

Annual Performance Report Graduate & Professional Programs

Department/Program: School of Pharmacy

Date submitted:

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
Demonstrate Breadth and Depth of Knowledge in the Discipline	Pharmacy Program			
	1.1 Learner: [1.1.1; 1.1.2; 1.1.3]	PCOA	Spring of 3 rd professional year	>50 th percentile of national benchmark
		NAPLEX	Following the 4 th professional year	Above the current national average pass rate
	Pharmacy Education Specialization			
	Demonstrate understanding of what is expected of a teacher and student.	PHEL 760E – Teaching Philosophy Statement [Appendix IX]	Fall P3 year	>95% of students meet or exceed expectations
	Pediatric Specialization			
	Demonstrate knowledge of key pharmacotherapy topics specific to pediatric patients and caregivers	PHEL 765E – Formal case presentation (<i>Topic section of assessment</i>) [Appendix X]	Fall P3 year	>90% of students meet or exceed expectations
Acute Care Specialization				
Demonstrate knowledge of key pharmacotherapy topics specific to acute care patients and caregivers	PHEL 783E - average of 3 course quizzes [Appendix XI]	Fall P3 year	>80% of students meet expectations	
Effectively Communicate	Pharmacy Program			
	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 [Appendix III]		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 [Appendix V]	During 4 th professional year	>90% meets or exceed expectations
		ImPaCT APPE - Poster/Platform Presentation – (Oral communication section of assessment) [Appendix V]	During 4 th professional year	>90% meets or exceed expectations
	3.6: Communication [3.6.8]	Performance based assessment (PBA) – analytical checklist items specific to patient documentation) [Appendix III]	Fall P2 year (SOAP Note)	>90% students meet expectations
			Spring P3 (Medication reconciliation)	>90% student meet expectations
	3.2 Educator: [3.2.4; 3.2.5; .2.6] 3.6: Communication [3.6.4]	IPPE – Hospital Rotation (Presentation assessment rubric) [Appendix VI]	End of P2 year	>90% meets or exceeds expectations
	3.6: Communication	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations) [Appendix VIII]	End of P4 year	>90% meets or exceeds expectations
	Pharmacy Education Specialization			
Deliver learning unit using effective oral and written communication.	PHEL 761E – Student Led Learning Unit [Appendix IX]	Spring P3 year	>95% of students meet or exceed expectations	
	APPE – Education Elective APPE Student Presentation Assessment [Appendix IX]	P4 year	>95% of students meet or exceed expectations	
Pediatric Specialization				
Demonstrate effective communication with children, adolescents, caregivers and the healthcare team.	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</i>	P4 year	>90% of students meet or exceed expectations	

		<i>care professional sections</i> [Appendix X]		
	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 XI]	P4 year	>80% of students meet expectations
Demonstrate an Ability for Analytical Thinking in the Discipline	Pharmacy Program			
	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 section of assessment</i>)	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 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
	Pediatric Specialization			
	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
Acute Care Specialization				
	Demonstrate the retrieval, evaluation, and application of professional literature as it relates to acute care pharmacy	Medicine / Acute Care APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section) [Appendix XI]	P4 year	>80% of students meet expectations
		Acute Care elective APPE – Preceptor Assessment on final evaluation (Search, retrieve, analyze and use pertinent literature and references section) [Appendix XI]	P4 year	>80% of students meet expectations
		Completion of drug formulary review, drug use evaluation or other similar project (with approval of specialization coordinators) in 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
Pharmacy Program				
Exhibit the Best Practices, Values, and Ethics of the Profession				
	2.3: Health and wellness: [2.3.3]	Interprofessional Education	End of P3 year	>95% of students participate in at least 3 IPE events

				over the course of P1 to P3 years
4.4 - Professionalism	Personal and Professional Development – Co-curricular events	Spring P1, Spring P2, and Spring P3		>95% of students participate in at least 3 co-curricular events/year
4.1 – Self-awareness	Personal and Professional Development – Global self-reflection [Appendix VII]	Spring P1, Spring P2, and Spring P3		>95% of students participate in at least 3 co-curricular events/year
4.2- Leadership	ImPaCT APPE – Mentor Assessment (Personal and professional development section and Leadership section of assessment) [Appendix V]	During P4 year		>90% meets or exceed expectations
4.3 - Innovation and Entrepreneurship	ImPaCT Rotation – Poster/Platform Presentation – (Innovation and creativity section of assessment) [Appendix V]	During P4 year		>90% meets or exceed expectations
4.1 – Self-awareness 4.2- Leadership 4.3 - Innovation and Entrepreneurship 4.4 - Professionalism	APPE – Four Core APPE rotation (Average of Self-learning and Valuing and ethical decision making section of 4 Core APPE rotations) [Appendix VIII]	End of P4 year		>90% meets or exceed expectations
Pharmacy Education Specialization				
Delineate role and responsibility of pharmacy educators in an academic setting	PHEL 760E – Written Reflections (average of all reflection grades for course) [Appendix IX]	Fall P3 year		>95% of students meet or exceed expectations
	PHEL 761E – Written Reflections (average of all reflection grades for course) [Appendix IX]	Spring P3 year		>95% of students meet or exceed expectations
	APPE - APPE – Education Elective APPE Professionalism and Communication (Professionalism section of assessment) [Appendix IX]	P4 year		>95% of students meet or exceed expectations
Pediatric Specialization				
Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	2nd Pediatric APPE – Student Assessment on Patient Care Elective (average of Self-learning and Valuing and Ethical Decision Making sections) [Appendix X]	P4 year		>90% of students meet or exceed expectations
Acute Care Specialization				

