

Annual Performance Report Graduate & Professional Programs

Department/Program: **School of Pharmacy / PharmD**

Date submitted: 10/10/16

Person(s) submitting report: Jingyang Fan, Assistant Dean, Academic Affairs

This program:

___ is taught entirely online

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

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

___ does not have any online courses

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

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

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

STUDENT LEARNING (Questions 1 – 6)

- Please copy and paste the table from the assessment plan here that provides student learning outcomes, measures, and targets.

Goals of Graduate Learning	SOP Student Learning Outcome	Performance Indicator or Assessment	Criteria for Passing	Where Are the Outcomes Assessed?
Demonstrate breadth & depth of knowledge	Foundational Knowledge	NAPLEX (Pharmacy Board) Exam & appropriate law exam	National Association of Boards of Pharmacy determines pass score – Meet expectations: above the current national pass rate; Exceed expectations: 2.5% above the national average	Following the 4 th (final) professional year.
		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 th (final) professional year.
Effectively communicate knowledge	Approach to Patient Care	Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 th (final) professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th professional year (seven completions)
		Performance Based Assessment	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.	Fall semester of 3 rd professional year.

Demonstrate an ability for analytical thinking	Essentials for Practice and Care	Performance Based Assessment	Pass score varies each year and is determined by case development group (at least 6 individuals). Meet expectation: at least 90% student pass rate.	Fall semester of 3 rd professional year.
		Dashboards	Meet expectation: C or B; Exceed expectation: A for individual and aggregate results throughout rotations.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th professional year (seven completions)
Apply knowledge of the discipline		Capstone Project	Meet expectation: C or B; Exceed expectation: A in Capstone Advanced Pharmacy Practice Experience	During 4 th (final) professional year.
Exhibit the best practices, values and ethics of the profession	Personal and Professional Development	Professionalism Assessments	Meet expectation: less than 3 'needs improvements'.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th professional year (seven completions)
		Dashboards	Meet expectation: less than 3 'needs improvements'.	Fall semester 1 st professional year (twice); Fall and Spring semesters of 2 nd professional year (once each semester); 4 th professional year (seven completions)
		AACP Continuous Quality Improvement surveys	Meet expectations: within 10% compared to benchmarking institutions; Exceed expectations: greater than 10% difference in positive direction compared to benchmarking institutions.	Graduating students assessed immediately prior to graduation. Faculty, preceptors and alumni assessed the year prior to accreditation.

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

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

North American Pharmacist Licensure Exam (NAPLEX) Pass Rate

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

Multistate Pharmacy Jurisprudence Exam (MPJE) Pass Rate

Pass Rate for All States*

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

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

Pass Rate for In-State Only (IL MPJE)

	2009	2010	2011	2012	2013	2014	2015
SIUE (IL)	96.67%	98.36%	100.00%	96.30%	96.67%	94.64%	94.00%
State*	95.78%	96.94%	96.84%	94.41%	94.96%	95.55%	93.85%
National**	95.79%	96.38%	94.75%	95.47%	94.93%	95.17%	94.35%

*Includes all Illinois schools for IL MPJE

**Includes MPJE for states in which the schools reside

NAPLEX (Pharmacy Board) and MPJE (pharmacy law exam) are standardized exams that students must pass to become licensed pharmacists. Results for the Class of 2016 will be communicated to us in October 2016. The NAPLEX pass rate from the Class of 2015 for first-time test takers was 97.26%, which was 4.62% above the national average and exceeded expectations. Although the NAPLEX performance exceeded expectations this year, the pass rate has been trending down prior to Class of 2015. Due to this trend, the School proactively implemented two strategies to improve pass rate. First, all students starting with Class of 2015 are required to take a Pharmacy Curriculum Outcomes Assessment (PCOA) exam in their third professional year. If they do not perform adequately, they must remediate by studying the section or sections on which they did not do well and they must take a practice exam. Second, all students starting with Class of 2016 must take a minimum of one practice exam through ExamMaster in their fourth professional year. We will continue to monitor the pass rate and assess the utility of the strategies we put in place.

While NAPLEX is standardized for the entire country, MPJE is specific for each state in which a student seeks licensure. Therefore, we report here both the pass rate for all states and Illinois MPJE only. The program met expectations with the Class of 2015 for MPJE exam for all states (93.85%). However, when looking specifically at MPJE pass rate for Illinois only, the rates have declined slightly below national pass rates for the past two years. This is the first time Illinois MPJE pass rates have been evaluated. No program changes will be made at this time to address Illinois MPJE pass rate as the difference is small, we are above the state average for Illinois MPJE except Class of 2014, and MPJE for all states are consistently above national averages. The School is closely monitoring the performance in both licensure exams.

Capstone

Students are evaluated on their project declaration, paper, and poster research project completed as a Capstone project in the final year of the program. The project declaration and paper are evaluated by the Capstone coordinator and the poster is evaluated by several faculty and outside preceptors. Each of these pieces is used for the final grade of the project. All 81 students in the Class of 2016 achieved a 'C' grade or better on their capstone projects. We had 57 A's (70% exceeded expectations), 21 B's (26%) and 3 C's (4%) (B's and C's = met expectations) in the course this year. The table below details the data for specific benchmarks.

