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## NAPLEX Advantage Summary Report

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State University College of Pharmacy

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Prepared by NABP  
February 27, 2024

## State University College of Pharmacy

### Background

This report describes the NAPLEX Advantage™ results for 160 of your students who received a scaled score. Any of your students that did not receive a scaled score are not included in this report.

All students with a valid exam result are included in any values reported for your state and for the nation for the current examination academic year.

The NAPLEX Advantage is designed to be similar to the North American Pharmacist Licensure Examination® (NAPLEX®) in administration method, content, and scoring. Therefore, the NAPLEX Advantage may provide insight into future performance on the NAPLEX.

For all state- and national-level data reported, your school's data is included in those aggregate totals. If your school is the only school who has tested in your state, your school's data and your state's data will be the same.

### Results for Overall Scaled Scores

NAPLEX Advantage scaled scores are based on the same scale that is used to calculate NAPLEX scaled scores. On the NAPLEX, a scaled score of 75 or greater represents a passing score. [Table 1](#) provides a summary of scaled scores for your students, your state, and students nationally.

Table 1: Average Scaled Scores by Student Location

Location	Total Scored Exams	Average Scaled Score	Scaled Score SD (Min, Max)	Number (Percent) of Scaled Scores At or Above 75
Your School	160	71.98	27.55 (12, 154)	44 (27.5%)
Your State: XX	614	73.20	25.86 (0, 154)	190 (30.9%)
National	2500	71.02	25.22 (0, 154)	733 (29.3%)

Note: SD means standard deviation. A minimum number of two exams are needed for an SD to be calculated.

Table 2 breaks down the average scaled score for your students, your state, and students nationally by their expected graduation year.

Table 2: Average Scaled Scores by Student Location and Expected Graduation Year

Location	Expected Graduation Year	Total Scored Exams	Average Scaled Score	Scaled Score SD (Min, Max)	Number (Percent) of Scaled Scores At or Above 75
Your School	2026	36	59.22	25.44 (12, 108)	10 (27.8%)
	2025	55	70.36	27.67 (23, 154)	12 (21.8%)
	2024	69	79.91	26.11 (36, 134)	22 (31.9%)
Your State: XX	2026	133	63.47	24.12 (0, 128)	41 (30.8%)
	2025	206	71.97	25.45 (5, 154)	62 (30.1%)
	2024	275	78.81	25.55 (15, 149)	87 (31.6%)
National	2026	490	63.94	25.32 (0, 148)	130 (26.5%)
	2025	872	69.95	25.32 (5, 154)	245 (28.1%)
	2024	1138	74.90	24.37 (10, 152)	358 (31.5%)

Note: SD means standard deviation. A minimum number of two exams are needed for an SD to be calculated.

### Distribution of Scaled Scores

Figure 1 displays the distribution of your students' scaled scores. The vertical red line indicates a scaled score of 75, which is required to meet the NAPLEX passing standard, and the remaining lines show the distribution of scores for students by their location. A taller line indicates more students at that specific scaled score, and the heights at the scaled scores to the right of the vertical red line show the number of students with a scaled score at or above the NAPLEX passing standard.

Figure 1: Distribution of Your Examinees' Scaled Scores (NAPLEX® Passing Standard Represented by Solid Red Line)