	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of Self-learning and Valuing and Ethical Decision Making sections) [Appendix XI]	P4 year	>80% of students meet expectations
		Acute Care / Elective APPE – Preceptor assessment on final evaluation (average of Self-learning and Valuing and Ethical Decision Making sections) [Appendix XI]	P4 year	>80% of students meet expectations
Pharmacy Practice				
Apply Knowledge of the Discipline	2.1: Patient-centered care [2.1.1] 3.6: Communication [3.6.1]	Performance based assessment (PBA) Introduction and establish rapport and collect portion of analytical checklists for patient interview [Appendix III]	Fall P2	>90% meet expectations
	2.2: Medication use system management [2.2.5]	Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate
	2.1: Patient-centered care 3.1: Problem solving:	APPE – Four Core APPE rotation (Average of Thinking and decision making section of 4 Core APPE rotations) [Appendix VIII]	End of P4 year	>90% meets or exceeds expectations
	Pharmacy Education Specialization			
Apply teaching and learning concepts to teaching experiences		PHEL 761E – Student Led Facilitated Class Discussion [Appendix IX]	Spring P3 year	>95% of students meet or exceed expectations
		PHEL 761E – Student Led Presentation and Discussion of Final Project [Appendix IX]	Spring P3 year	>95% of students meet or exceed expectations
Pediatric Specialization				
Develop patient specific drug therapy plans for pediatric patients	2nd Pediatric APPE – Student Assessment on Patient Care Elective (Recommend drug therapy section) [Appendix X]	P4 year	>90% of students meet or exceed expectations	
Acute Care Specialization				
Develop patient specific drug therapy plans for acute care patients	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (Recommend drug therapy section) [Appendix XI]	P4 year	>80% of students meet expectations	

The School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE). The School established comprehensive educational outcomes that were developed by combining ACPE guidelines and standards with expected outcomes published by the American Association of Colleges of Pharmacy (AACP) Center for the Advancement of Pharmaceutical Education (CAPE) and are used to guide curricular and co-curricular program development at SIUe School of Pharmacy (SOP). The SOP was fully accredited in 2023 for an 8-year accreditation term. The next accreditation visit will be 2031.

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	2023
>50 th percentile of national benchmark	62 nd percentile	55 th percentile	65 th percentile	58 th percentile	79 th percentile	55 th percentile	54 th percentile	42 nd percentile

Effectively Communicate Knowledge of Discipline

		Program Target	2020-2021	2021-2022	2022-2023
Performance based assessment (PBA) - Global assessment of oral communication	Spring P1 year (Patient counseling)	>90% of students meet or exceed satisfactory average	- 88% of 67 students met or exceeded expectations on patient counseling	88% of 71 students met or exceeded expectations on patient counseling	82% of 62 students met or exceeded expectations on patient counseling
	Fall P2 (Patient interviewing)	>90% of students meet or exceed satisfactory average	89% of 76 students met or exceeded expectations	97 % of 62 students met or exceeded expectations	93% of 68 students met or exceeded expectations
	Spring P3 (Average of all communication interactions)	>90% of students meet or exceed satisfactory average	99% of 84 students met or exceeded expectations	100% of 64 students met or exceeded expectations	98% of 65 students met or exceeded expectations

Performance based assessment (PBA) – analytical checklist items specific to patient documentation	Fall P2 (SOAP Note)	>90% student pass rate	96% of 76 students pass	95% of 62 students pass	100% of 68 students pass
	Spring P3 (Medication reconciliation)	>90% student pass rate	80% of 84 students pass	98% of 64 students pass	94% of 65 students pass
IPPE – Hospital Rotation (Presentation assessment rubric)	End of P2 year	>90% meets or exceeds expectations	100% of 58 students met or exceeded expectations	100% of 50 students met or exceeded expectations	100% of 56 students met or exceeded expectations

Demonstrate an Ability for Analytical Thinking in the Discipline

		Program Target	2020-2021	2021-2022	2022-2023
Performance based assessment (PBA) – Overall pass score for Drug Utilization Review (DUR) and Prescription Verification	Fall P1	>90% student pass rate	100% of 72 students passed on 1 st attempt	97% of 74 students passed on 1 st attempt (all 100% passed upon remediation)	98% of 62 students passed on 1 st attempt (all 100% passed upon remediation)
Performance based assessment (PBA) -SOAP Note (Assessment and Plan categories of analytical checklist)	Spring P2	> 90% of students meet expectations	77 % of 74 students met expectations	74 % of 62 students met expectations	97 % of 67 students met expectations

Performance based assessment (PBA) – Overall pass score for Literature Evaluation/Public Health Assessment	Spring P3	>90% student pass rate	100% of 84 students pass on first attempt	100 % of 64 students pass on first attempt	100 % of 65 students pass on first attempt
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Exhibit the Best Practices, Values, and Ethics of the Profession

