

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/4/2021

Submitted by: Katheryn Crowther, Adjunct Faculty, kwcrowther@uaa.alaska.edu

Program(s) covered in this report: Pharmacy Technology OEC

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Health

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

I would hope that a student would say that every course in the program helped them to develop these proficiencies. By learning the language of pharmacy and the skills needed to assist the pharmacist in calculating doses and filling prescriptions, the students

develop confidence (personal development), the ability to work with pharmacists, nurses, doctors and patients (professional development) and grow to understand the importance of their role in public health (community engagement).

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

In Professional Practice of the Pharmacy Technician (Phar A192), students are required to give a 15 min. presentation to the class on a current medication safety topic. This exercise helps them develop the language and skills they need to communicate effectively with other healthcare professionals (personal and professional development). The emphasis on medication safety helps them understand their critical role in keeping the community safe from medical errors (community engagement).

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

For the Pharmacy Technology OEC program, if we were able to expand to offer a hands-on lab course, this would be a great boost for helping students develop personally (increasing their competence and confidence) and professionally (allowing students to practice interactions with patients and healthcare workers). If our program could expand to offer a practicum involving observation and practice at a working pharmacy, this would greatly increase student community engagement.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

At the completion of this program, students are able to:

1. Receive, screen and prepare prescription/medication orders, checking for completeness, authenticity and accuracy - met faculty expectations
2. Demonstrate understanding of proper procedures and calculations used for prescription processing and non-sterile compounding - met faculty expectations
3. Properly store, handle and dispose of pharmaceuticals while maintaining pharmacy equipment and facilities with appropriate standards - met faculty expectations
4. Participate in the process for detecting and preventing medication errors and notify the

pharmacist when a problem or situation requires their attention - met faculty expectations
5. Communicate clearly and effectively with patients, customers, coworkers and medical staff while maintaining confidentiality, compassion and professionalism - met faculty expectations
6. Understand Federal requirements for drug handling and disposal, controlled substance prescriptions, restricted drug programs and recalls - exceeded faculty expectations
7. Demonstrate an understanding of medication generic names, brand names, classifications, dosage forms, interactions, contraindications, indications and side effects - met faculty expectations

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 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 asked to assess the program using a student exit survey; recent graduates were surveyed 4-6 months after finishing the program and sites employing recent graduates of the program were surveyed. Exit, graduate and employer surveys were analyzed using the Qualtrics survey tool. Finally, data available on the program through IR-Reports was studied. Faculty were provided with all assessment data in order to provide feedback for program improvements.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

Assessment exam: average score 77.5%. Detailed results suggest areas where additional instruction may be needed. Student Exit Survey: students asked to rate program performance in fulfilling the 7 student learning outcomes. All outcome ratings were greater than 4 (ratings based on a scale of 1-strongly disagree to 5-strongly agree). Graduate Survey: Student ratings were high in all learning outcomes. One graduate has passed the PTCE and two are planning to take it in the immediate future. Two recent graduates are now working as a pharmacy technician. Employer survey: two completed with good ratings for student job preparation; hands-on training requested.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

The addition of a part-time program director would greatly benefit the Pharmacy Technology OEC program. The director would be able to take the steps needed to implement a hands-on lab course for Pharmacy Technology, as well as a practicum offering where students could gain invaluable experience onsite at a pharmacy. Timeline to find and hire a director and develop new lab class and practicum - 2 years. Annual academic assessment program would be able to determine the

success of the changes. Also recommend reactivating our program Advisory Committee, which has been largely inactive without a program director.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

most recent edition of program textbook implemented and Top 100 drug study list updated

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

The past improvement implemented in FY 2020 of requiring a prerequisite for the Pharmacy Calculations class (Phar A 107) has worked well to insure that students will succeed in this class. The number of students dropping the class as well as "D" and "F" grades has decreased.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive

advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

No, program assessor has had great difficulty in maintaining contact with most students after graduation to follow up on licensure, certification and employment.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The program is commended for using diverse assessment tools including surveys, grades, performance on assessments modeled after national certification exams, etc. I appreciate the program's attention to lower than desired completion/pass rates on classes and implementing changes to improve student success in that area. The program's evaluation that a part time program director would increase the ability to re-engage with an advisory board as well as dedicate time to program improvements is valid and will be explored. For a "hands-on" profession, it makes sense that incorporation of an in-person lab and/or practicum experience could enhance student learning and employer satisfaction with graduates' readiness for practice.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

As noted above, diverse assessment tools are valuable in providing a comprehensive picture of program effectiveness.

Dean's signature:



Date: 12/23/2021