

10/20/2025

ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026**Program(s) in the review:** Pharmacy Technology OEC**Specialized Accrediting Agency (if applicable):** N/A**Campuses where the program is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Year of last review:** AY2019-2020**Final decision from last review:** Continuation

PROGRAM SECTION (Due on March 1)**Program Review Committee:**

Andrew Haines, Pharm.D. Pharmacy Technology Program Director. Anchorage, AK

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: *There are two factors that could significantly increase program demand – the recent requirement of completing a PTCB-recognized education/training program to sit for the national PTCB examination, and the possible requirement of passing the PTCB examination for licensure.*

How do you know the recommendation has been successfully achieved? (2500 characters or less)

This previous recommendation was primarily based on external variables with limited accuracy. The PTCB requirement of completing a PTCB-recognized education/training program to sit for the national PTCB examination can be bypassed by obtaining 500 hours of work experience. While still being debated, the state of Alaska currently does not require PTCB certification for licensure. This means that while our program is one of the few in the state that is PTCB-recognized, it is not a requirement for this career choice. The program will continue to engage with current state licensure requirements and prepare students for the workforce. An additional recommendation noted in the Dean's response in 2020, was to consider the recruitment and hiring of dedicated part time faculty for the program. This has been achieved as stated below.

Actions taken to date (2500 characters or less)

A part-time program director was hired in 2023. With dedicated faculty, our program has maintained the PTCB-recognition as a qualified training program, serving students throughout the entire state. Relationships have been built with members of the pharmacy community, including leadership within the Alaska Pharmacy Association (AKPhA) and the UAA / ISU Doctorate of Pharmacy program. Recognition from employers and organizations throughout the state will help increase demand for the program and assist graduates seeking employment in communities throughout Alaska.

Evidence of success to date (2500 characters or less)

While admittedly anecdotal, unofficial comments from employers in the State of Alaska have complimented the preparedness of our students for employment after graduation. Students who have continued their education through the UAA/ISU Doctorate of Pharmacy program have credited the

foundation gained from the Pharmacy Technology Program. Methods to gathering concrete data to illustrate the success of this program are currently being revised.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)**

The Pharmacy Technology OEC prepares students to work as pharmacy technicians. Pharmacy technicians work in pharmacies under the direct supervision and in collaboration with a pharmacist. They help prepare prescriptions, including measuring, mixing, packaging, labeling and delivering medications to patients. Technicians may be tasked with inventory management, including supplies and/or pharmaceuticals. Pharmacy technicians also maintain confidential drug and patient records. Pharmacy technicians are relied upon to be professional and serve all patient populations with cultural responsiveness. Upon successful completion of the certificate, students are well-prepared to work in various settings as a pharmacy technician and to successfully sit for the national Pharmacy Technician Certification Board (PTCB) examination. National certification is not currently required for licensure by the State of Alaska, but that has been an ongoing discussion within the Board of Pharmacy and is anticipated to change in the near future. This program makes an important contribution to our strategic priority of efficiently and effectively utilizing our resources to prepare and maintain a workforce to meet future healthcare needs in Alaska. The program also contributes to the strategic priority of forging strong relationships, partnerships, and ties with our communities, businesses, schools and people.

- 3. Demonstrate program quality and improvement through assessment and other indicators.**

i. OEC Pharmacy Technology

- *1) Receive, screen and prepare prescription/medication orders, checking for completeness, authenticity and accuracy; 2) Demonstrate understanding of proper procedures and calculations used for prescription processing and non-sterile compounding; 3) Properly store, handle and dispose of pharmaceuticals while maintaining pharmacy equipment and facilities with appropriate standards; 4) Participate in the process for detecting and preventing medication errors and notify the pharmacist when a problem or situation requires their attention; 5) Communicate clearly and effectively with patients, customers, coworkers, and medical staff while maintaining confidentiality, compassion and professionalism; 6) Understand Federal requirements for drug handling and disposal, controlled substance prescriptions, restricted drug programs and recalls; 7) Demonstrate an understanding of medication generic names, brand names, classifications, dosage forms, interactions, contraindications, indications and side effects.*

Describe your key findings for these outcomes. (3500 characters or less)

Challenges exist in the preparation of future pharmacy technicians on the technical skills required for the role in the online learning. Tasks such as sterile and non-sterile compounding, vaccine administration, and even data entry processing are skills better suited for in-person learning, preferably in a lab setting. Methods to enable hands-on learning in the community via partnerships with pharmacies where the students live have proven difficult to establish due to legal requirements and community staff shortages. The program has therefore placed an emphasis on understanding the legal requirements and illustrating the step-by-step processes for these functions. This should enable the hands-on learning component to be seamlessly completed by the employer, as the student has been exposed to and is familiar with the overall processes.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