		Program Target	2019-2020	2021-2022	2022-2023
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 66 P1 students completed 3 co-curricular events	100% of 71 P1 students completed 3 co-curricular events	100% of 59 P1 students completed 3 co-curricular events
	Spring P2		100% of 74 P2 students completed 3 co-curricular events	100% of 60 P2 students completed 3 co-curricular events	100% of 67 P2 students completed 3 co-curricular events
	Spring P3		100% of 77 P3 students completed 3 co-curricular events	100% of 64 P3 students completed 3 co-curricular events	100% of 65 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 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)	100% of 59 P1 students met or exceeded expectations (100% exceed)
	Spring P2		100% of 74 P2 students met or exceeded expectations (100% exceed)	100% of 60 P2 students met or exceeded expectations (100% exceed)	100% of 67 P2 students met or exceeded expectations (100% exceed)
	Spring P3		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)	100 % of 65 P3 students met or exceeded expectations (88% exceed, 12% meets)

Apply Knowledge of the Discipline

		Program Target	2020-2021	2021-2022	2022-2023
Performance based assessment (PBA) – Introduction and establish rapport and collect portion of analytical checklists for patient interview	Fall P2	>90% students meet expectations	88% of 76 students met expectations	95 % of 62 students met expectations	96 % of 68 students met expectations

Performance based assessment (PBA) – Overall pass score for medication reconciliation assessment	Spring P3	>90% student pass rate	100% of 84 students pass on first attempt	100 % of 64 students pass on first attempt	100 % of 65 students pass on first attempt
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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 AY21-22	82	n/a	76	6

5 student graduated from original class of 2021; 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 4th professional/ final year of the program. Data from the first 3 years of the program (P1-P3 years) are summarized above.

North American Pharmacist Licensure Exam (NAPLEX)

This is not a program exit/graduation requirement, but the NAPLEX is required for licensing after graduation. The exam provides a broad knowledge assessment of knowledge outcomes from across the pharmacy curriculum. The NAPLEX data for the graduating class is delayed as the data for the graduating class is not complete until approximately one year after graduation. 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 2022 provided in the chart and a data comparing SIUe School of Pharmacy data to National averages is also presented below.

Pharmacy Program – 4 th 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 2022)	See below for NAPLEX comparison to National averages	76	n/a – per NAPLEX reporting, only reports as % of pass	88%	12%
Effectively Communicate Knowledge in the Discipline	ImPaCT APPE - Research/SoTL Paper or Business Plan Paper Assessment	>90% meets or exceed expectations	67	86%	13%	1%
	ImPaCT APPE - Poster/ Platform Presentation – (<i>Oral communication section of assessment</i>)	>90% meets or exceed expectations	67	76%	23%	1%
	APPE – Four Core APPE rotation (Average of <i>Communication</i> section of 4 Core APPE rotations)	>90% meets or exceed expectations	72	92%	8%	0%
Demonstrate an Ability for Analytical Thinking in the Discipline	ImPaCT APPE Mentor Assessment: (<i>Thinking and decision</i>)	>90% meets or exceed expectations	67	86%	13%	1%

	<i>making section of assessment)</i>					
Exhibit the Best Practices, Values, and Ethics of the Profession	ImPaCT APPE – Mentor Assessment (<i>Personal and professional development section and Leadership section of assessment</i>)	>90% meets or exceed expectations	67	81%	18%	1%
	ImPaCT Rotation – Poster/ Platform Presentation – (<i>Innovation and creativity section of assessment</i>)	>90% meets or exceed expectations	67	60%	39%	1%
	APPE – Four Core APPE rotation (<i>Average of Self-learning and Valuing and ethical decision making section of 4 Core APPE rotations</i>)	>90% meets or exceed expectations	72	93%	7%	0%
Apply Knowledge of the Discipline	APPE – Four Core APPE rotation (<i>Average of Thinking and decision making section of 4 Core APPE rotations</i>)	>90% meets or exceed expectations	72	88%	12%	0%

NAPLEX Pass Rates

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

NAPLEX Pass Rates (cont.)

	2019	2020	2021	2022
SIUE	95.84%	95.34%	90.7%	88%
National	87.70%	87.11%	83.7%	80%

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
Demonstrate Breadth and Depth of Knowledge in the Discipline	PHEL 760E – Teaching Philosophy Statement	6	100%	0%	0%
Effectively Communicate Knowledge in the Discipline	PHEL 761E – Student Led Learning Unit	2	100%	0%	0%
	APPE – Education Elective APPE Student Presentation Assessment	11	91% (n=10)	9% (n=1)	0%
Demonstrate an Ability for Analytical Thinking in the Discipline	APPE - APPE – Education Elective APPE Student Journal Club Assessment (<i>Content and Evaluation Sections</i>)	11	91% (n=10)	9% (n=1)	0%

	PHEL 760E – SoTL Project	6	100%	0%	0%
	APPE - APPE – Education Elective APPE Scholarly teaching project assessment	11	100%	0%	0%
Exhibit the Best Practices, Values, and Ethics of the Profession	PHEL 760E – Written Reflections (average of all reflection grades for course)	6	100%	0%	0%
	PHEL 761E – Written Reflections (average of all reflection grades for course)	2	100%	0%	0%
	APPE - APPE – Education Elective APPE (Professionalism section of assessment)	11	100%	0%	0%
Apply Knowledge of the Discipline	PHEL 761E – Student Led Facilitated Class Discussion	2	100%	0%	0%
	APPE- Education Elective APPE Presentation of Learning Unit	11	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
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Demonstrate Breadth and Depth of Knowledge in the Discipline	PHEL 765E – Formal case presentation <i>(Topic section of assessment)</i>	6	66%	33%	0
Effectively Communicate Knowledge in the Discipline	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>)	6	50%	50%	0
Demonstrate an Ability for Analytical Thinking in the Discipline	PHEL 765E – Journal Club Presentation <i>(average of Content and Evaluation sections)</i>	6	33%	66%	0
	PHEP 795-xxx Independent Study - Independent Study Project Assessment	6	83%	17%	0