Measure	N	# (%) who exceeded expectations (earned an A)	# (%) who met expectations (earned a B or C)	# (%) who did not meet expectations (earned <C)
Achievement of Learning (Final Grade)	81	57 (70%)	24 (30%)	0
Oral Communication	81	39 (48%)	40 (50%)	2 (2%)
Written Communication	81	45 (55%)	36 (45%)	0
Problem Solving and Critical Thinking	81	53 (66%)	27 (33%)	1 (1%)

Dashboards Including Professionalism

Dashboard data include assessments of critical thinking, oral communication, written communication, and professionalism. Currently, the dashboards are only for students in their fourth professional year. The dashboards for each assessment during 2015-2016 for students in their fourth professional year (Class of 2016) identified that 76 of 78 student averages met or exceeded expectations for critical thinking, oral communication, and written communication, except 1 student that did not meet expectations in critical thinking and 1 that did not meet expectations in professionalism. Specifics appear in the following table.

Measure	N	# (%) who exceeded expectations (A)	# (%) who met expectations (B or C)	# (%) who did not meet expectations (<C)
Critical Thinking	78	69 (89%)	8 (10%)	1 (1%)
Communication	78	72 (92%)	6 (8%)	0
Professionalism	78	68 (87%)	9 (12%)	1 (1%)

Performance Based Assessments

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

Assessment	NO PASS N (%)	PASS N (%)
Pharmacy Curriculum Outcomes Assessment (PCOA) Exam – Students will be tested over foundational knowledge. This exam is created and administered by the National Association of Boards of Pharmacy.	4 (5%)	70 (95%)
Literature Evaluation Project – Students will be assigned a drug information question that they must respond to after searching and evaluating appropriate literature.	3 (4%)	71 (96%)
Public Health Activity – Students will be assigned a request on a public health issue and then meet with the health care professional that asked for consultation on this issue.	3 (4%)	71 (96%)
Prescription Drug Coverage Activity – Students will recommend a course of action for patients experience a prescription drug coverage issue.	6 (8%)	68 (92%)
Standardized Patient Encounter – Interview – Students will interview a standardized patient. Standardized Patient Encounter – SOAP Note – Students will write a SOAP note from the standardized patient encounter.	1 (1%)	73 (99%)
OSCE – Community Scenarios - Stations where skills will be tested in accurate dispensing and drug utilization review of medication orders, in ethical, professional and legal behavior in a community pharmacy practice setting.	9 (12%)	65 (88%)
OSCE – Community Scenarios - Station where skills will be tested in communication, and in counseling in a community pharmacy practice setting.	7 (9%)	67 (91%)
OSCE – Hospital Scenarios –Stations where skills will be tested in pharmaceutical calculations and accurate dispensing of medication orders in a hospital pharmacy practice setting, and in ethical, professional and legal behavior.	1 (1%)	73 (99%)
OSCE – Hospital Scenarios –Stations where skills will be tested in accurate dispensing of medication orders, in ethical, professional and legal behavior in a hospital pharmacy practice setting.	5 (7%)	69 (93%)

AACP surveys

These surveys are standardized surveys from the American Association of Colleges of Pharmacy that allow for benchmarking among Schools of Pharmacy. Questions on these surveys are grouped into questions about curriculum, student services, resources available, faculty support and development and overall impressions of the program. We completed the survey of graduating students in May 2016. All survey results were shared with all SOP faculty at the September faculty meeting. The surveys of faculty, preceptors, and alumni were completed in 2013 and are only completed every 4 years.

The survey response rate for the Class of 2016 **graduating students** was 89.5% (68 out of 76 members). The survey results were compared to 8 peer institutions and generally revealed positive results. Out of 79 items on the survey, all except 2 items fell within the “meets expectations” criteria. The questions that fell below expectations included: 1. “My introductory pharmacy practice experiences were valuable

in helping me to prepare for my advanced pharmacy practice experiences.” (67.6% strongly agree or agree for SIUE vs. 85% for benchmarking institutions); 2. “My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.” (72.1% strongly agree or agree for SIUE vs. 84.7% for benchmarking institutions). The majority of the survey items “meet expectations” as the results reveal at least 90% strongly agree or agree, which are comparable to our peer institutions. The high percentage from our institution and the peer institutions makes it difficult to “exceed expectations”.

The SOP Outcomes Assessment Committee identified Introductory Pharmacy Practice Experiences (IPPE) as a potential area for improvement and forwarded the results to the Office of Experiential Education. Several approaches are planned to identify and address the survey results. The first step is collecting data to determine what is causing the decrease in student agreement on these items. The challenge with identifying the dissatisfaction with IPPE rotations is these experiences occurred during the 2012-13 and 2013-14 academic years (nearly 3-4 years before the survey data was collected). There were no major changes to the IPPE sites and experiences in that time period. Additionally, the student surveys and other site evaluations completed during the time of the IPPE rotations showed no negative trends.

Two years ago we added additional questions to our post-IPPE experience survey to try to gauge student satisfaction on these items immediately following the IPPE rotations. These survey questions are anonymous and include Likert-type questions (similar to this survey) as well as an open text field for students to provide additional information. In the past two years, those surveys have not yielded any significant dissatisfaction or disagreement. We plan to continue to ask those questions to identify any issues at the time they occur.

Additionally, in order to collect more data, we plan to add a town-hall style meeting to the pre-commencement week after the P4 students complete their APPE rotations. This will give us a valuable debriefing period to gather information and better inform any needed changes to structure, implementation or approach.