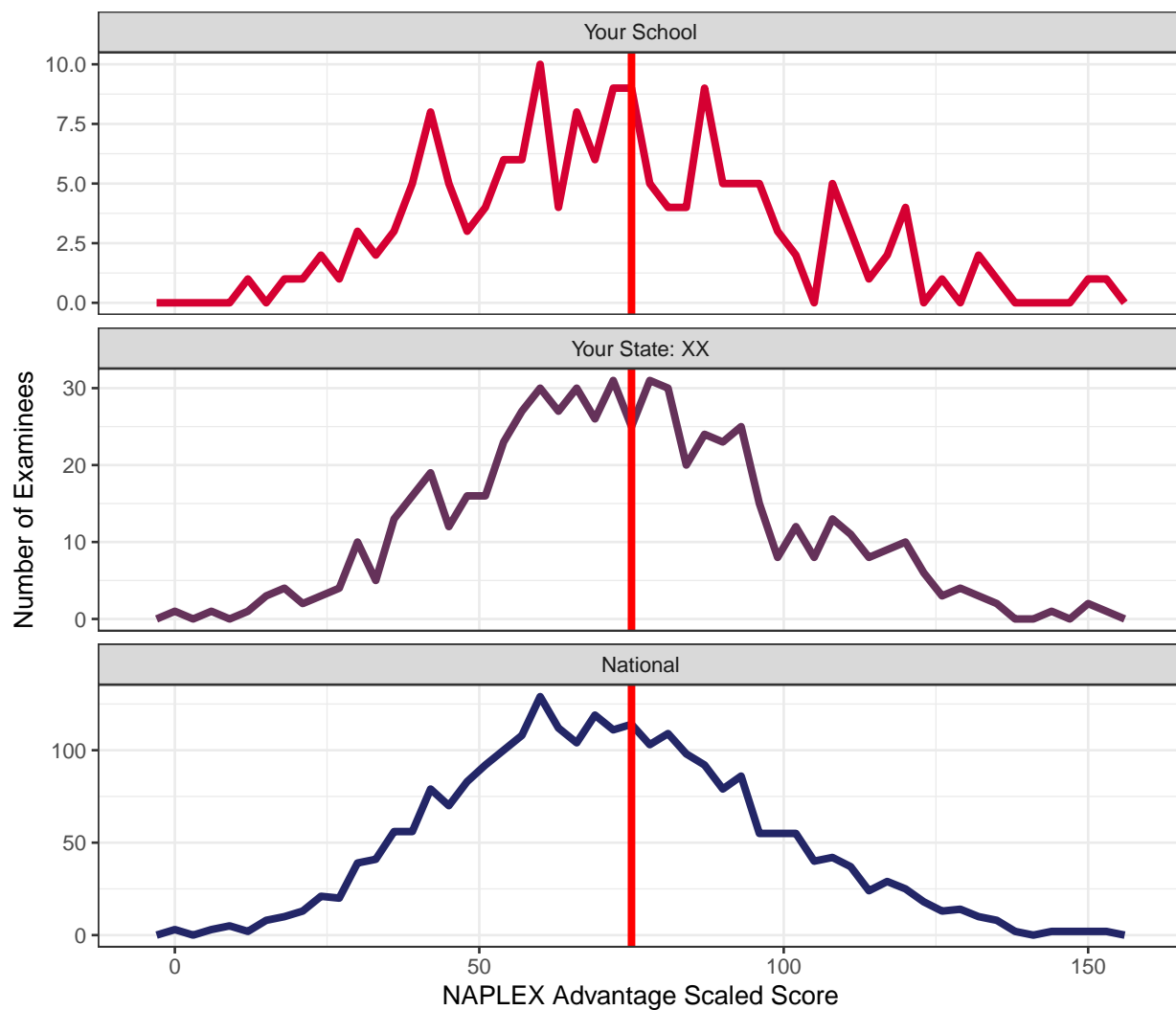
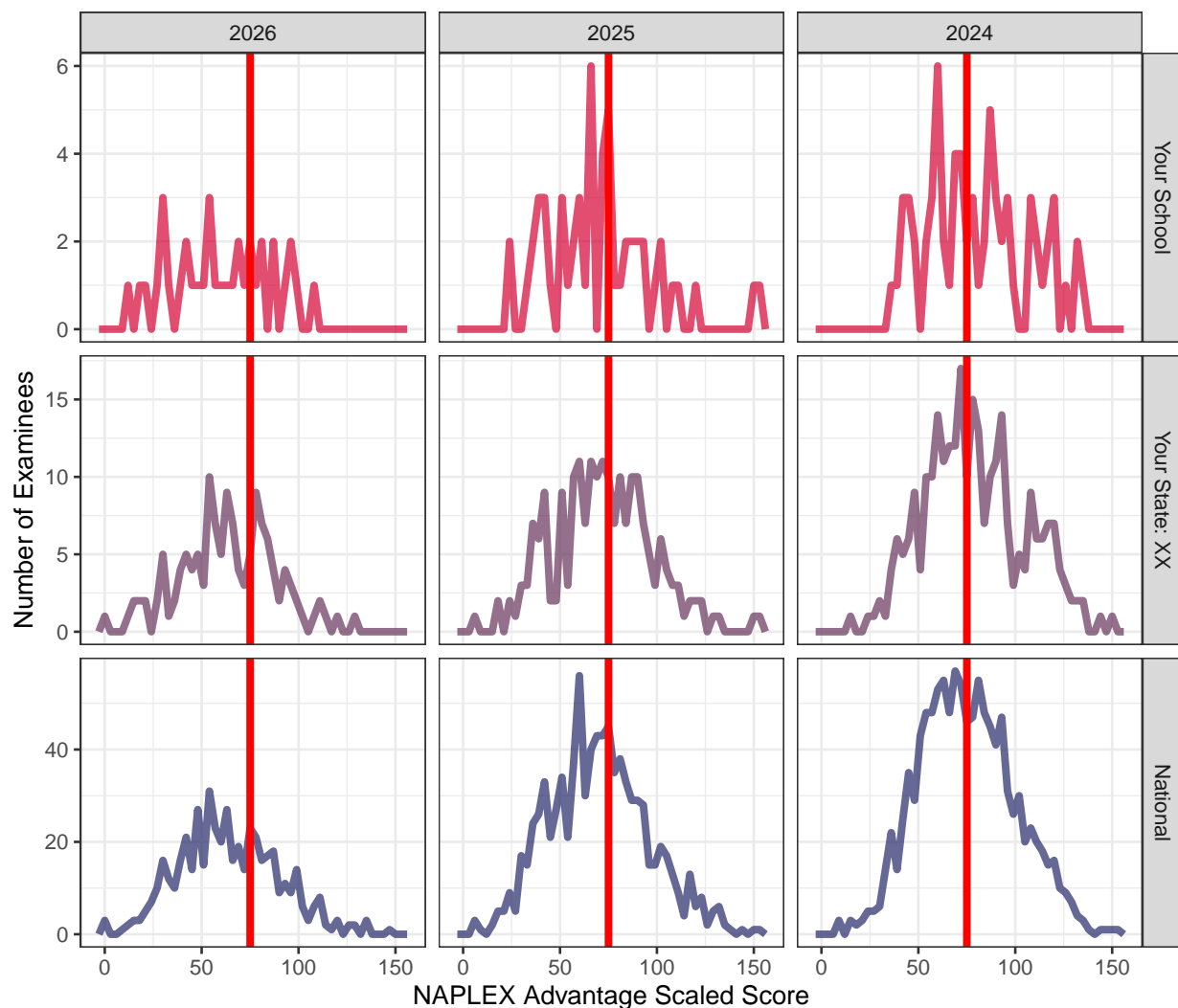


Figure 2 displays the distribution of your students' scaled scores by expected graduation year. The vertical red line indicates a scaled score of 75, which is required to meet the NAPLEX passing standard, and the remaining lines show the distribution of scores for students by their location and expected graduation year. A taller line indicates more students at that specific scaled score, and the heights at the scaled scores to the right of the vertical red line show the number of students with a scaled score at or above the NAPLEX passing standard.

Figure 2: Distribution of Your Examinees' Scaled Scores by Expected Graduation Year (NAPLEX® Passing Standard Represented by Solid Red Line)



## Results for Competency Area Scaled Scores

The NAPLEX competency areas, their descriptions, and the approximate percent of exam questions classified to each area are provided in [Table 3](#). For further details on the competency areas, please refer to <https://nabp.pharmacy/naplex-competency-statements/>.

Table 3: Competency Area Descriptions and Exam Weights

Competency Area	Description	Approximate Percent of Exam
Area 1	Obtain, Interpret, or Assess Data, Medical, or Patient Information	18%
Area 2	Identify Drug Characteristics	14%
Area 3	Develop or Manage Treatment Plans	35%
Area 4	Perform Calculations	14%
Area 5	Compound, Dispense, or Administer Drugs, or Manage Delivery Systems	11%
Area 6	Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality	7%

## Average Scaled Score Per Competency Area

[Table 4](#) shows the average scaled score in each of the six competency areas for students from your school, your state, and the nation.