Exhibit the Best Practices, Values, and Ethics of the Profession	2 nd 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
Apply Knowledge of the Discipline	2 nd Pediatric APPE – Student Assessment on Patient Care Elective (<i>Recommend drug therapy</i> section)	6	17%	83%	0

Acute Care Specialization

SIUE's Goals of Graduate Student Learning	Performance indicator or measure	Number of students measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	PHLE 783E - average of 3 course quizzes	4	n/a	100%	0

<p>Effectively Communicate Knowledge in the Discipline</p>	<p>Medicine / Acute Care APPE – Preceptor assessment on APPE final evaluations (average <i>Communication</i> sections)</p>	<p>4</p>	<p>n/a</p>	<p>100%</p>	<p>0</p>
<p>Demonstrate an Ability for Analytical Thinking in the Discipline</p>	<p>Medicine / Acute Care APPE – Preceptor Assessment on final evaluation (<i>Search, retrieve, analyze and use pertinent literature and references</i> section)</p>	<p>4</p>	<p>n/a</p>	<p>100%</p>	<p>0</p>
	<p>Acute Care elective APPE – Preceptor Assessment on final evaluation (<i>Search, retrieve, analyze and use pertinent literature and references</i> section)</p>	<p>4</p>	<p>n/a</p>	<p>100%</p>	<p>0</p>
	<p>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,</i></p>	<p>4</p>	<p>n/a</p>	<p>100%</p>	<p>0</p>

	<i>utility, average overall score of preceptor evaluation)</i>				
	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	4	n/a	100%	0
Exhibit the Best Practices, Values, and Ethics of the Profession	Acute Care / Medicine APPE – Preceptor assessment on final evaluation (average of <i>Self-learning and Valuing</i> and <i>Ethical Decision Making</i> sections)	4	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)	4	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:

There were two areas that did not meet program targets for AY 22-23 – including the Pharmacy Curriculum Outcomes Assessment (PCOA) and the P1 year global assessment of communication as assessed by the Spring patient counseling assessment. The SOP will make changes for both items.

For PCOA offered by the National Associations of Boards of Pharmacy (NABP), Spring 2023 was the last time this knowledge assessment was offered by NABP. The PCOA exam became optional during COVID, and although many schools/colleges of pharmacy stopped offering the assessment, SIUE SOP decided to continue to offer the comprehensive knowledge assessment as we investigated and considered alternative options to assess students' comprehensive knowledge of the curriculum. For Spring 2024, SIUE SOP will be using the UWorld/RxPrep platform that we provide to students to prepare for the North American Pharmacist Licensure Exam (NAPLEX). We plan to build a comprehensive knowledge assessment from moderator-only questions to assess student knowledge of the discipline. The questions in UWorld/RxPrep mimic the style and types of questions that will be seen on the NAPLEX. This exam will also allow the SOP and the students to assess areas for improvement in knowledge attainment in preparation for NAPLEX after graduation.

The second item, P1 year global assessment of communication as assessed by the Spring patient counseling assessment, has not met program target of > 90% meet, or exceed expectations for the past 4 years. This data was shared with the Skills and Simulation Subcommittee. After subcommittee discussion, the subcommittee wants to change the program target for the P1-year global assessment of communication and P2-year. Communication is a skill longitudinally practiced and built on across the curriculum's 3 didactic years. The same communication rubric is used across all three years and the more advanced communication skills, such as empathy, response to patient cues, organization and redirecting, are higher order communication skills within the rubric that many students gain confidence with repeated practice over the 3 years. The subcommittee believed that expecting P1 students to have the same success as P3 students was not practical, so the subcommittee decided to change to a progressive program target. The assessment plan will be updated for AY 2023-2024 to reflect a progressive target for oral communication with a P1 target of > 80% meet or exceed expectations, a P2 target of > 85% meet or exceed expectations, and P3 target to remain at >90% meet or exceed expectations.

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

Continuous Improvement Log

What have you identified in your assessment data or other information that you are looking into further?	What specific data or evidence was used to identify the problem?	What is the source of the evidence or data?	What action(s) have been taken or solutions identified to promote improvement?	When did the action(s) occur?	What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome. If there is not yet evidence to demonstrate change, what anticipated outcomes do you expect?
Global assessment of oral communication – Spring P1 year (Patient counseling)	<p><u>Spring 2019</u> 64% of 82 students met or exceeded expectations on self-care product patient counseling - <i>[below program target of > 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 > 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 > 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 > 90%, but they are drastically improved. Will continue to monitor trends.</p> <p>Skills Lab Coordinator has</p>	<p>Fall 2019</p> <p>Fall 2020</p> <p>Fall 2021</p> <p>Fall 2022</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