In addition to collecting more information, we plan to make a change to the student preparation for the final rotation year in an attempt to highlight the connection of IPPE to APPE. We will include a session that guides students through an exercise of reflecting on their IPPE experiences and discussing how the IPPE rotations have prepared them in setting and meeting professional goals. We will then use this discussion to springboard into a session on goal-setting and expectations for APPE rotations. Our intention behind this is to allow meaningful reflection on the IPPE experiences in the context of learning and growth through experiential education.

Finally, one change that has already been implemented for IPPE rotations is the re-structuring of the Professional Role Observations (PROs) rotation in the first year. Previously, this two-week rotation consisted of one week each in a community and health-system practice site. This structure was modified to a full two weeks at a single site, allowing students adequate time to explore their role in that setting and feel comfortable participating in patient care. This change was implemented in 2014 so the impact of this change on graduating students will not be assessed until the class of 2018.

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

Semester	Number of Students Completing the Exit Requirement/Thesis	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Summer 2015	0	0	0	0
Fall 2015	4	0	4	0
Spring 2016	77	57	20	0
Total for FY16	81	57	24	0

4. Please complete the following table with Program Exit Requirement/Thesis results related to the Goals of Graduate Student Learning. Please include data for all students completing the Exit Requirement/Thesis in your program in FY16 (e.g. Summer 2015 – Spring 2016)

Objective	Performance Indicator	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	Capstone	81	57 (70%)	24 (30%)	0
Effectively Communicate Knowledge in the Discipline - Written	Capstone	81	45 (55%)	36 (45%)	0
Effectively Communicate Knowledge in the Discipline - Oral	Capstone	81	39 (48%)	40 (50%)	2 (2%)
Demonstrate an Ability for Analytical Thinking in the Discipline	Capstone	81	53 (66%)	27 (33%)	1 (1%)

Objective	Performance Indicator	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Exhibit the Best Practices, Values, and Ethics of the Profession	Dashboard (Professionalism)	78	68 (87%)	9 (12%)	1 (1%)
Apply Knowledge of the Discipline	Capstone	81	53 (66%)	27 (33%)	1 (1%)

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

- X** Monitor the results and investigate causes; we may need to make changes but need more information to make that decision.

As stated previously, we plan to continue to monitor the NAPLEX results, MPJE results, and IPPE survey results and address as stated above.

6. Please complete the [attached Continuous Improvement Log](#) regarding the program's continuous improvement activities. If it is helpful to provide context or to describe general improvements, please write a brief summary of continuous improvement efforts undertaken by the program in '15-'16.

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

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?
<p>Licensure Examination: MPJE pass rate for Illinois has been slightly below the national average for the past 2 years.</p>	MPJE pass rate (in-state)	National Association of Boards of Pharmacy	Continue to monitor MPJE pass rate; review correlation between MPJE passing with grade in Pharmacy Law course; track attendance at Pharmacy Law Review prior to graduation.	Summer 2016 and Spring 2017	In progress
<p>NAPLEX pass rate has been trending down, but bounced back for the Class of 2015.</p>	NAPLEX pass rate		The School initiated increased exposure to practice exams (ExamMaster) in Spring 2014, which seems to help NAPLEX pass rate for Class of 2015.	Spring 2014	Improved NAPLEX pass rate for Class of 2015; continue to monitor NAPLEX pass rates, especially for the Class of 2016.

<p>Support for resources and faculty development</p>	<p>In 2010, the Curriculum Quality Survey of faculty showed that between 13.2% and 39.5% of faculty disagreed or strongly disagreed with the following statements: I receive adequate support staff resources (39.5%); I receive adequate guidance on career development (15.8%); Funds are available to support my faculty development (13.2%); and programs are available for non-practice faculty to orient them to the pharmacy profession and professional education (15.8%).</p> <p>When the survey was repeated in 2013, the percent of faculty that disagreed with these statements worsened to 19.5% to 58.3%: I receive adequate support staff resources (58.3%); I receive adequate guidance on career development (25%); Funds are available to support my faculty development (55.5%); and programs are available for non-practice faculty to orient them to the pharmacy profession and professional education (19.5%).</p>	<p>American Association of Colleges of Pharmacy</p>	<p>The findings were communicated to the School of Pharmacy Faculty Development Committee and results were discussed at a fall School of Pharmacy faculty meeting.</p>	<p>Fall 2013</p>	<p>In progress; The School continues to struggle with these issues as the budget is decreased and positions are unfilled. Some of these issues were also mentioned as issues to be monitored in the evaluation team report following the accreditation visit. We repeat the survey every 4 years (next one in 2017) so will continue to monitor.</p>
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Decreasing number of students that found introductory pharmacy practice experience (IPPE) valuable in preparing them for advanced pharmacy practice experience (APPE) and involving direct patient care	Curriculum Quality Survey of graduating students (Class of 2016)	American Association of Colleges of Pharmacy	The Office of Experiential Education has planned several approaches to address the students' feedback on IPPE as described above.	Fall 2016	In progress
Graduation and retention rates have decreased in the last few years.	On-time graduation rates Progression rates	SOP Office of Professional and Student Affairs	Several initiatives have been implemented including: the Conditional Entry Program, Early Student Monitoring, increased tutoring opportunities, and increased remediation offerings. In addition, a task force is formed to evaluate other causes and potential solutions to enhance graduation and retention rates.	Spring 2013 Spring 2016	Continue to monitor.
Decreased applications	The School went from a high of 547 applications for the Class of 2012 to 234 applications for the Class of 2020.	SOP Office of Professional and Student Affairs and WebAdmit	A conditional entry program was created to invite high achieving high school graduates into the program as long as they maintain good academic standing as a way to increase the pool of applicants.	Spring 2013	Since the initial offering of CEP where we had 18 students, the enrollment into the CEP has been around 40 each year. Twenty two of the 40 CEP students from 2014 have entered the School of Pharmacy in Fall 2016 (10 via CEP pathway, 12 via the traditional pathway). The program is currently being monitored.