Table 4: Average Scaled Scores for Each Competency Area for Your School, Your State, and the Nation

Location	Area 1 Average Scaled Score	Area 2 Average Scaled Score	Area 3 Average Scaled Score	Area 4 Average Scaled Score	Area 5 Average Scaled Score	Area 6 Average Scaled Score
Your School	53.7	53.3	56.3	55.6	55.2	51.9
Your State: XX	54.9	54.6	55.6	54.7	55.3	55.2
National	56.7	56.2	55.8	55.7	55.5	56.1

Figure 3 displays the average scaled scores, the upper and lower quartiles of the scores, and the values of scores lying outside the interquartile ranges for each competency area for students from your school, your state, and the nation.

Figure 3: Distribution of Scaled Scores by Competency Area for Your School, Your State, and National Students

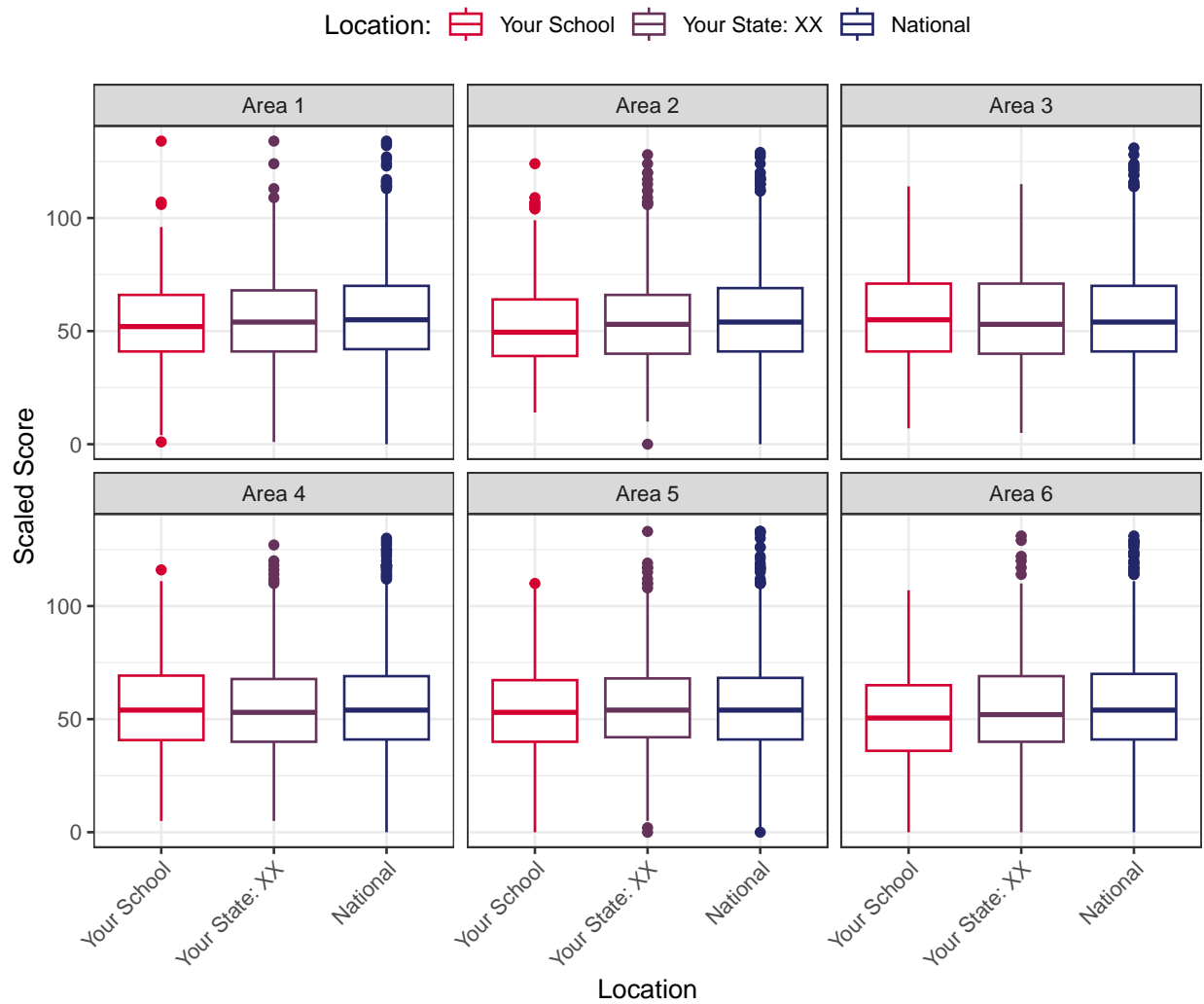


Table 5 shows the average scaled score in each of the six competency areas for students from your school, your state, and the nation, broken down by expected graduation year.

Table 5: Average Scaled Scores for Each Competency Area for Your School, Your State, and the Nation by Expected Graduation Year

Location	Expected Graduation Year	Area 1 Average Scaled Score	Area 2 Average Scaled Score	Area 3 Average Scaled Score	Area 4 Average Scaled Score	Area 5 Average Scaled Score	Area 6 Average Scaled Score
Your School	2026	51.4	52.1	55.8	46.5	46.6	46.0
	2025	49.7	47.9	52.7	58.8	54.8	52.1
	2024	58.1	58.1	59.3	57.7	60.1	54.8
Your State: XX	2026	50.5	51.7	51.1	47.6	50.9	49.4
	2025	52.5	51.5	53.1	52.9	52.3	54.4
	2024	58.9	58.4	59.6	59.4	59.7	58.7
National	2026	52.1	50.8	49.1	48.8	49.1	48.7
	2025	54.3	54.0	54.8	55.3	53.5	55.1
	2024	60.4	60.3	59.5	59.0	59.7	60.1

