education. Our overall retention and graduation rates remain high (average ~96%).

Class of	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Matriculation #	83	80	81	83	81	82	81	84	82	74	75	74
2-Year Retention	82 (98.8%)	77 (96.3%)	80 (98.8%)	79 (95.2%)	80 (98.8%)	81 (98.8%)	80 (98.8%)	84 (100%)	82 (100%)	72 (97.3%)	66 (88.0%)	72 (97.3%)
4-Year Graduation	76 (91.6%)	72 (90.0%)	71 (87.7%)	69 (83.1%)	68 (84.0%)	71 (86.6%)	75 (92.6%)	77 (91.7%)	76 (92.7%)	62 (83.8%)		
6-Year Graduation*	82 (98.8%)	77 (96.3)	78 (96.3%)	75 (90.4%)	76 (93.8%)	77 (93.9%)	78 (96.3%)	83 (98.8%)	80 (97.6%)			

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

Support for Retention and Graduation While Maintaining Rigor

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

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

EXPERIENTIAL EDUCATION – (Question 12)

12. Experiential learning entails learning by doing, reflecting upon the learning, and feedback. Please complete the following table with information about any of the listed activities that occur in your program where students participate in experiences that allow for structured practice with real world problems or scenarios, they reflect on their practice, and they receive feedback. Please include activities only once in the table if they meet multiple categories. For example, if a practicum includes simulation, include the activity only under practicum or simulation, but not both. Please, report this data based on FY 24.

Activity	List the course or courses where this activity occurred if applicable – does not have to be part of a course* and the term	Brief description of the activity	Number of students who participated	Number of hours spent on the activity per student	Note if this experience is required or elective in the program (R or E)
Case studies	PHAS 716: Ethical Issues	Interprofessional ethics-based	52	6	R

	in Healthcare (Fall P1)	cases with School of Dental Medicine			
	PHPR 713N: Self-care and alternative medicine (Spring P1)	Application-based patient cases	52	28	R
	PHAS 708: Health Care Systems (Fall P1)	Application-based patient cases	52	2	R
	PHPT 730A: Integrated Pharmacotherapeutics I (Fall P2)	Application-based patient cases	63	20	R
	PHPT 730B: Integrated Pharmacotherapeutics II (Fall P2)	Application-based patient cases	63	20	R
	PHPT 730C: Integrated Pharmacotherapeutics III (Spring P2)	Application-based patient cases	64	20	R
	PHPT 730D: Integrated Pharmacotherapeutics IV (Spring P2)	Application-based patient cases	62	20	R
	PHPR 744: Health Promotion and Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	59	10	R
	PHPT 750A: Integrated Pharmacotherapeutics V (Fall P3)	Application-based patient cases	67	20	R
	PHPT 750B: Integrated Pharmacotherapeutics VI (Fall P3)	Application-based patient cases	66	20	R
	PHPT 750C: Integrated Pharmacotherapeutics	Application-based patient cases	66	20	R

	VII (Spring P3)				
	PHPT 750C: Integrated Pharmacotherapeutics VIII (Spring P3)	Application-based patient cases	64	20	R
	PHEP 759A: Personal and Professional Development V (Fall P3)	Innovation Lab	65	14	R
Client-based projects					
Clinical experiences	PHEP 719A Personal and Professional Development I (Fall P1)	The Professional Role Observations (“PROS”) is conducted over a 2-week period during the fall semester of the first year. Students participates in various activities for two weeks at either a community or hospital pharmacy. The purpose of this experience is to enhance student awareness of the role of pharmacists in pharmacy practice settings.	52	80	R
	PHEP 739A Personal and Professional Development III (Fall P2)	This is one of the two second-year IPPE, or “Level 2” rotations, where students develop distribution and professional communication skills including patient	59	112	R

		<p>counseling; applying patient care skills to the treatment of diverse patient populations; providing drug information; conducting medication usage reviews; addressing medication safety issues; participating as a member of an interdisciplinary health care team; developing sterile product preparation skills; managing a professional project and giving an oral professional presentation to a small group. Rotation experiences are different each semester and options include community pharmacy, hospital pharmacy, and other opportunities</p>			
	<p>PHEP 739B Personal and Professional Development IV (Spring P2)</p>	<p>This is one of the two second-year IPPE, or "Level 2" rotations, where students develop distribution and professional communication skills including patient counseling;</p>	59	112	R

		<p>applying patient care skills to the treatment of diverse patient populations; providing drug information; conducting medication usage reviews; addressing medication safety issues; participating as a member of an interdisciplinary health care team; developing sterile product preparation skills; managing a professional project and giving an oral professional presentation to a small group. Rotation experiences are different each semester and options include community pharmacy, hospital pharmacy, and other opportunities</p>			
	<p>PHEP 780: Advanced Pharmacy Practice Experience: Community Pharmacy (P4)</p>	<p>Place students in a community pharmacy practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience</p>	63	200	R

	PHEP 781: Advanced Pharmacy Practice Experience: Hospital Pharmacy (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	63	200	R
	PHEP 782: Advanced Pharmacy Practice Experience: Ambulatory Care (P4)	Place students in an ambulatory care practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	63	200	R
	PHEP 783: Advanced Pharmacy Practice Experience: Acute Care/ General Medicine (P4)	Place students in an acute care setting where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	63	200	R
	PHEP 784: Advanced Pharmacy Practice Experience: Specialized Practice (P4) – students must complete 3 of these APPEs	Place students in a specialized practice environment where they can apply their didactic knowledge, develop core competencies, and gain practical experience	63	600	R

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