**Annual Performance Report
Graduate & Professional Programs**

Department/Program: School of Pharmacy/Education specialization

Date submitted: 7/14/16

Person(s) submitting report: Terri Poirier

This program:

is taught entirely online

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

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

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)

1. Please copy and paste the table from the assessment plan here that provides student learning outcomes, measures, and targets.

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

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

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

2014-2016 and same data for 2013-2015

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

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

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

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

Semester	Number of Students Completing the Exit Requirement/Thesis	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Summer 2015				
Fall 2015				
Spring 2016	5	5		
Total for FY16	5	5		

4. Please complete the following table with Program Exit Requirement/Thesis results related to the Goals of Graduate Student Learning. Please include data for all students completing the Exit Requirement/Thesis in your program in FY16 (e.g. Summer 2015 – Spring 2016)

Objective	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	5	100		
Effectively Communicate Knowledge in the Discipline - Written	5	100		

Effectively Communicate Knowledge in the Discipline - Oral	5	100		
Demonstrate an Ability for Analytical Thinking in the Discipline	5	100		
Exhibit the Best Practices, Values, and Ethics of the Profession	5	100		
Apply Knowledge of the Discipline	5	100		

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:

6. Please complete the [attached Continuous Improvement Log](#) regarding the program's continuous improvement activities. If it is helpful to provide context or to describe general improvements, please write a brief summary of continuous improvement efforts undertaken by the program in '15-'16.

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

Continuous Improvement Log

What have you identified in your assessment data or other information that you are looking into further?	What specific data or evidence was used to identify the problem?	What is the source of the evidence or data?	What action(s) have been taken or solutions identified to promote improvement?	When did the action(s) occur?	What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome. If there is not yet evidence to demonstrate change, what anticipated outcomes do you expect?
No changes needed					

The changes were made in the cohort class of 2012 to 2014 and with the cohort of 2013 to 2015. No issues have been identified in the current program. This past year we had three out of three students who applied for PG1 residencies, get accepted into programs. Feedback from the Director of CE indicates that the quality of the written CE programs developed by my students are well received by the practice community.

Annual Performance Report Graduate & Professional Programs

Department/Program: School of Pharmacy/Pediatric Specialization

Date submitted: 8/22/2016

Person(s) submitting report: Lisa Lubsch (Bimpasis), PharmD, BCPPS, AE-C

This program:

is taught entirely online

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

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

does not have any online courses

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

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

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

STUDENT LEARNING (Questions 1 – 6)

- Please copy and paste the table from the assessment plan here that provides student learning outcomes, measures, and targets.

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

Demonstrate effective communication with children, adolescents, caregivers and the healthcare team with accompanying documentation	EFFECTIVELY COMMUNICATE KNOWLEDGE IN THE DISCIPLINE	Perform patient interview and Educate patients and caregivers	Meet expectation: students achieve average (8.5-9); Exceed expectation: students achieve above average (9.5-10) on this section of the Student Assessment of the advanced pediatric elective APPE	Fourth professional year
		Provide patient- and drug-related information and recommendations to health care professionals	Meet expectation: students achieve average (8.5-9); Exceed expectation: students achieve above average (9.5-10) on this section of the Student Assessment of the advanced pediatric elective APPE	Fourth professional year
Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	DEMONSTRATE AN ABILITY FOR ANALYTICAL THINKING IN THE DISCIPLINE	Content and Evaluation on Journal club presentation	Meet expectation: students achieve good (8.5-9); Exceed expectation: students achieve excellent (9.5-10) on these sections of the Journal club presentation	Third professional year
		Independent study project	Meet expectation: C or B; Exceed expectation: A in the Independent Study elective	Third professional year
Obtain postgraduate training position or a position in pediatric pharmacy		Postgraduate or pediatric position	Meet expectation: at least 50%; Exceed: at least 90% of students attain position	After graduation

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

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

Student Learning Outcome	Performance Indicator or Assessment	Student Data
Optimize patient-specific rational pharmacotherapy for common illnesses of neonatal, infancy, childhood, and adolescent periods based on the best available evidence	Assessment on Formal case presentation	-Meet expectation: 7/9 students -Exceed expectation: 2/9 students
	Plan on Formal case presentation	-Meet expectation: 5/9 students -Exceed expectation: 2/9 students
	Topic on Formal case presentation	-Meet expectation: 5/9 students -Exceed expectation: 2/9 students
-Identify appropriate dosage forms and review drug administration techniques for children of various ages	Recommend drug therapy	-Meet expectation: 8/11 students -Exceed expectation: 3/11 students
Demonstrate effective communication with children, adolescents, caregivers and the healthcare team with accompanying documentation	Perform patient interview	-Meet expectation: 2/11 students -Exceed expectation: 6/11 students
	Educate patients and caregivers	-Meet expectation: 6/11 students -Exceed expectation: 5/11 students
	Provide patient- and drug-related information and recommendations to health care professionals	-Meet expectation: 5/11 students -Exceed expectation: 6/11 students
Demonstrate the retrieval, evaluation, and application of professional literature as it relates to pediatric pharmacy	Content on Journal club presentation	-Meet expectation: 8/9 students -Exceed expectation: 1/9 students