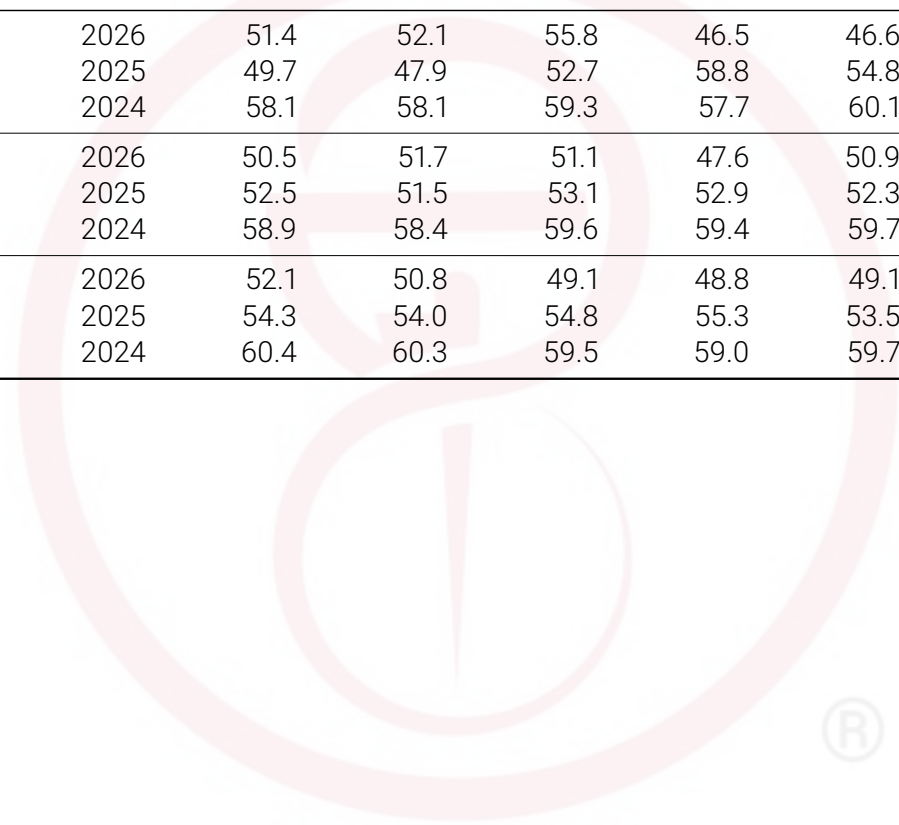
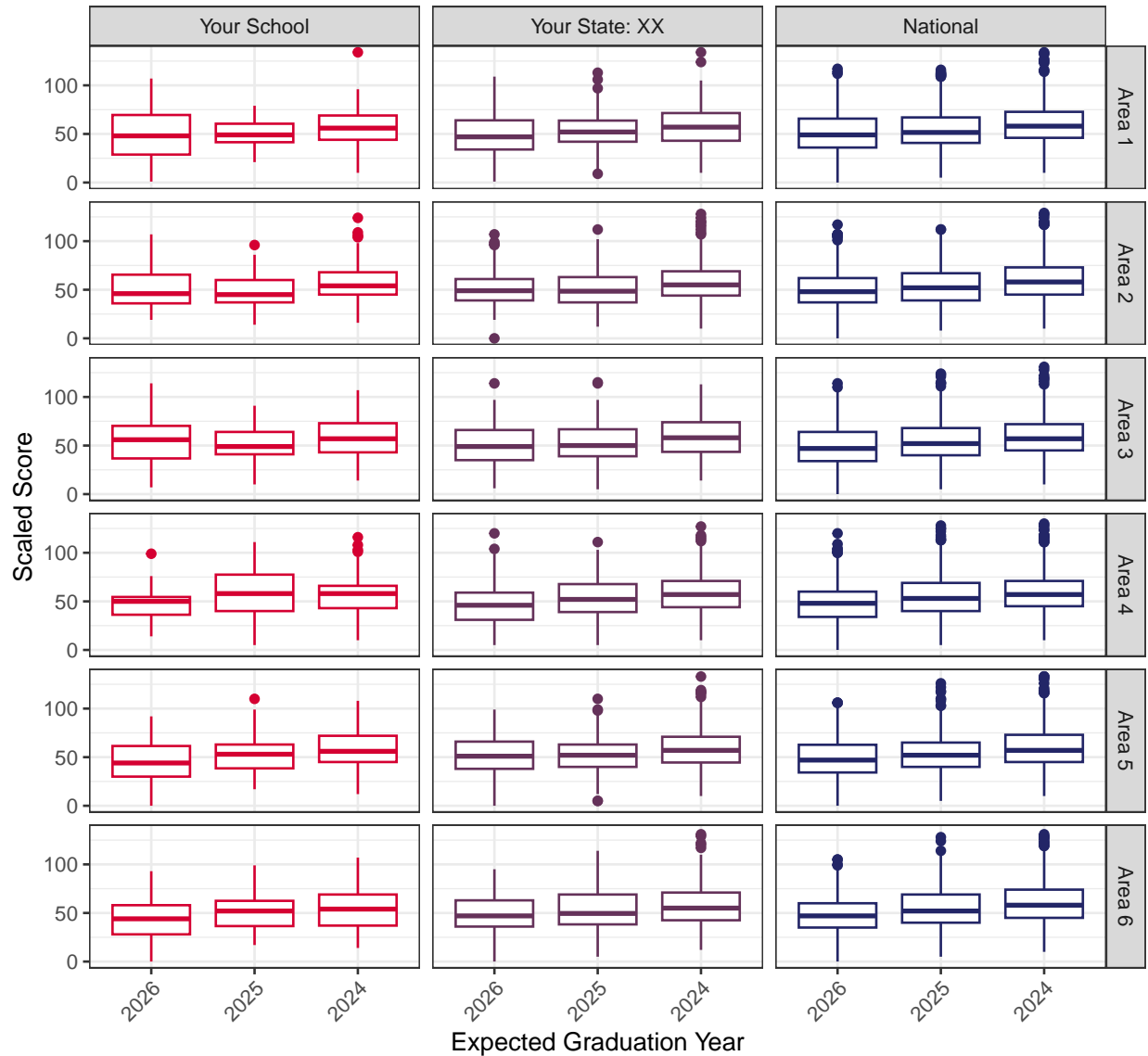




Figure 4 displays the average scaled scores, the upper and lower quartiles of the scores, and the values of scores lying outside the interquartile ranges for each competency area for students from your school, your state, and the nation, grouped by students' expected graduation year.

