

2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 10/6/2022

Submitted by: Katheryn Crowther, Adjunct Faculty, kwcrowther@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 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 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 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 1-

strongly 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.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

- 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. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. <i>Data source: RPTP end-of-</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

Metric	Definition	Rationale
	<i>term freeze files. Disaggregate as per accreditation.</i>	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.
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)

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? (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