The entire program took advantage of being early adopters for Blackboard Ultra in the 2024-2025 academic year. This decision was made to enable new teaching features and consistency between classes in the program. The way both Pharmacology I and II classes present their material has been retooled to be more streamlined and focused on the student learning outcomes (SLOs). These classes are delving deeper into pharmacology than previous iterations in a more organized manner. The expectations of these courses now exceed the PTCE. We hope to see an improvement in the testing scores on these sections by the time the next academic review is conducted. We also aim to see a higher percentage of graduates decide to further their studies by enrolling in the joint UAA / ISU Doctor of Pharmacy program. Students are challenged with open ended questions regarding ethics and morals that force them to think through problems from perspectives other than their own. Introduction to Pharmacy and both Pharmacology I & II courses have polls throughout the semester to gauge the students' perception of the quality of their learning as well as their excitement for the subject matter in an attempt to stay as engaging as possible.

Describe evidence that these actions are working. (3500 characters or less)

The increased rate of students pursuing further degrees after completion of our program is very promising. Based on questionnaires and polls taken from students while enrolled in the program, enthusiasm for pharmacy has consistently been strong. Enjoyment and understanding the significance of the profession (thus invoking a sense of pride and accomplishment) has been a point of emphasis, as enthusiastic learners make the best professionals. Students are often given additional resources to explore on their own time (for no grade) and they have been utilized more often than expected by the instructors. This is evidence our program is forging life-long learners that are motivated by more than simply a grade on an exam.

- b. **Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

The UAA Pharmacy Technology program maintains the status as a PTCB-recognized education/training program offered state-wide via distance learning. Our program director has taken on a leadership role in the pharmacy community, serving on the Board of Directors for the Alaska Pharmacy Association and has been a co-chair for their last two annual conventions. This has helped to increase the visibility and recognition of the Pharmacy Technology program, allowing the OEC to gain acceptance as point of entry into the workforce.

- c. **Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

4. Demonstrate student success and the closing of achievement gaps.

- a. **Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)**

Our program is a one-year certificate program, and does not measure junior graduation rate, associate graduation rate, or semesters to degree. Course pass rates were disaggregated and analyzed by course year, ethnicity, age, and full/part time status among others. 2023 was an anomaly when it came to course pass rates. Pass rates were significantly lower in 2023 than any other year from 2021-2025, especially among students that were younger than 25, a first generation student or part-time. While the relationship of correlation / causation is unclear, it is encouraging that pass rates overall and for these specific groups have significantly improved in 2024 and 2025. These trends are noteworthy given the accompanying increase in enrollment in 2024 and 2025.

- b. **Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)**

Overall pass rates for the program were 84% in 2025. Pharmacy Calculations (PHAR A107) recently added prerequisite math courses for enrollment in an attempt to increase the pass rate for the course. No other courses in the program currently have prerequisites or corequisites. There has been ongoing consideration requiring Pharmacology for Technicians I to be taken before Pharmacology for Technicians II, as they are currently considered a two-course sequence able to be taken in either order. Since the program is small and class sizes intimate, the instructors have been able to provide ample resources to students taking these courses out of sequence, and pass rates have not been of concern. With more than half of the students taking these courses enrolled in other programs, enabling interested students access to these courses as electives remains the program's priority, especially considering each course is only offered one time per academic year.

- c. **Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)**

Each OEC candidate was required to complete an examination modeled after the Pharmacy Technician Certification Exam (PTCE). The questions were categorized according to the PTCE blueprint and results were analyzed to discover teaching strengths and weaknesses. Students were also asked to assess the program using a student exit survey; recent graduates were surveyed 4-6 months after finishing the program and

10/20/2025

sites employing recent graduates of the program were asked to be surveyed. Surveys have not been reliably completed by the requested parties, and thus the practice PTCE required in the curriculum serves as the best measurement of success. Per the last Biannual review, the average score was a 79.6% with a median score of 81.9%.