	<p><u>Spring 2022</u> 82% of 62 students met or exceeded expectations on self-care product patient counseling <i>[below program target of > 90%]</i></p>		<p>been informed. The scores are still below target of > 90%, but they continue to improve.</p> <p>Skills Lab Coordinator has been informed. The scores are still below target of > 90%. Data will also be shared with Skills Subcommittee.</p>	<p>Fall 2023</p>	<p>Subcommittee for further investigation and discussion on further need for intervention on curriculum, the student assessment, or appropriateness of current student target.</p> <p>The Skills and Simulation discussed the communication assessment data and decided that the target of > 90% meet or exceed expectations for first-year pharmacy students who are learning just starting to develop their pharmacist communication skills and patient interactions is likely setting the expectation too high at that level of the curriculum. Students are just starting to learn the “what” to include in patient communication and are still developing the “how”. A tiered approach to expectations was recommended from the subcommittee –</p>
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			<p>been informed. The scores are still below target of > 90%. Data will also be shared with Skills lab task force.</p> <p>Scores are back to meeting target. Will continue to monitor trends.</p>	Fall 2022	
<p>Performance based assessment (PBA) – Introduction and establish rapport and collect portion of analytical checklists for patient interview</p>	<p><u>Fall 2020</u> - 88% of 76 students met or exceeded expectations <i>[below program target of > 90%]</i></p> <p><u>Fall 2021</u> - 95% of 62 students met or exceeded expectations <i>[meeting program target of > 90%]</i></p> <p><u>Fall 2022</u> -96 % of 68 students met or exceeded expectations <i>[meeting program target of > 90%]</i></p>		<p>Skills Lab Coordinator and Faculty Coordinator have been informed. Unsure of reasons behind the recent drop from 100% of 78 students meet/exceed expectations in Fall 2019 to 88% of 76 students in Fall 2020. Possible impact of change to online learning?</p> <p>Scores are back to meeting target after taking a dip in Fall 2020. Will continue to monitor trends.</p>	<p>Fall 2020</p> <p>Fall 2021</p> <p>Fall 2022</p>	<p>Will continue to monitor as results have rebounded back to meeting program target. If scores remain above target for 3 consecutive years, we will plan to remove from continuous improvement log.</p>
<p>Overall pass score for medication reconciliation assessment – Spring P3</p>	<p><u>Spring 2019</u> 89% of 79 students pass and 11% no pass on first attempt (100% pass rate after remediation attempts) <i>[below program target of > 90%]</i></p>	Skills Lab Coordinator	<p>Skills Lab Coordinator and Faculty Coordinator have been informed. Will continue to monitor for trends.</p>	Spring 2019	<p>Will continue to monitor as results have rebounded back to meeting program target. If scores remain above target for 3 consecutive years, we will plan to remove from</p>

	<p><u>Spring 2020</u> 80% of 84 students pass on first attempt <i>[below program target of > 90%]</i></p> <p><u>Spring 2021</u> 98% of 64 students pass on first attempt <i>[above program target of > 90%]</i></p> <p><u>Spring 2022</u> 94% of 65 students pass on first attempt <i>[above program target of > 90%]</i></p>		<p>Validation and standard setting process for internally created cases is done yearly. The cases and pass rates vary by year, which at times impacts overall 1st time pass rates for the class. Will continue to monitor for trends.</p> <p>This year's assessment results are again above program target. Will continue to monitor trends.</p>	<p>Spring 2020</p> <p>Spring 2021</p> <p>Spring 2022</p>	continuous improvement log.
<p>Performance based assessment (PBA) - Global assessment of oral communication</p> <p>Fall P2</p>	<p><u>Fall 2019</u> 100 % of 84students met or exceeded expectations <i>[above program target of > 90%]</i></p> <p><u>Fall 2020</u> 88 % of 76 students met or exceeded expectations <i>[below program target of > 90%]</i></p> <p><u>Fall 2021</u> 97% of 62 students met or exceeded expectations <i>[above program target of > 90%]</i></p> <p><u>Fall 2022</u></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>Fall 2020</p> <p>Fall 2021</p>	Will continue to monitor as results have rebounded back to meeting program target. If scores remain above target for 3 consecutive years, we will plan to remove from continuous improvement log.

	93% of 68 students met or exceeded expectations <i>[above program target of > 90%]</i>		This year’s assessment results are again above program target. Will continue to monitor trends.	Fall 2022	
PCOA	<u>Spring 2022</u> 42 nd percentile <i>[below target of ≥ 50th percentile]</i>	NABP	PCOA is a national cumulative exam that went from required for pharmacy programs to optional during COVID-19 pandemic. Spring 2022 is the last time NABP offered the exam to any pharmacy school. PCOA exam will be “retired” by NABP and no longer required for accreditation.	Fall 2023	The SOP is investigating alternative summative exams for Spring 2024.
Decreased applications	The school went from a high of 547 applications for the Class of 2012 to 185 applications for the Class of 2022. 144 applications for Class of 2023. 174 applications for Class of 2024 194 applications for Class of 2025 170 applications for Class of 2026 159 applicants for Class of 2027	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 if they maintain good academic standing to increase the pool of applicants. Position of Coordinator for Recruitment and Student Development filled and recruitment has been increased	Spring 2013 Fall 2018 Fall 2019	We anticipate ongoing issues with application numbers based on national trends. Will continue to monitor closely and continue to re-evaluate recruitment efforts.

			<p>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>Fall 2020 and Fall 2021</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	Of the students	Of the students that	How do you ensure that this course is	Were there any difficulties
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	objectives the same as the traditional format course? (Y, N, NA)	that enrolled, what percent completed the online course with a C or better?	enrolled in the same course but in traditional format, what percent of students completed the traditional course with a C or better?	coherent, cohesive, and comparable in academic rigor to the traditional format course?	experienced in offering this course online?