	Evaluation on Journal club presentation	-Meet expectation: 8/9 students -Exceed expectation: 1/9 students
	Independent study project	-Meet expectation: 1/13 students -Exceed expectation: 12/13 students
Obtain postgraduate training position or a position in pediatric pharmacy	Postgraduate or pediatric position	-Meet expectation: 73% (8/11 students) obtained a postgraduate or pediatric position

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

Semester	Number of Students Completing the Exit Requirement/Thesis	# of students exceeding expectations	# of students meeting expectations	# of students NOT meeting expectations
Summer 2015				
Fall 2015				
Spring 2016	5	1	4	none
Total for FY16	5	1	4	none

4. Please complete the following table with Program Exit Requirement/Thesis results related to the Goals of Graduate Student Learning. Please include data for all students completing the Exit Requirement/Thesis in your program in FY16 (e.g. Summer 2015 – Spring 2016)

Objective	Number of students where this objective was measured	% of students exceeding expectations	% of students meeting expectations	% of students NOT meeting expectations
Demonstrate Breadth and Depth of Knowledge in the Discipline	5	20%	40%	40%
Effectively Communicate Knowledge in the				

Discipline - Written				
Effectively Communicate Knowledge in the Discipline - Oral	5	60%	40%	none
Demonstrate an Ability for Analytical Thinking in the Discipline	5	none	100%	none
Exhibit the Best Practices, Values, and Ethics of the Profession				
Apply Knowledge of the Discipline				

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

Comments:

One area where two student did not meet expectations for FY16 was the formal case presentation in 2015. This most likely explained by the external instructor for the case was unable to provide adequate feedback to their group. The instructors for the class activity (formal case presentation) were carefully selected this past year (FY 17) and all students met (or exceeded) 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 '15-'16.

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

Continuous Improvement Log

What have you identified in your assessment data or other information that you are looking into further?	What specific data or evidence was used to identify the problem?	What is the source of the evidence or data?	What action(s) have been taken or solutions identified to promote improvement?	When did the action(s) occur?	What are the results of the change(s) or improvement(s)? Provide evidence demonstrating the outcome. If there is not yet evidence to demonstrate change, what anticipated outcomes do you expect?
Need a data collection tool			Created password protected excel	2015	Data analysis was straightforward for FY16
External instructor may have not provided adequate feedback	2 students did not meet expectations on formal case presentation		Carefully selected subsequent external instructors	2015	All students met (or exceeded) expectations for FY17
Scales for performance indicators has incomplete ranges (i.e. 8.5-9 / 9.5-10)		Rubrics for activities / experiences are incomplete		2016	In progress
One experience does not complete patient interviews	3 students had not applicable selected on evaluation	Neonatal population may not benefit from a patient interview		2016	In progress

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

7. Complete the table below for all online courses in your program offered during this academic year. If there is no similar traditional course to the online course, include 'NA' in the appropriate cells.

Course number	Are the course outcomes the same as the traditional format course? (Y, N, NA)	Of the students that enrolled, what percent completed the online course with a C or better?	Of the students that enrolled in the same course but in traditional format, what percent of students completed the traditional course with a C or better?	How do you ensure that this course is coherent, cohesive, and comparable in academic rigor to the traditional format course?	Were there any difficulties experienced in offering this course online?
PHEL 787	NA	100%	NA	Extensive written assignments; expectations are no different if was in traditional format	No

ENROLLMENT AND COMPLETION – (Questions 8 – 11)

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

The SIUE School of Pharmacy (SOP) offers a 4-year Doctor of Pharmacy degree (PharmD) and is the only school or college of pharmacy in the state of Illinois south of Chicago. On average, the SOP enrolls 80-82 new students each year and has an annual enrollment ranging from 320-324 students. Eighty-two students enrolled in the class of 2020 (began fall 2016). Currently, over half of all doctoral degrees granted each year at SIUE come from the SOP.

In addition to the PharmD program, SOP is starting a M.S. graduate program in pharmaceutical sciences starting Fall 2016. Aside from the programs at SOP, faculty members from the Department of Pharmaceutical Sciences also participate in the graduate programs in the Departments of Chemistry and Engineering. To date, they have served on

numerous committees while also serving as major advisors for six M.S. students from these departments. Furthermore, students in the PharmD program also has the option to pursue a concurrent MBA degree with the School of Business. The concurrent PharmD/MBA program has been in place since 2013 and just graduated its first 4 students in Spring 2016. This program has been attracting 8-12 students each year ever since.