5. Demonstrate demand for the program.

- a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)**

From 2021 to 2025, the number of program graduates who continue education and students who return to UAA to pursue an additional program have increased by 125% and 167% respectively. The ratio of out-of-discipline credit hours to total credit hours has also seen an increase from 52% to 57% in the same time period. This may be due to the continued success of the UAA/ISU Doctor of Pharmacy program (which started in 2016) and students pursuing that degree using Pharmacy Technology as electives to build a foundation. PHAR classes are also used as electives commonly for students pursuing careers in nursing and medicine.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)

From 2021 to 2025, the number of program graduates who continue education, students who return to UAA to pursue an additional program, and the five year degree and/or certificate awards trend have all seen gains of 100%+. While pharmacy technology is a small program, this is a very encouraging trend. SCH/FTEF has increased from 314.2 to 412.2 and FTES/FTEF has increased from 10.5 to 13.7 in the same time period, indicating a larger workload on the faculty. This increase in efficiency while seeing an increased workload on the faculty can be explained by the appointment of a part-time director in 2023 instead of relying solely on adjuncts for instruction. Dedicated faculty invested in the long-term success of the program has been essential.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)

N/A

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)**

There are no other Pharmacy Technology OEC programs in Alaska, but there are two other PTCB-recognized education/training programs in Alaska – A pharmacy technician apprenticeship program through the Alaska Primary Care Association (funded through a grant), and the Mat-Su Career and Technical High School. These programs clearly serve different populations of students. The UAA program is available statewide as a

10/20/2025

postsecondary education option, enabling access to students in remote areas of the state with a high need for services in this field.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)

Our program is strong in setting the educational foundation for a successful career in pharmacy. Students have reported confidence both in their ability to pass the Pharmacy Technician Certification Exam (PTCE), and perform expected job functions upon employment. Many students surveyed have asked for a 'hands-on' component of our program. However, this is difficult to implement in a curriculum that is 100% distance learning. Other avenues of providing practical experience beyond education have yet to be established, but avenues are still being explored for future consideration.

9. Over the past two years programs and colleges conducted a comprehensive review of all fees. Moving forward, per the [UAA Course Fee Policy](#), programs conduct a comprehensive review and re-approval of all course fees as part of the cyclical Academic Program Review process. The college's strategic budget officer will conduct a review, and the dean will review the results and work with the program on any changes. The authorized lead, per the Course Fee Policy, will submit forms for each fee, whether to delete, retain, or change the fee. Forms are due to OAA by the regular February 15 deadline.

What was the general outcome of the comprehensive fee review? (2500 characters or less)

No extra fees are currently collected or needed in any of this program's classes. As this program is 100% distance delivered, overhead costs remain extremely low.

Committee chair first name last name: Andrew Haines

Date: 3/17/2026

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2500 characters or less for each recommendation)

Recommendation 1: *There are two factors that could significantly increase program demand – the recent requirement of completing a PTCB-recognized education/training program to sit for the national PTCB examination, and the possible requirement of passing the PTCB examination for licensure.* Recommendation has been met.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program (2000 characters or less)

The Pharmacy Technology OEC program prepares Alaska's healthcare workforce through a flexible, distance-delivered curriculum. The program is central to UAA's mission of meeting state healthcare needs by preparing

students for pharmacy technician roles. It integrates core competencies like professional responsibility and cultural responsiveness, ensuring students are ready for the national PTCB exam and collaborative practice under pharmacists. Additional alignment with UAA core competencies includes:

1. **Effective Communication:** The program emphasizes clear communication as a critical safety component in pharmacy practice. Students are trained to interact professionally with both the healthcare team (pharmacists, nurses, and physicians) and a diverse patient population.
2. **Creative and Critical Thinking:** Central to the curriculum is Pharmacy Calculations, where students must apply mathematical logic to ensure precise dosing. Students must also practice critical thinking when identifying potential drug interactions or insurance barriers, requiring them to find creative solutions to ensure patients receive their medications timely and safely.
3. **Intercultural Fluency:** As a distance-delivered program serving all of Alaska, the curriculum integrates cultural competency training. Students learn to provide care that respects the diverse cultural backgrounds of Alaskans, particularly in rural and Indigenous communities.
4. **Personal, Professional, and Community Responsibilities:** The program incorporates the APHA Code of Ethics and national pharmacy standards. Students are taught the legal and ethical responsibilities of handling controlled substances and maintaining patient confidentiality (HIPAA).

3. Program Quality and Improvement (2000 characters or less)

Quality is maintained through PTCB-recognized status and leadership roles held by faculty within the Alaska Pharmacy Association. Recent improvements include adopting Blackboard Ultra to enhance teaching features and retooling Pharmacology courses to exceed national certification standards. Based on the course data for the COH Pharmacy Technology (OEC) program from Academic Years 2020-2021 through 2024-2025, here is a detailed analysis of enrollment and program trends.