Figure 4: Distribution of Scaled Scores by Competency Area and Expected Graduation Year for Your School, Your State, and National Students



### Competency Area PLD Results

The tables in this section provide data related to students' performance levels in each competency area. The four Performance Level Descriptor (PLD) categories are detailed below.

- **Level 1:** Performance at this level is **far below meeting the minimum performance** necessary to demonstrate competency.
- **Level 2:** Performance at this level **does NOT meet the minimum performance** necessary to demonstrate competency.
- **Level 3:** Performance at this level **meets the minimum performance** necessary to demonstrate competency.
- **Level 4:** Performance at this level **exceeds the minimum performance** necessary to demonstrate competency.

Table 6 shows the number and percentage of students in each competency area that achieved each PLD level. These are shown for students in your school, your state, and the nation.

Table 6: Competency Area PLDs by Location

Location	Competency Area	Performance Level Descriptor				Total
		1 - Far Below	2 - Below	3 - Meets	4 - Exceeds	
Your School	1	73 (45.6%)	60 (37.5%)	24 (15.0%)	3 (1.9%)	160
	2	80 (50.0%)	59 (36.9%)	15 (9.4%)	6 (3.8%)	160
	3	64 (40.0%)	66 (41.2%)	24 (15.0%)	6 (3.8%)	160
	4	64 (40.0%)	63 (39.4%)	25 (15.6%)	8 (5.0%)	160
	5	64 (40.0%)	71 (44.4%)	21 (13.1%)	4 (2.5%)	160
	6	79 (49.4%)	55 (34.4%)	24 (15.0%)	2 (1.2%)	160
Your State: XX	1	259 (42.2%)	249 (40.6%)	90 (14.7%)	16 (2.6%)	614
	2	269 (43.8%)	245 (39.9%)	80 (13.0%)	20 (3.3%)	614
	3	258 (42.0%)	238 (38.8%)	102 (16.6%)	16 (2.6%)	614
	4	254 (41.4%)	250 (40.7%)	86 (14.0%)	24 (3.9%)	614
	5	249 (40.6%)	272 (44.3%)	76 (12.4%)	17 (2.8%)	614
	6	278 (45.3%)	214 (34.9%)	101 (16.4%)	21 (3.4%)	614
National	1	998 (39.9%)	1019 (40.8%)	405 (16.2%)	78 (3.1%)	2500
	2	1032 (41.3%)	997 (39.9%)	394 (15.8%)	77 (3.1%)	2500
	3	1021 (40.8%)	995 (39.8%)	422 (16.9%)	62 (2.5%)	2500
	4	1031 (41.2%)	1008 (40.3%)	378 (15.1%)	83 (3.3%)	2500
	5	1046 (41.8%)	991 (39.6%)	397 (15.9%)	66 (2.6%)	2500
	6	1059 (42.4%)	930 (37.2%)	433 (17.3%)	78 (3.1%)	2500

Table 7 shows the number and percentage of students in each competency area that achieved each PLD level by expected graduation year. These are shown for students in your school, your state, and the nation.

Table 7: Competency Area PLDs by Location and Expected Graduation Year

Location	Graduation Year	Competency Area	Performance Level Descriptor				Total
			1 - Far Below	2 - Below	3 - Meets	4 - Exceeds	
Your School	2026	1	20 (55.6%)	7 (19.4%)	7 (19.4%)	2 (5.6%)	36
		2	21 (58.3%)	11 (30.6%)	3 (8.3%)	1 (2.8%)	36
		3	15 (41.7%)	14 (38.9%)	6 (16.7%)	1 (2.8%)	36
		4	17 (47.2%)	17 (47.2%)	2 (5.6%)	0 (0.0%)	36
		5	20 (55.6%)	14 (38.9%)	2 (5.6%)	0 (0.0%)	36
		6	20 (55.6%)	11 (30.6%)	5 (13.9%)	0 (0.0%)	36
	2025	1	30 (54.5%)	22 (40.0%)	3 (5.5%)	0 (0.0%)	55
		2	33 (60.0%)	18 (32.7%)	4 (7.3%)	0 (0.0%)	55
		3	28 (50.9%)	19 (34.5%)	8 (14.5%)	0 (0.0%)	55
		4	22 (40.0%)	15 (27.3%)	14 (25.5%)	4 (7.3%)	55
		5	19 (34.5%)	27 (49.1%)	8 (14.5%)	1 (1.8%)	55
		6	27 (49.1%)	19 (34.5%)	9 (16.4%)	0 (0.0%)	55
	2024	1	23 (33.3%)	31 (44.9%)	14 (20.3%)	1 (1.4%)	69
		2	26 (37.7%)	30 (43.5%)	8 (11.6%)	5 (7.2%)	69
		3	21 (30.4%)	33 (47.8%)	10 (14.5%)	5 (7.2%)	69
		4	25 (36.2%)	31 (44.9%)	9 (13.0%)	4 (5.8%)	69
		5	25 (36.2%)	30 (43.5%)	11 (15.9%)	3 (4.3%)	69
		6	32 (46.4%)	25 (36.2%)	10 (14.5%)	2 (2.9%)	69
Your State: XX	2026	1	73 (54.9%)	39 (29.3%)	16 (12.0%)	5 (3.8%)	133
		2	67 (50.4%)	50 (37.6%)	15 (11.3%)	1 (0.8%)	133
		3	68 (51.1%)	42 (31.6%)	22 (16.5%)	1 (0.8%)	133
		4	73 (54.9%)	45 (33.8%)	13 (9.8%)	2 (1.5%)	133
		5	62 (46.6%)	59 (44.4%)	12 (9.0%)	0 (0.0%)	133
		6	71 (53.4%)	45 (33.8%)	17 (12.8%)	0 (0.0%)	133
	2025	1	94 (45.6%)	87 (42.2%)	23 (11.2%)	2 (1.0%)	206
		2	106 (51.5%)	69 (33.5%)	28 (13.6%)	3 (1.5%)	206
		3	99 (48.1%)	76 (36.9%)	29 (14.1%)	2 (1.0%)	206
		4	91 (44.2%)	81 (39.3%)	29 (14.1%)	5 (2.4%)	206
		5	86 (41.7%)	96 (46.6%)	23 (11.2%)	1 (0.5%)	206
		6	103 (50.0%)	60 (29.1%)	37 (18.0%)	6 (2.9%)	206
2024	1	92 (33.5%)	123 (44.7%)	51 (18.5%)	9 (3.3%)	275	
	2	96 (34.9%)	126 (45.8%)	37 (13.5%)	16 (5.8%)	275	
	3	91 (33.1%)	120 (43.6%)	51 (18.5%)	13 (4.7%)	275	
	4	90 (32.7%)	124 (45.1%)	44 (16.0%)	17 (6.2%)	275	
	5	101 (36.7%)	117 (42.5%)	41 (14.9%)	16 (5.8%)	275	
	6	104 (37.8%)	109 (39.6%)	47 (17.1%)	15 (5.5%)	275	