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

<http://www.siu.edu/inrs/factbook/annex.shtml>

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

Description of enrollment and retention trends:

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

In response to the decline in the numbers of applications received, the SOP developed a Conditional Entry Program (CEP) for incoming SIUE freshman. The CEP is similar to a direct entry program but two years of pre-professional study are still required prior to

enrollment in the SOP. The CEP was approved in spring 2013 and was implemented for the incoming freshman class to SIUE in the fall 2013 semester. From the 40 students admitted into this cohort of CEP students, 22 are enrolled in the SOP in Fall 2016. Ten enrolled via CEP and the other twelve enrolled via the traditional admission pathway. It is hoped that this approach will ease the burden on the declining traditional applicant pool while also attracting high achieving students to SIUE out of high school. The CEP program enrolled 45 students in fall 2015 and 40 students in fall 2016. To continue to fill the CEP class in future years, additional recruiting efforts will be needed that target academically gifted high school students. The Offices of Enrollment Management and Admissions are working with the SOP to meet this need.

Another strategy that we implemented this past admission cycle, in response to shrinking applicant pool, is that we changed our admission process to rolling admission. Previously, admission interviews occurred after application deadline and decisions to accept applicants were made at the same time after all interviews were conducted. With rolling admission, applications are reviewed and applicants are invited for interviews throughout the admission cycle. Decisions to accept applicants are made right after interviews, instead of waiting until all applicants have been interviewed. This rolling admission process allows us to be competitive with other schools in attracting high performing applicants and is consistent with the changing norm in admission process for pharmacy schools.

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

The current enrollment in the SOP is optimized based on space, budget, the size of the experiential program and the current job market for graduates. While space and budget could be adjusted to accommodate an increase in enrollment, the fact is that the experiential program which comprises 30% of the entire pharmacy curriculum is the bottleneck that ultimately caps enrollment. For most pharmacy programs including the SOP, the experiential program is resource intensive and largely based on volunteer pharmacists who serve to facilitate the learning process in real-world, healthcare settings. Given the rural setting and the widely dispersed healthcare networks in central and southern Illinois, a further increase in enrollment in the SOP would require a dramatic expansion in the experiential program and the healthcare resources are simply not available in this region to provide for quality education. Lastly, the recent economic slowdown coupled with a marked increase in the number of schools and colleges of pharmacy graduating students has resulted in a sudden and dramatic reduction in the demand for new graduates. All of our 2015 graduates who took and passed the national and state licensing exams gained successful employment in the field of pharmacy. That can be largely attributed to the fact that our enrollment is well matched with the regional

market. Graduates from other areas including Chicago have reported significant delays in employment and/or the need to relocate to other parts of the country.

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

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

The School of Pharmacy has experienced falling progression and on-time graduation rates in the recent years. This may be partially due to a change in the Academic Standards and Progressions Policies that was implemented with the Class of 2015. One of the major changes in the policies is that students who is on academic probation (more than 8 credit hours of Ds or Fs) cannot progress to the next professional year until they successfully remediate the academic deficiencies through summer remediation or retaking the course(s). Another major change is the addition of a dismissal criterion, when a student is dismissed if he/she accumulates more than 18 credit hours of Ds and Fs in the PharmD program even if the Ds or Fs are successfully remediated. In addition, with the decrease in applicants, the School has admitted students that would not have been admitted previously. Furthermore, the loss of subsidized financial aid for students in professional and graduate programs is increasing the economic pressures on students and this could negatively affect retention if the SOP continues to experience significant increases in tuition each year. From FY06 to FY16, the SOP has experienced a 92.2% increase in tuition and the cost of attending the SIUE SOP significantly exceeds the unsubsidized annual limit for borrowing.

We are hopeful that initiatives such as CEP and other recruitment strategies as well as a change in the pre-pharmacy requirements will help to increase the academic preparedness of new students. Efforts have also been increased to try to improve retention of current students including increased tutoring, student monitoring programs, and remediation offerings. We have also formed a Student Progressions and Retention Task Force that is evaluating the causes of dropping progression rate and potential solutions to address these causes.

EXPERIENTIAL EDUCATION – (Question 12)

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

Activity	List the course or courses where this activity occurred if applicable – does not have to be part of a course* and the term	Brief description of the activity	Number of students that participated	Number of hours spent on the activity per student	Required or elective in the program (R or E)
Case studies	PHAS 716: Ethical Issues in Healthcare (Fall P1)	Interprofessional ethics based cases with School of Dental Medicine	80	8	R
	PHPR 706: Introduction to Pharmacy Practice	Case studies on topics of patient communication, documentation, lab monitoring and pharmaceutical care planning	80	8	R
	PHPR 713: Self-care and alternative medicine (Spring P1)	Application-based patient cases and hands-on practice with home testing devices	80	28	R
	PHAS 709: Health Care & Financial Management (Spring P1)	Application-based patient cases	80	2	R
	PHPT 724: Integrated Pharmacotherapeutics: Cardiovascular (Fall P2)	Application-based patient cases	80	20	R
	PHPT 726: Integrated Pharmacotherapeutics: Endocrine/Metabolic/Nutrition/Renal (Fall P2)	Application-based patient cases	80	20	R