1. Enrollment Trends (Longitudinal Growth)

The program has seen a significant upward trend in enrollment over the last two years, following a brief decline in AY 2022-23.

- AY 2020-21: 104 students
- AY 2021-22: 111 students
- AY 2022-23: 90 students (Year-over-year decline)
- AY 2023-24: 140 students
- AY 2024-25: 143 students (58% increase from AY22-23)

This growth correlates with the program's strategic shift in 2023, which included the appointment of a dedicated Program Director and improved distance delivery methods. The sharp increase in AY 2023-24 suggests that the program changes (noted in the review form as improving instructional quality and adding math prerequisites) have supported student progression in the program.

4. Student Success and the Closing of Achievement Gaps (2000 characters or less)

The program achieved an 84% pass rate in 2025. While 2023 saw lower rates, student performance has since significantly improved, particularly among younger and first-generation students. To further support success,

math prerequisites were added to the Pharmacy Calculations course and the small program size enables faculty to engage closely with students in offering tailored and supported learning experiences. Based on the Pharmacy Technology (OEC) AY2026 Program Review Data Sheet, here is an analysis of student success and the closing of achievement gaps between 2021 and 2025:

Overall Student Success Trends

Course Pass Rates: The overall pass rate for lower-division undergraduate courses was 84% in 2025. While this is a strong recovery from a significant dip to 72% in 2023, it remains slightly below the 2021-2022 levels (86% and 93% respectively).

Post-Graduation Success: Student success extends beyond the classroom, with 9 graduates continuing their education in 2025 (the highest number in the five-year period) and 8 returning to UAA to pursue additional programs.

Closing Achievement Gaps

The data show positive results in closing any potential gaps in pass rates across different demographic groups. The program demonstrates success in supporting all students, in particular low-income students, Pell Grant recipients and first-generation students.

5. Demand (2000 characters or less)

Demand is evidenced by an increase in graduates continuing their education and an increase in those returning to UAA for additional programs between 2021 and 2025. Many students use these courses as a foundation for nursing, medicine, or the UAA/ISU Doctor of Pharmacy program. Based on the provided documents and recent labor market data, the workforce need for Pharmacy Technicians in Alaska is critical, characterized by high demand, competitive salaries, and a significant role in rural healthcare delivery.

1. High Demand and Job Outlook

- **Faster Than Average Growth:** Nationally, the occupation is projected to grow by 6% from 2024 to 2034. In Alaska, the demand is amplified by a persistent shortage of qualified healthcare workers.
- **High Vacancy Rates:** Recent reports indicate that pharmacy technician turnover nationwide is over 20%, with some health systems facing vacancy rates as high as 40%. This places a heavy burden on pharmacists and increases operational costs for hospitals.
- **Aging Population:** Demand for pharmacy services in Alaska is increasing due to a growing elderly population that requires more prescription medications and chronic disease management.

2. Competitive Compensation

- **Nation-Leading Salaries:** Alaska consistently offers some of the highest pharmacy technician wages in the United States.
 - o **Average Hourly Rate:** Approximately \$23–\$24 per hour, with top earners and specialists (e.g., in hospital or infusion settings) earning upwards of \$30–\$35 per hour.
 - o **Annual Earnings:** Median salaries in Alaska are reported around \$50,440, which is significantly higher than the national median of \$43,460.
- **Geographic Variation:** Pay is often higher in remote or high-cost areas. For example, salaries in Nome (\$49,711) and Sitka (\$48,276) reflect the "geographic differential" required to attract talent to rural hubs.

6. Productivity and Efficiency (2000 characters or less)

The Pharmacy Technology OEC is currently operating at high efficiency. It has successfully increased its credit hour production while maintaining low overhead through distance education. The stabilization of faculty leadership has been an essential component in transforming the program. Efficiency has risen, with Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF) increasing from 314.2 to 412.2. Increased program efficiency is also noted in the increase of full time student to faculty equivalencies from 2021-2015.

7. Duplication and Distinctiveness (2000 characters or less)

The program is unique as the only Pharmacy Technology OEC in Alaska. While other training programs exist, UAA's postsecondary model is the only one available statewide via distance learning, providing essential access to students in remote areas.

8. Strengths and Ideas for Moving Forward (2000 characters or less)**Program Strengths**

Strong National Certification Performance: The program achieved an 84% pass rate on the Pharmacy Technician Certification Board (PTCB) exam in 2025, significantly exceeding the national average of 71%. This demonstrates high instructional quality and student preparedness.