ENROLLMENT AND COMPLETION – (Questions 8 – 11)

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

The SIUE School of Pharmacy (SOP) offers a 4-year Doctor of Pharmacy degree (PharmD) and is the only school or college of pharmacy in the state of Illinois south of Chicago. The SOP strives to enroll 80-82 new students each year and has an annual enrollment of ~ 320 students. Fifty-two (52) students enrolled in the Class of 2027 (began Fall 2023).

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 fourteen (14) graduate students working on research projects in the Department of Pharmaceutical Sciences, eight (8) graduate students are currently enrolled in the MS Pharmaceutical Sciences degree program, two (2) graduate students are currently enrolled in the PharmD/MS Pharmaceutical Sciences concurrent degree program, three (3) graduate students are enrolled in the co-operative PhD program with SIU Pharmacology, and one (1) enrolled in an MS School of Engineering program. 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 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
# of degrees granted	74	76	84	78	80	66
Pharmacy education specialization	7	8	6	8	5	10
Pharmacy Pediatrics specialization	9	7	8	7	5	6
Acute Care Specialization				4	5	4
# of students enrolled	330	325	314	297	269	249
Optimal enrollment			328	328	328	328

Description of enrollment and retention trends:

Enrollment:

Pharmacy school applications and enrollment have been declining nationally for the past 6-7 years. 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 FY 19 but dipped for FY 20 through FY 23. FY 22 and FY 23 incoming first year class did not meet the optimal enrollment of 80-82 students, only matriculating 62 in the Class of 2026 and 52 in the Class of 2027, respectively. We continue to anticipate the numbers for pharmacy applicants to remain lull, but the School of Pharmacy was successful in securing students. We anticipate the decreased enrollment to continue in the short term as is consistent with national trends.

This past year we had a total of 159 verified applications which is down from 170 applicants the previous year. Initiation of the Conditional Entry Program (CEP) in Spring of 2013 initially stabilized application numbers, despite many pharmacy schools across the nation already feeling the impact of decreasing class sizes to meet decreased application numbers. Our applicant pool for the CEP program has been consistent since May 2020. Over the past three years, CEP students represent 18-22% of the incoming School of Pharmacy classes of 2024-2027.

To gain competitive advantage capturing the best pharmacy applicants, many pharmacy schools changed to a rolling admission approach 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 students to other programs. The rolling admission cycle has continued since Fall 2016. Previously, admission interviews occurred after the 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. For the 2021-2022 national admission cycle, AACP allowed pharmacy programs to entice students to apply and enroll early in the admission cycle through use of priority status. Many schools nationwide entice students with priority status by increasing opportunities for scholarships if students enroll in their program. SIUE SOP does not have entry scholarships to first-year students that are awarded by the University, therefore are not able to offer priority status at this time.

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 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.

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

Despite the expanded recruitment efforts, application numbers have continued to decline. There are no available scholarships for incoming first year students that are offered by the University, unless they were already an SIUE student receiving a scholarship prior to pharmacy program admission. Students who declined our offers have informed us that other schools, particularly our competitor schools, have offered them large scholarships. We are not able to compete with these incentives, even though we have submitted requests to the university administration to create scholarships for incoming pharmacy students. Although international recruitment may be a viable option for more applicants, the SOP does not have the resources to advance any initiatives to expand our recruitment efforts to the international market.

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.

Graduation Rate

The on-time graduation rate (4-years) dipped below 90% with the Classes of 2016 to 2019 but trended back up in recent years. The overall retention and graduation rates remain high (average ~96%). Internally, we use 90% on-time graduation rate as the benchmark in the SOP assessment plan.

Class of	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Matriculation #	83	80	81	83	81	82	81	84	82	74	75
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%)
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%)		

6-Year Graduation*	82 (98.8%)	77 (96.3)	78 (96.3%)	75 (90.4%)	76 (93.8%)	77 (93.9%)	78 (96.3%)				
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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, based on retention and progression data. Starting with the Class of 2015, students must complete all academic requirements for a given professional year and be in good academic standing (GPA > 2.0, <= 8 credit hours of “D” grades, no current “F” credit hours) prior to progressing to the next professional year. The policy restricts students with documented record of poor performance from progressing, until they successfully remediate their academic deficiencies. Given that the professional curriculum builds upon itself, the faculty determined that it was preferred to correct the deficiencies earlier in the curriculum to allow the student to gain the necessary foundational knowledge to be successful later in the curriculum. As a result of this change in the progression criteria, the ASP policies eliminated a dismissal criterion, which was dismissal when a student had greater than 18 hours of “D” during the PharmD study, even if remediated to a higher grade. The faculty felt that with the stricter progression criteria and the policy that all students must complete their PharmD study within 6 years, the “18-hour of D” dismissal criterion was redundant and could potentially dismiss students who are able to successfully remediate their academic deficiencies. An additional change to the ASP Policies was the creation of an early intervention program with the “Student Progression Status” (SPS) system, as described previously under Section B. Student Learning Outcomes.