	PHEP 732: Pharmacy Rounds I (Spring P2)	Application-based patient case activities, including patient care documentation	80	6	R
	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Application-based patient case activities over various organ systems	80	4	R
	PHPR 744: Health Promotion and Literacy (Spring P2)	Cultural competency, health disparities and health literacy based cases	80	10	R
	PHPT 725: Integrated Pharmaco- therapeutics: Infectious Diseases (Spring P2)	Application-based patient cases	80	20	R
	PHPT 727: Integrated Pharmaco- therapeutics: GI, Rheumatology, and Pulmonary (Spring P2)	Application-based patient cases	80	20	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Application-based patient case activities, including patient care documentation	80	20	R
	PHPR 748: Medication Therapy Management Services (Fall P3)	Application-based patient case activities, SOAP note writing and writing a letter to a provider to summarize patient findings	80	11	R
	PHPT 740: Integrated Pharmaco- therapeutics: Psychiatry/ Neurology (Fall P3)	Application-based patient cases	80	20	R
	PHPT 742: Integrated Pharmaco- therapeutics: Women's and Men's Health (Fall P3)	Application-based patient cases	80	20	R
	PHEP 747: Pharmacy Rounds III (Spring P3)	Comprehensive application-based patient cases	80	20	R
	PHPT 741: Integrated	Application-based patient cases	80	20	R

	Pharmaco-therapeutics: Hematology/ Oncology (Spring P3)				
	PHPT 743: Integrated Pharmaco-therapeutics: Other Topics (Spring P3)	Application-based patient cases	80	10	R
Client-based projects					
Clinical experiences	PHEP 714: Introductory Pharmacy Practice Experience (IPPE) I (Spring P1)	Introduction to the practice of Pharmacy with experiences in both community and institutional pharmacy practice. Students maintain documentation of exercises completed and validation of preceptor review; maintain a reflective portfolio; and attend facilitated meetings on campus in addition to the time spent at the practice site	80	80	R
	PHEP 730: IPPE III (Fall P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.	80	120	R

	PHEP 731: IPPE IV (Spring P2)	Introductory pharmacy practice experience primarily in community or health system pharmacy. Activities can include: patient counseling; apply patient care skills to the treatment of various patient populations; provide drug information; conduct medication usage reviews; participate as a member of an interdisciplinary health care team; develop IV preparation skills; manage a professional project and/or give an oral professional presentation to a small group.	80	120	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Interprofessional shadowing of nursing students in the hospital in the clinical setting	80	4	R
	PHEP 780: Advanced Pharmacy Practical Experience (APPE) – Community Pharmacy (P4)	Place students in a community pharmacy practice environment where they can apply their didactic knowledge, develop core competencies and gain patient care experience	80	200	R
	PHEP 781: APPE – Hospital (P4)	Place students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R
	PHEP 782: APPE – Ambulatory Care (P4)	Place students in an ambulatory practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R

	PHEP 783: APPE – Acute Care (P4)	Place students in an acute care practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	200	R
	PHEP 784, 785, & 786: APPE – specialized (P4)	Place students in three different specialized practice environments (Examples: management, specialized pharmacy such as, cardiology, pediatrics, oncology, etc., long-term care, etc.) where they can apply their didactic knowledge, develop core competencies, and gain patient care experience	80	600 (200 for each specialized APPE)	R
Competition/ Exhibition		ASHP Clinical Skills Competition	12	3	E
		ACCP Clinical Pharmacy Challenge	10	1.5	E
		IPHA Patient Counseling Competition	5	2	E
Co-ops					
Fellowships					
Field trips					
Field work					
Graduate research projects	PHEP 789: APPE Capstone (P4)	Design and completion of a scholarly research project, integrating and applying content and skills acquired over the pharmacy curriculum.	80	200	R
Internships for credit					
Internships not for credit	PHEP 799C (0 credit): Pharmacy Internship: Community	Process prescriptions, counsel patients, make over the counter medication recommendations.	1	400	E
Laboratory work	PHPS 707: Biopharmaceutics Skills & Techniques (Spring P1)	Compounding a variety of pharmaceutical products	80	8	R
Performances					

Practicums	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Patient interview of standardized patient, basic physical assessment performed, and patient documentation completed	80	2	R
	PHEP 752: Performance Based Assessment III (Spring P3)	Assess comprehensive performance-based skills and abilities to meet pre-advanced pharmacy practice experience outcomes	80	2	R
Service Learning / Community Service	PHEP 715: Introductory Pharmacy Practice Experience II (Spring P1)	Provide a health-related service in a community setting and gain social and civic responsibility awareness	80	8	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Sharing of pharmacy/ health-care knowledge to lay public through student directed events and presentations	80	4	R
Simulations	PHPR 735: Physical Assessment and Patient Care Skills (Spring P2)	Patient interview of virtual patient, peers as patients, and standardized patients. Patient counseling also completed.	80	7	R
	PHEP 746: Pharmacy Rounds II (Fall P3)	Interprofessional high-fidelity patient care simulation	80	4	R
	PHPR 748: Medication Therapy Management Services (Fall P3)	Patient interviews utilizing standardized patients and community member; Oral communication of a medication plan to a standardized patient	80	9	R
	PHEP 747: Pharmacy Rounds III (Spring P3)	Interprofessional patient care simulation	80	2	R
Student teaching					
Study Abroad	PHEP 784, 785, & 786: Specialized - International APPE (P4)	Place students in an international pharmacy practice environment where they can apply their didactic knowledge, gain cultural perspectives, develop core competencies, and	6 total (3 India and 3 Guatemala)	200	E