(continued ...)

Table 7: Competency Area PLDs by Location and Expected Graduation Year (*continued*)

Location	Graduation Year	Competency Area	1 - Far Below	2 - Below	3 - Meets	4 - Exceeds	Total
National	2026	1	247 (50.4%)	159 (32.4%)	70 (14.3%)	14 (2.9%)	490
		2	258 (52.7%)	171 (34.9%)	53 (10.8%)	8 (1.6%)	490
		3	271 (55.3%)	154 (31.4%)	60 (12.2%)	5 (1.0%)	490
		4	266 (54.3%)	160 (32.7%)	56 (11.4%)	8 (1.6%)	490
		5	260 (53.1%)	172 (35.1%)	53 (10.8%)	5 (1.0%)	490
		6	273 (55.7%)	158 (32.2%)	56 (11.4%)	3 (0.6%)	490
	2025	1	401 (46.0%)	327 (37.5%)	124 (14.2%)	20 (2.3%)	872
		2	395 (45.3%)	332 (38.1%)	133 (15.3%)	12 (1.4%)	872
		3	375 (43.0%)	331 (38.0%)	149 (17.1%)	17 (1.9%)	872
		4	366 (42.0%)	348 (39.9%)	133 (15.3%)	25 (2.9%)	872
		5	385 (44.2%)	349 (40.0%)	127 (14.6%)	11 (1.3%)	872
		6	390 (44.7%)	305 (35.0%)	155 (17.8%)	22 (2.5%)	872
	2024	1	350 (30.8%)	533 (46.8%)	211 (18.5%)	44 (3.9%)	1138
		2	379 (33.3%)	494 (43.4%)	208 (18.3%)	57 (5.0%)	1138
		3	375 (33.0%)	510 (44.8%)	213 (18.7%)	40 (3.5%)	1138
		4	399 (35.1%)	500 (43.9%)	189 (16.6%)	50 (4.4%)	1138
		5	401 (35.2%)	470 (41.3%)	217 (19.1%)	50 (4.4%)	1138
		6	396 (34.8%)	467 (41.0%)	222 (19.5%)	53 (4.7%)	1138

## Competency Sub-Area Results

Each question on the NAPLEX Advantage is classified to a competency sub-area. Some competency sub-areas may not be addressed on an exam, and those sub-areas that do not have questions classified to them are not included in the tables in this section. In competency sub-areas where there are multiple questions, the proportion reported is cumulative across all questions classified to that sub-area. These results are reported only as a general indicator of sub-area performance. Because the level of item difficulty and the number of items vary across sub-areas, inferences about overall scores should not be made using sub-area results.

### Your School

Table 8 provides the proportion of your students answering questions correctly in each competency sub-area.

Table 8: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year

Competency Sub-Area (N items)	Proportion Correct Expected Graduation Year			Overall
	2026	2025	2024	
<b>1 - Obtain, Interpret, or Assess Data, Medical, or Patient Information (~18% of Exam)</b>				
1.1 Obtain, interpret, or assess results from instruments, screening tools, laboratory, genomic or genetic information, or diagnostic findings. (N = 9)	0.386	0.430	0.509	0.454
1.5 Interpret or assess signs or symptoms of medical conditions, healthy physiology, etiology of diseases, or pathophysiology. (N = 6)	0.296	0.379	0.461	0.396
1.6 Assess risk factors or maintenance of health and wellness. (N = 2)	0.000	0.300	0.529	0.331
1.7 Obtain, interpret, or assess evidence-based literature or studies using primary, secondary, and tertiary references. (N = 1)	0.000	0.000	0.565	0.244
<b>2 - Identify Drug Characteristics (~14% of Exam)</b>				
2.1 Identify drug characteristics related to pharmacology, mechanism of action, or therapeutic class. (N = 12)	0.354	0.479	0.530	0.473
2.2 Identify drug characteristics related to commercial availability; prescription or non-prescription status; brand, generic, or biosimilar names; physical descriptions; or how supplied. (N = 1)	0.000	0.000	0.522	0.225
2.3 Identify drug characteristics related to boxed warnings or REMS. (N = 1)	0.000	0.000	0.420	0.181

(continued...)

Table 8: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year  
(continued)

