

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 10/26/2024

Assessment Plan covered in this report: Pharmacy Technology OEC

College: College of Health

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

Submitted by: Andrew Haines, Program Director Pharmacy Technology

1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

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.**

2. Describe what your assessment process was last year 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. (1000 words 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 and recent graduates were surveyed.

4-6 months after finishing the program and sites employing recent graduates of the program were asked to be 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 to provide feedback for program improvements.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

Assessment exam: The average score over the last two years was 79.6% with a median of 81.9%. 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 3 (ratings based on a scale of 1-strongly disagree to 5-strongly agree).

Graduate Survey: Student ratings were high in all learning outcomes.

Employer survey: none have been completed in the last two years. This tool will be reassessed at the next review to see if it serves a helpful purpose. Many students surveyed have asked for a "hands-on" component. However, providing a 'hands on' component has proven to be a difficult implementation in a curriculum that is 100% distance learning.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words 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 for technicians' classes presents the material has been retooled to be more streamlined and focused on the SLOs. These classes are delving deeper into pharmacology than previous iterations in a more organized manner. We hope to see an improvement in the testing scores on these sections by the time the next academic review is conducted. We also hope to see a higher percentage of graduates decide to further their studies by enrolling in the joint UAA / ISU Doctor of Pharmacy program.

5. 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 last year. *(If no options above were selected)*

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

6. 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. (1000 words or less)

Based on previous assessments, the program has hired a part-time director to oversee the program. The director has served as a focus point for students and members of the community to have a central point of contact as well as someone who oversees the growth and direction of the program. Improvements from program changes that have been subsequently implemented will be monitored via scores from the exit exam as well as through student survey responses during the next biennial review.

DEAN SECTION (Due to the program on January 15)

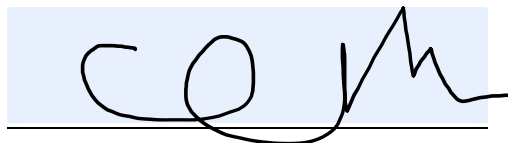
- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The program is commended for a commitment to continual improvement and prioritization of student feedback in program outcomes and course scheduling. As a small program with limited enrollment, the OEC in Pharmacy Technology may benefit from additional recruitment and/or partnership opportunities with the Pharm D program, the AAS in Medical Assisting, or the School of Nursing. The program is also encouraged to work closely with the College of Health Career Navigator in supporting students in additional degree or certificate pathways upon completion of the OEC. Lastly, the program will benefit from continued student focus given the changes to federal financial aid that have impacted certificate programs.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

Based on feedback from the 2022 biennial review, the program hired a part time program director, utilizing resources recommended and available within the College of Health (COH). As stated in this evaluation, this has brought needed stability, consistency, and accountability to the program. The program is commended for being an "early adopter" of Blackboard Ultra and completing course enhancements in this migration process. The program is commended for utilizing a variety of assessment methods including: national exam pass rates, student exit survey, and reinstating an employer survey. Consideration was also given to the course offering schedule to ensure that the program meets workforce demand by preparing graduates in a comprehensive and expedient manner. COH is appreciative of the program's commitment to ongoing program assessment and the prioritization of student feedback as one metric in this process.

Dean's signature:

A handwritten signature in black ink, appearing to read 'Cary Moore', is written over a light blue rectangular background.

Date: 1/9/2025

Cary Moore, Associate Dean for Clinical Health Sciences