		gain patient care experiences in a global setting			
Supervised training					
Undergraduate Research & Creative Activities					
Volunteer experiences	CPNP 9/10/15	Suicide Awareness Information Table [SIUE]	3	1.5	E
	APhA-ASP 9/19/15	Step Out Walk Volunteers (Diabetes walk) [SIUE]	20	4	E
	CPNP 9/24/15	Sack Lunch Event - making lunches to be donated to Gateway 180 Homeless Shelter [SIUE]	10	1.5	E
	APhA-ASP 9/26/15	Drug Take Back Day (SIUE)	3	6	E
	CPNP 9/27/15	AFSP Out of Darkness Walk for Madison County (raises awareness for suicide prevention) [SIUE]	3	1	E
	Rho Chi 10/8/15	Hope Lodge Dinner: prepare dinner for 50-70 cancer patients staying at Hope Lodge in St. Louis, MO	10	4	E
	PPAG 10/10/15	Poison Prevention – Edwardsville YMCA	3	2	E
	CPNP 10/12/15	Healthy Living Presentation – Places for People	3	4	E
	APhA-ASP 10/16/15	Vaccine, Heart Health Presentations – Glen Carbon, IL	2	4	E
	CPNP 10/22/15	Gateway 180 Volunteer Program for Children’s Activities	3	2	E
	APhA-ASP 10/22/15	Poison Prevention & Medication Safety	12	2	E
	SNPhA 10/25/15	NKF: KEEP Healthy Kidney Screening [Hazelwood East High School]	3	4	E
	SNPhA 10/25/15	BMI testing, Health Fair – St. Cecilia’s Church	10	2	E
	APhA-ASP 10/27/15	Elementary School Presentations – Glen Carbon, IL	4	4	E

	APhA-ASP 10/18/15	Operation Immunization Volunteer – Zion Lutheran Church [Mt. Olive, IL]	2	2	E
	APhA-ASP 10/24/15	Operation Immunization Volunteer – First United Methodist Church [Mount Olive, IL]	1	2	E
	APhA-ASP 11/7/15	Operation Immunization Volunteer – Blessed John Paul II Catholic Church [Mount Olive, IL]	2	2	E
	APhA-ASP 11/21/15	Operation Immunization Volunteer – City Hall of Mount Olive [Mount Olive, IL]	1	2	E
	APhA-ASP 10/29/15	Red Ribbon Week Presentation – Lovejoy Elementary [Alton, IL]	12	3	E
	APhA-ASP 11/9/15	Project Chance – Educational Free Health Clinic [Springfield, IL]	20	6	E
	NCPA 11/16/15 & 11/18/15	Cold/Flu Treatment & Prevention Presentation [SIUE]	21	5	E
	CPNP 11/19/15	Smoking Cessation & NRT Education – St. Louis, MO	8	1	E
	APhA-ASP 12/5/15	Holiday for Humanity	12	4	E
	APhA-ASP 1/30/15	Operation HEART [SIUE]	3	6	E
	APhA-ASP 1/30/15	Operation IMMUNIZATION [SIUE]	3	6	E
	APhA-ASP 1/30/15	Diabetes Symposium [SIUE]	32	6	E
	APhA-ASP 2/8/16	Medication Safety Presentation – Wolf Branch Elementary, Swansea, IL	5	1.5	E
	SNPhA 2/12/16	Blood Pressure Screening & Reading to Children after School	9	2.5	E
	SNPhA 3/19/16	Presentations on Kidney Disease [St. Louis]	7	4	E
	APhA-ASP 3/21/16	Generation Rx [Belleville, IL]	12	3	E
	APhA-ASP 4/15/16 & 4/16/16	Generation Rx [Belleville, IL]	22	6	E
	NCPA 4/9/16	Bone Density Screening [Mt. Olive, IL]	1	4	E

	PPAG 4/9/16	Leaps of Love Volunteer (Children with Cancer) – [St. Charles, MO]	3 (est.)	5	E
	CPFI 4/14/16	Feed and Handout Clothing to Homeless [St. Louis]	5 (est.)	2	E
	SNPhA 4/16/16	Blood Pressure Screening and Diabetes Education [Glen Carbon, IL]	12	4	E
	PPAG 4/16/16	Leaps of Love Volunteer (Children with Cancer) – [St. Charles, MO]	3 (est.)	5	E
	ASCP 4/19/16	Medication Review [Alton, IL]	13	2	E
	APhA-ASP & NCPA 4/21/16	Blood Pressure Screening – APhA Ladies Night Out [Belleville, IL]	15	2	E
	Rho Chi 4/21/16	Hope Lodge Dinner: prepare dinner for 50-70 cancer patients staying at Hope Lodge in St. Louis, MO	10	4	E
	Class of 2018 4/23/16	Blood Pressure Screening, Immunization Checkup [Edwardsville, IL]	7	3	E
	SNPhA 4/23/16	Volunteer @ Community Center [Collinsville, IL]	3 (est.)	4	E
	PPAG 4/29/16	Poison Prevention Presentations @ Health Fair [Edwardsville, IL]	3	3	E
	APhA-ASP 4/29/16	Generation Rx [Edwardsville, IL]	3	2	E
	Rho Chi 4/30/16	Special Olympics Volunteer [SIUE]	10 (est.)	6	E
	NCPA 5/21/16	Bone Density, File of Life, Blood Pressure Screening [Smithton, IL]	1	4	E

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