Competency Sub-Area (N items)	2026	2025	2024	Overall
<b>3 - Develop or Manage Treatment Plans (~35% of Exam)</b>				
3.2 Develop or manage treatment plans addressing therapeutic goals or outcomes and clinical endpoints. (N = 1)	0.000	0.000	0.522	0.225
3.3 Develop or manage treatment plans addressing medication reconciliation; indication or therapeutic uses; lack of indication; inappropriate indication; duplication of therapy; omissions. (N = 14)	0.480	0.481	0.521	0.498
3.4 Develop or manage treatment plans using drug dosing or dosing adjustments; duration of therapy. (N = 2)	0.000	0.245	0.435	0.272
3.5 Develop or manage treatment plans addressing drug route of administration, dosage forms, or delivery systems. (N = 2)	0.000	0.255	0.551	0.325
3.6 Develop or manage treatment plans addressing drug contraindications, allergies, or precautions. (N = 1)	0.000	0.000	0.348	0.150
3.7 Develop or manage treatment plans addressing adverse drug effects, toxicology, or overdose. (N = 6)	0.343	0.397	0.500	0.429
3.8 Develop or manage treatment plans addressing drug interactions. (N = 2)	0.000	0.236	0.558	0.322
3.9 Develop or manage treatment plans using therapeutic monitoring parameters, monitoring techniques, monitoring tools, or monitoring frequency. (N = 1)	0.000	0.000	0.536	0.231
3.10 Develop or manage treatment plans using drug pharmacokinetics or pharmacodynamics. (N = 5)	0.300	0.418	0.507	0.430
3.12 Develop or manage treatment plans addressing non-drug therapy: lifestyle, self-care, first-aid, complementary and alternative medicine, or medical equipment. (N = 1)	0.000	0.000	0.551	0.238
<b>4 - Perform Calculations (~14% of Exam)</b>				
4.2 Calculate quantities of drugs to be dispensed or administered. (N = 5)	0.317	0.404	0.496	0.424
4.3 Calculate rates of administration. (N = 1)	0.000	0.000	0.507	0.219
4.5 Calculate drug concentrations, ratio strengths, osmolarity, osmolality, or extent of ionization. (N = 3)	0.185	0.315	0.541	0.383

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Table 8: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year  
(continued)

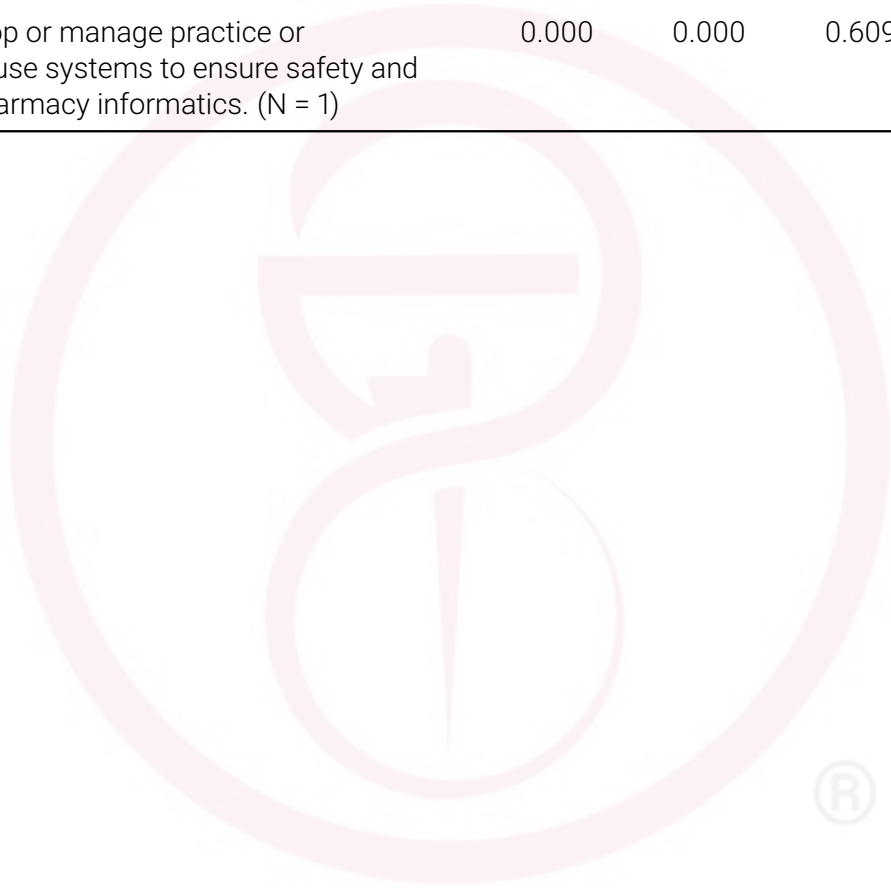
Competency Sub-Area (N items)	2026	2025	2024	Overall
4.6 Calculate quantities of drugs or ingredients to be compounded. (N = 6)	0.306	0.342	0.461	0.385
4.8 Calculate biostatistics, epidemiological, or pharmaco-economic measures. (N = 1)	0.000	0.000	0.522	0.225
<b>5 - Compound, Dispense, or Administer Drugs, or Manage Delivery Systems (~11% of Exam)</b>				
5.1 Compound, dispense, or administer drugs, or manage delivery systems considering physicochemical properties of drug products affecting compatibility, stability, delivery, absorption, onset, duration, distribution, metabolism, or elimination. (N = 2)	0.000	0.273	0.522	0.319
5.2 Compound, dispense, or administer drugs, or manage delivery systems considering techniques, procedures, or equipment for hazardous or non-hazardous sterile products. (N = 1)	0.000	0.000	0.536	0.231
5.4 Compound, dispense, or administer drugs, or manage delivery systems considering equipment or delivery systems. (N = 1)	0.000	0.000	0.449	0.194
5.5 Compound, dispense, or administer drugs, or manage delivery systems considering instructions or techniques for drug administration. (N = 6)	0.384	0.436	0.447	0.429
5.6 Compound, dispense, or administer drugs, or manage delivery systems considering packaging, storage, handling, or disposal. (N = 1)	0.000	0.000	0.478	0.206
<b>6 - Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality (~7% of Exam)</b>				
6.2 Develop or manage practice or medication-use systems to ensure safety and quality in continuity of care or transitions of care. (N = 1)	0.000	0.000	0.594	0.256
6.3 Develop or manage practice or medication-use systems to ensure safety and quality in disease prevention or screening programs; or stewardship. (N = 2)	0.000	0.255	0.514	0.309

(continued ...)



Table 8: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year  
(continued)

Competency Sub-Area (N items)	2026	2025	2024	Overall
6.4 Develop or manage practice or medication-use systems to ensure safety and quality in vulnerable populations, special populations, or risk prevention programs. (N = 2)	0.000	0.282	0.551	0.334
6.5 Develop or manage practice or medication-use systems to ensure safety and quality in pharmacy informatics. (N = 1)	0.000	0.000	0.609	0.262





### National

Table 9 provides the proportion of all students answering questions correctly in each competency sub-area.