EXPERIENTIAL EDUCATION – (Question 12)

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

Activity	List the course or courses where this activity occurred if	Brief description of the activity	Number of students that participated	Number of hours spent on the activity	required or elective in the

	applicable – does not have to be part of a course* and the term			per student	program (R or E)
Case studies	PHAS 716: Ethical Issues in Healthcare (Fall P1)	Interprofessional ethics-based cases with School of Dental Medicine	65	6	R
	PHPR 713N: Self-care and alternative medicine (Spring P1)	Application-based patient cases	65	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 Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	80	10	R
	PHPT 750A: Integrated Pharmacotherapeutics V (Fall P3)	Application-based patient cases	75	20	R
	PHPT 750B: Integrated Pharmaco-	Application-based patient cases	75	20	R

	therapeutics VI (Fall P3)				
	PHPT 750C: Integrated Pharmaco- therapeutics VII (Spring P3)	Application-based patient cases	75	20	R
	PHPT 750C: Integrated Pharmaco- therapeutics VIII (Spring P3)	Application-based patient cases	75	20	R
	PHPE 759A: Personal and Professional Development V (Fall P3)	Innovation Lab	80	14	R
Client-based projects					
Clinical experiences	PHEP 714: Introductory Pharmacy Practice Experience (IPPE) I (Spring P1)	Introduction to the practice of Pharmacy with experiences in both community and institutional pharmacy practice. Students maintain documentation of exercises completed and validation of preceptor review; maintain a reflective portfolio; and attend facilitated meetings on campus in addition to the time spent at the practice site	60	80	R
	PHEP 730: IPPE III (Fall P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide	65	120	R

		drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.			
	PHEP 731: IPPE IV (Spring P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.	65	120	R
	PHEP 780: Advanced Pharmacy Practical Experience (APPE) – Community Pharmacy (P4)	Place students in a community pharmacy practice environment where they can apply their didactic knowledge, develop core competencies and gain patient care experience	70	200	R
	PHEP 781: APPE – Hospital (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core	70	200	R

		competencies, and gain patient care experience			
	PHEP 782: APPE – Ambulatory Care (P4)	Place students in an ambulatory practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	70	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	70	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	70	600 (200 for each specialized APPE)	R
Competition/ Exhibition		ASHP Clinical Skills Competition	10	3	E
		ACCP Clinical Pharmacy Challenge	11	1.5	E
		IPHA Patient Counseling Competition	3	2	E
		APhA Patient Counseling Competition	3	2	E
		ACCP Clinical Research Challenge	9	1.25	E
		IPhO VIP Case Competition	0	60	E
		SNPhA Regional Clinical Skills Competition	0	3	E
		SNPhA National Clinical Skills Competition	0	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.	70	200	R
Internships for credit					
Internships not for credit					
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	65	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,	65	28	R

		prescription product verification, patient care documentation			
	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	70	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	70	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	60	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	60	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	65	4	R

		write complete SOAP note for three primary problems.			
	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.	65	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]	70	10	R
Service Learning / Community Service	Fall 2022	ACPE Site Visit Student Panel	46	1	E
	Fall 2022	Alton Pride Festival Informational Booth	14	3	E
	Fall 2022	APhA-ASP Patient Care Competition	2	2	E
	Fall 2022	BeTheMatch (donating a sample)	20	1	E
	Fall 2022	BeTheMatch Registry (Sample Collector)	19	2	E
	Fall 2022	Blood Pressure Screening at Edwardsville Senior Center	13	2	E
	Fall 2022	Chinese Walk-In Clinic (Multiple Dates)	2	4	E
	Fall 2022	Educating Kindergarteners at Eastwood Elementary	9	1	E
	Fall 2022	Glen Ed Pantry Blood Pressure Screenings- Fall 2022	9	4	E

	Fall 2022	Goshen Market Drug Take Back Event	8	2	E
	Fall 2022	Healthcare Summer Camp for Underrepresented Minority Students	1	2.5	E
	Fall 2022	IPhO and APhA hosts Rutgers Pharmaceutical Industry Fellowship Virtual Presentation	31	1	E
	Fall 2022	IPhO-APhA Guest Speaker Event: Aneesh Asokan	25	1	E
	Fall 2022	Lambda Kappa Sigma Guest Speaker: Infertility Expert	35	1	E
	Fall 2022	NCPA Pharmacist Appreciation Week Recognition	10	1	E
	Fall 2022	Pediatric Pharmacy Association Meeting hosting PGY2 Guest Speaker	24	1.5	E
	Fall 2022	Pharmaceutical Science Seminar - presentation by Faria Anjum Simin, MS Candidate, Topic: "Harnessing Subcellular Co-Localization of Sigma 1 Receptor to Define Cellular Stress State"	1	1	E
	Fall 2022	Pharmaceutical Science Seminar - presentation by Omoh Emmanuel Ben, MS Candidate, Topic: "Design and Synthesis of eIF4E Inhibitors"	1	1	E
	Fall 2022	Pharmaceutical Science Seminar - presentation by Rupesh Chandra Panta, MS Candidate	1	1	E
	Fall 2022	Post Graduate Training (Residency, Fellowship) Happy Hour sponsored by SSHP	11	1	E
	Fall 2022	Post Graduate Training (Residency, Fellowship) Happy Hour sponsored by SSHP	22	1.5	E