Unique Statewide Accessibility: As the only program of its kind in Alaska offered via distance delivery, it provides essential training to students in rural and remote communities who would otherwise lack access to specialized healthcare education.

Productivity Gains: Since appointing a dedicated part-time Program Director in 2023, the program has seen a marked increase in efficiency, with Student Credit Hours (SCH) per faculty increasing by 31% (from 314.2 to 412.2).

Effective Internal Pathways: The program serves as a successful "feeder," with an increase in graduates continuing their education at UAA, often moving into Nursing or the Doctor of Pharmacy (PharmD) program.

Curricular Alignment: Courses are recognized by the PTCB and were recently updated to include a math-specific prerequisite, directly addressing previous student performance gaps in pharmacy calculations.

Ideas for Moving Forward

Expand Clinical Site Networks: To support the growing enrollment and distance-learning model, the program should continue developing formal agreements with pharmacies throughout the state to ensure students can have access to clinical care opportunities as needed or interested.

Formalize the "Bridge" to PharmD program: Given that many students use the OEC as a stepping stone, creating a more formal, marketed "Fast-Track" or "Bridge" program into the UAA/ISU Doctor of Pharmacy program could boost recruitment and retention.

Curriculum: Review catalog copy to ensure compliance with current University standards of minimum grade requirements and descriptors for distance delivered courses

9. Comprehensive Fee Review (2000 characters or less)

This program does not currently utilize course fees in delivery of courses.

10/20/2025

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 2000-character limit)*

- **National Excellence:** The program is commended for its high student success rate on the National Pharmacy Technician Certification Board (PTCB) exam. An 84% pass rate (compared to the 71% national average) reflects a curriculum that is both rigorous and well-aligned with industry standards.
- **Operational Efficiency:** Faculty and leadership are commended for the significant increase in productivity following the appointment of a dedicated Program Director in 2023. The 31% increase in Student Credit Hours (SCH) per FTEF demonstrates a highly efficient use of university resources.
- **Workforce Pipeline:** The program serves as a vital pathway for Alaska's healthcare system. The 125% increase in graduates continuing their education and the high number of students returning to UAA for Nursing or PharmD highlight the program's role in long-term workforce development.
- **Successful Curricular Intervention:** The proactive addition of a math-specific prerequisite for Pharmacy Calculations is a strong example of data-driven program improvement that directly led to higher pass rates.
- **Statewide Reach:** The program effectively fulfills UAA's mission by providing specialized healthcare training via distance delivery, ensuring that students in rural Alaska have a pathway to high-demand careers without leaving their communities.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 2000-character limit)*

- **Stability of Leadership:** It is recommended that the university maintain the current dedicated program director model. The shift from adjunct staffing to a dedicated program director aligns with improved student outcomes and data tracking.
- **Formalize Career Pathways:** Develop and market a formal "Pathway to PharmD" or "Pathway to Nursing" brochure and or program website section. Since many students already use this OEC as a stepping stone, formalizing the transfer of credits could further increase recruitment.
- **Enhance Post graduate assessment measures:** Future reviews would benefit from more granular data on student employment outcomes specifically within Alaska's tribal health organizations and independent pharmacies to better measure local economic impact.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: AY2033

Dean first name last name: Jay Butler

Date: 3/31/2026

10/20/2025

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

Select Yes or No.

Optional Response: (10,000 characters or less)

No

Committee chair first name last name: Andrew Haimes

Date: 4/9/2026

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):

I agree with the dean's many commendations, particularly acknowledging the efforts of the program director and faculty.

While I generally agree with the dean's recommendations, I am changing the final decision to continued review, and the final set of recommendations will depend on the outcome of that process. Because there are other, less expensive pathways to licensure available in Alaska, it is not clear that the OEC is necessary. The program will want to consider whether or not it makes more sense to offer a course or set of courses that provide connections with K-12 opportunities in pharmacy and articulate into other COH credentials. The program will also want to consider whether or not it makes sense to shift some pharmacy technology content to noncredit opportunities.

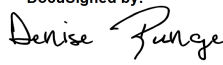
Provost's decision: Continued Review -- Program is required to address specific issues and to undergo a follow-up review.

Interim Progress Report: Select N/A or Academic Year.

Follow-up Program Review: AY2027

Next regular Program Review: Select N/A or Academic Year.

Provost's signature:

DocuSigned by:

AE7EE55F615543D...

Date: June 26, 2026