Table 9: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year for All Students

Competency Sub-Area (N items)	Proportion Correct Expected Graduation Year			Overall
	2026	2025	2024	
<b>1 - Obtain, Interpret, or Assess Data, Medical, or Patient Information (~18% of Exam)</b>				
1.1 Obtain, interpret, or assess results from instruments, screening tools, laboratory, genomic or genetic information, or diagnostic findings. (N = 9)	0.379	0.455	0.512	0.466
1.5 Interpret or assess signs or symptoms of medical conditions, healthy physiology, etiology of diseases, or pathophysiology. (N = 6)	0.312	0.429	0.505	0.441
1.6 Assess risk factors or maintenance of health and wellness. (N = 2)	0.000	0.255	0.487	0.311
1.7 Obtain, interpret, or assess evidence-based literature or studies using primary, secondary, and tertiary references. (N = 1)	0.000	0.000	0.476	0.217
<b>2 - Identify Drug Characteristics (~14% of Exam)</b>				
2.1 Identify drug characteristics related to pharmacology, mechanism of action, or therapeutic class. (N = 12)	0.409	0.451	0.493	0.462
2.2 Identify drug characteristics related to commercial availability; prescription or non-prescription status; brand, generic, or biosimilar names; physical descriptions; or how supplied. (N = 1)	0.000	0.000	0.497	0.226
2.3 Identify drug characteristics related to boxed warnings or REMS. (N = 1)	0.000	0.000	0.474	0.216
<b>3 - Develop or Manage Treatment Plans (~35% of Exam)</b>				
3.2 Develop or manage treatment plans addressing therapeutic goals or outcomes and clinical endpoints. (N = 1)	0.000	0.000	0.482	0.219

(continued ...)

Table 9: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year for All Students (*continued*)

Competency Sub-Area (N items)	2026	2025	2024	Overall
3.3 Develop or manage treatment plans addressing medication reconciliation; indication or therapeutic uses; lack of indication; inappropriate indication; duplication of therapy; omissions. (N = 14)	0.437	0.471	0.504	0.479
3.4 Develop or manage treatment plans using drug dosing or dosing adjustments; duration of therapy. (N = 2)	0.000	0.254	0.491	0.312
3.5 Develop or manage treatment plans addressing drug route of administration, dosage forms, or delivery systems. (N = 2)	0.000	0.231	0.489	0.303
3.6 Develop or manage treatment plans addressing drug contraindications, allergies, or precautions. (N = 1)	0.000	0.000	0.484	0.220
3.7 Develop or manage treatment plans addressing adverse drug effects, toxicology, or overdose. (N = 6)	0.340	0.396	0.503	0.434
3.8 Develop or manage treatment plans addressing drug interactions. (N = 2)	0.000	0.247	0.497	0.312
3.9 Develop or manage treatment plans using therapeutic monitoring parameters, monitoring techniques, monitoring tools, or monitoring frequency. (N = 1)	0.000	0.000	0.510	0.232
3.10 Develop or manage treatment plans using drug pharmacokinetics or pharmacodynamics. (N = 5)	0.286	0.396	0.497	0.421
3.12 Develop or manage treatment plans addressing non-drug therapy: lifestyle, self-care, first-aid, complementary and alternative medicine, or medical equipment. (N = 1)	0.000	0.000	0.491	0.224
<b>4 - Perform Calculations (~14% of Exam)</b>				
4.2 Calculate quantities of drugs to be dispensed or administered. (N = 5)	0.296	0.402	0.521	0.435
4.3 Calculate rates of administration. (N = 1)	0.000	0.000	0.513	0.234
4.5 Calculate drug concentrations, ratio strengths, osmolarity, osmolality, or extent of ionization. (N = 3)	0.175	0.343	0.515	0.388
4.6 Calculate quantities of drugs or ingredients to be compounded. (N = 6)	0.342	0.409	0.489	0.432
4.8 Calculate biostatistics, epidemiological, or pharmaco-economic measures. (N = 1)	0.000	0.000	0.494	0.225

*(continued ...)*

Table 9: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year for All Students (*continued*)

Competency Sub-Area (N items)	2026	2025	2024	Overall
<b>5 - Compound, Dispense, or Administer Drugs, or Manage Delivery Systems (~11% of Exam)</b>				
5.1 Compound, dispense, or administer drugs, or manage delivery systems considering physicochemical properties of drug products affecting compatibility, stability, delivery, absorption, onset, duration, distribution, metabolism, or elimination. (N = 2)	0.000	0.258	0.500	0.318
5.2 Compound, dispense, or administer drugs, or manage delivery systems considering techniques, procedures, or equipment for hazardous or non-hazardous sterile products. (N = 1)	0.000	0.000	0.485	0.221
5.4 Compound, dispense, or administer drugs, or manage delivery systems considering equipment or delivery systems. (N = 1)	0.000	0.000	0.505	0.230
5.5 Compound, dispense, or administer drugs, or manage delivery systems considering instructions or techniques for drug administration. (N = 6)	0.339	0.412	0.498	0.437
5.6 Compound, dispense, or administer drugs, or manage delivery systems considering packaging, storage, handling, or disposal. (N = 1)	0.000	0.000	0.512	0.233
<b>6 - Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality (~7% of Exam)</b>				
6.2 Develop or manage practice or medication-use systems to ensure safety and quality in continuity of care or transitions of care. (N = 1)	0.000	0.000	0.507	0.231
6.3 Develop or manage practice or medication-use systems to ensure safety and quality in disease prevention or screening programs; or stewardship. (N = 2)	0.000	0.260	0.519	0.327
6.4 Develop or manage practice or medication-use systems to ensure safety and quality in vulnerable populations, special populations, or risk prevention programs. (N = 2)	0.000	0.260	0.498	0.317

*(continued ...)*

Table 9: Average Proportion Correct in Each Competency Subarea by Expected Graduation Year for All Students (*continued*)

Competency Sub-Area (N items)	2026	2025	2024	Overall
6.5 Develop or manage practice or medication-use systems to ensure safety and quality in pharmacy informatics. (N = 1)	0.000	0.000	0.504	0.230



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END OF REPORT