	Fall 2022	SOP Collaboration in Underserved Populations (CUPful initiative) with Health Protection and Education Services (HPES) of St. Louis - Fall (Multiple Dates)	20	4	E
	Fall 2022	SSHP Residency Panel	28	1	E
	Spring 2023	2023 ACCP Clinical Research Challenge: "A clinical pharmacist intervention to reduce fall risk in older patients with cancer"	3	10	E
	Spring 2023	2023 Illinois Legislative Day Participation	4	5	E
	Spring 2023	AACP Live Panel - Careers in Pharmacy	1	2	E
	Spring 2023	ACCP Career Pathways Roundtable Webinar	1	3	E
	Spring 2023	APhA Informational Session "Pipeline Drug Therapies For Diabetes"	16	1	E
	Spring 2023	APhA Patient Counseling Competition	3	1	E
	Spring 2023	APhA Planned Parenthood Guest Speaker	36	1.5	E
	Spring 2023	Glen Ed Pantry Blood Pressure Screenings - Spring 2023	17	3	E
	Spring 2023	Guest Speaker - Brentsen Wolf: Networking & Identifying Career Pathways	69	1	E
	Spring 2023	Guest Speaker: Dr. Jake Nichols, PharmD, MBA "Unfit for Recovery: Fighting Addiction in an Unforgiving World"	43	1	E
	Spring 2023	Hygeia Day - Cardiovascular Pharmacist Guest Speaker Event	48	1	E
	Spring 2023	Lunch and Learn: Acing the Interview	19	1	E

	Spring 2023	Main Street Community Center Health Fair	13	2	E
	Spring 2023	MPA Legislative Day 2023 Participation	3	6	E
	Spring 2023	MPA Legislative Day Informational Meeting	3	1	E
	Spring 2023	Open Seminar "LGBTQIA+ Inclusion in Pharmacy Education" presented by Dr. Kyle Wilby	20	1	E
	Spring 2023	Pharmaceutical Science Seminar - presentation by Daniela Hermelin, MD, Chief Medical Officer, Impact Life, Topic: "Resolution of An Unexpected ABO Typing Discrepancy in a 9-month-old Patient with Juvenile Myelomonocytic Leukemia – A Journey into the ABO Blood Group System"	5	1	E
	Spring 2023	Post Graduate Training (Residency, Fellowship) Happy Hour sponsored by SSHP	3	2	E
	Spring 2023	PPA and NCPA Guest Speakers Discuss Independent Pharmacy	38	1	E
	Spring 2023	Sexual Assault Awareness Walk	12	2.5	E
	Spring 2023	Sexual Assault Awareness Week Speaker	15	1	E
	Spring 2023	SOP Collaboration in Underserved Populations (CUPful initiative) with Health Protection and Education Services (HPES) of St. Louis - Spring (Multiple Dates)	33	4	E
	Spring 2023	SSHP Guest Speakers on Practice Advancement Initiative 2030 Event	24	1	E
	Spring 2023	SSHP Participation in ICHP Spring Meeting	11	15	E

	Spring 2023	SSHP Quarterly Call with Chris Crank and other Illinois schools of Pharmacy	2	1	E
	Spring 2023	SSHP Quarterly Call with Chris Crank and other Illinois schools of Pharmacy	3	1	
	Spring 2023	SSHP's Virtual Post-Match Residency Panel	15	1	
	Spring 2023	The William Wuller Leadership Speaker Series	7	1	
	Spring 2023	Understanding and Serving America's Underserved Program: An Introduction to Community Health Centers Program sponsored by Illinois Primary Health Care Association	1	4	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	70	4	R
	PHPE 759A: Personal and Professional Development V (Fall P3)	Outpatient Simulations	70	12	R
	PHPE 759A: Personal and Professional Development V (Fall P3)	Inpatient Simulations	70	3	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Outpatient Simulation	70	3	R

	PHPE 759B: Personal and Professional Development VI (Spring P3)	Inpatient Simulation	70	4	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Public Health Simulation	70	2	R
	PHPE 759B: Personal and Professional Development VI (Spring P3)	Interprofessional simulation with SIUe Dental Medicine and SIUe School of Nursing (Error Disclosure)	70	2	R
	PHPR 758B: Pharmacy Skills Lab VIII (Spring P3)	Interprofessional simulation with SIU School of Medicine (Patient advocacy cases)	70	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	3	200	E
	Summer 2022	Jamaica Pharmacy- Dental Mission Trip	0**	60	E
Supervised training					
Undergraduate Research & Creative Activities					

Volunteer experiences	Fall 2022	Faith Coalition Edwardsville Work Project	5	4	E
	Fall 2022	Hope Rescues Volunteer	2	4	E
	Fall 2022	Hospice Volunteer Initiative - Tree of Memories	7	2	E
	Fall 2022	LKS Breakfast at Ronald McDonald House	15	2	E
	Fall 2022	SSHP Blanket Making Event	32	1.5	E
	Spring 2023	Baby Bottle Campaign at Hand n Hand Pregnancy Help Center	6	3	E
	Spring 2023	Glen Ed Food Pantry Distribution	1	4	E
	Spring 2023	Martin Luther King Day of Service-FEMA Disaster Recovery Assistance in St. Clair County	1	2.5	E
	Spring 2023	Red Cross Virtual Blood Drive Volunteer	37	1	E
	Spring 2023	Rho Chi and CEP Craft Kit Making	9	1	E
	Spring 2023	Rho Chi Prepareing and Delivering Meals to Hope Lodge	13	2	E
	Spring 2023	Senior Citizen Yard Clean Up	56	4	E

** Jamaica Pharmacy-Dental Mission Trip was canceled Summer 2022.