2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/6/2022

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Program(s) covered in this report: Pharmacy Technology OEC
   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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working.** *(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. Based on student feedback, this exercise has been very successful in helping students develop an understanding of the personal, professional and community responsibility involved when working in a pharmacy and ensuring medication safety for patients.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now.** *(500 characters or less)*

  B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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 the student would say that all the courses in the program helped them to communicate effectively in many different pharmacy settings. Every course exposes students to pharmacy terms, concepts and detailed information that they will use in their day-to-day communications in the workplace.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency.** *(500 characters or less)*

  Our program is planning to add a practicum and a lab course to our curriculum. These will give students multiple opportunities to learn to communicate effectively both in a lab setting and a real-world setting. Future technicians will learn how to communicate with pharmacists, nurses, patients and fellow technicians.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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 andfacilities with appropriate standards - met faculty expectations

4. Participate in the process for detecting and preventing medication errors and notify the pharmacistwhen 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 substanceprescriptions, restricted drug programs and recalls - exceeded faculty expectations

7. Demonstrate an understanding of medication generic names, brand names, classifications, dosageforms, interactions, contraindications, indications and side effects - met faculty expectations

3. **Describe your assessment process in AY22 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. We also surveyed new students just starting in the program. All surveys were analyzed using the Qualtrics survey tool. Faculty and the Advisory Committee 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 1strongly disagree to 5-strongly agree). Graduate Survey: Student ratings were high in all learning outcomes. Two graduates have passed the PTCE. At least two graduates are now working as a pharmacy technician. Employer survey: one completed with good ratings for student job preparation. Many students asked for a "hands-on" component. The findings show us we have a strong base to build on, but need an experiential component for our program.

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 advisory committee (which included faculty as well as community pharmacists) has recommended that a part-time director be hired in the spring of 2023. This change will allow the program to grow in enrollment and develop strong contacts with future employers. Tasks for the new director include implementing a new lab component to the program offerings as well as a practicum where students will be able to apply their learning.

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 AY22.

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

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)*

   This past year we began to offer our seminar course both semesters instead of just one semester, in order to give students an opportunity to finish the program quicker. We also revised all our courses to include additional material in areas where testing indicated that students were deficient and test results show improvement in these areas. Adding a prerequisite to the math course has been very successful in improving student performance and retention in that course.

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8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

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)*

   2 of 8 graduates became nationally certified pharmacy technicians immediately upon graduation from the program and are now working as technicians. One of these technicians is now working at the tribal hospital in Nome and has successfully completed advanced IV training at the Alaska Native Medical Center.

DEAN SECTION (Due to the program on January 15)

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

   The program has identified specific areas for improvement and begun to implement those and evaluate outcomes. It is appreciated that the program has implemented ways for students to matriculate more efficiently; with OECs, it is often the goal to move relatively quickly to being employable. The program has relatively low overall enrollments and a small number of students taking national board exams so it is valuable that the program has implemented other mechanisms of evaluating student achievement in addition to board exam pass rates.
   It is recognized that a part-time program director is needed to support the program in taking identified steps to achieving desired outcomes. Funding has been secured and a search underway for this position.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*

   The program has incorporated a variety of assessment tools including direct student achievement, surveys from a range of stakeholders, and advisory board input. An additional strength is that the program has modeled a key assessment tool after the national certification exam, allowing the program to assess student learning in key areas that would allow them to be successful on this exam. The program has done well in identifying discipline-specific activities that will contribute to the development of UAA core competencies as they relate to the field of phlebotomy.

Dean's signature: _____ **Date:** 1/9/2023