

Utah State University
Health Professions Programs
Assessment
2021

Pharmacy Technician Program

The pharmacy technician program is taught over a 32 week period or two semesters. Students are required to have a semester of pre-requisites prior to acceptance into the program. The student must have a GPA of 3.0 for acceptance into the program and maintain a 2.67 throughout the program. At the end of the first semester, students are required to apply for a student license to practice before entering their clinical rotations during the second semester. The USU Pharmacy Technician program aligns the didactic courses with the national core curriculum developed by the American Society for Health System Pharmacists (ASCP). This is the national organization that governs certification in the field.

A strategic plan for learning was submitted to ASHP for accreditation and accepted. The strategic plan is attached. The USU PhT program was accredited through ASHP on May 6, 2020. The accreditation was granted for six years through May 6, 2026. In order to obtain and maintain accreditation, required outcomes are set forth by the ASHP. Student assessments for required courses are embedded in the course and the program must track the students outcomes listed on the attached strategic plan.

ASCP also requires that a 3 year mid-term review is submitted for their evaluation. It is imperative that the program maintains required outcomes to maintain accreditation.

The program learning objectives as set forth by core curriculum are as follows:

Disciplinary Knowledge

1. Demonstrate a basic knowledge of anatomy, physiology, pharmacology and medical terminology relevant to the pharmacy technician's role.
2. Explain the pharmacy technician's role in the medication-use process.
3. Describe wellness promotion and disease prevention concepts.
4. Demonstrate a working knowledge of state and federal laws pertaining to processing, handling and dispensing of medications including controlled substances.
5. Demonstrate a working knowledge of the roles of the pharmacist and pharmacy technician in medication management services.

6. Demonstrate a working knowledge of receiving, processing, and preparing prescriptions/medication orders for completeness, accuracy, and authenticity to ensure safety.

Skills and Career Competencies

1. Perform mathematical calculations essential to the duties of pharmacy technicians in a variety of settings.
2. Practice and adhere to effective infection control procedures.
3. Demonstrate ethical conduct.
4. Demonstrate active and engaged listening skills.
5. Communicate clearly and effectively, both verbally and in writing.
6. Demonstrate a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals.
7. Apply interpersonal skills, including negotiation skills, conflict resolution, customer service and teamwork.
8. Prepare, store, and deliver medication products requiring special handling and documentation.

All courses listed above have assessments embedded in the course. Not only does the program have a strategic plan, all health profession programs utilizes a living document known as the Program Effectiveness Plan (PEP) to track program outcomes and monitor the effectiveness of the programs. Program satisfaction is gauged through surveys sent to the following groups: current students, graduate students, clinical affiliates and employers. Responses are graded on a Likert scale of 1-5 (5 being the highest). The goal for program satisfaction is a 3 or above on a Likert scale on all surveys. Student responses as well as comments are taken seriously and reviewed by the faculty and Health Professions director. Any responses below a "3" on the Likert scale are evaluated and an action plan for correction is developed. Surveys are sent out the third week in February and the third week in October as Health Professions programs run fall and spring semesters. Once the surveys and outcomes are tabulated, and a correction plan is developed for student concerns, the results are entered into the PEP and presented to the program's advisory board for their review and recommendations. If a correction plan is agreed upon by the board, faculty and HP program director, then the plan is implemented and the results of the plan are reported on during the next advisory board meeting. This allows time for the plan to be evaluated after implementation for at least six months as the advisory board meetings are held bi-annually in the spring and fall.

The USU Pharmacy Technician PEP is attached.

Utah State University

Pharmacy Technician Program

Strategic Plan

February 12, 2020

The Role of the Program Within the Community

San Juan County, UT, is the largest county in Utah. Health care here is classified as rural and frontier medicine. There are two major health care entities which include: SAN JUAN HEALTH CARE DISTRICT and UTAH NAVAJO HEALTH SYSTEMS, INC. San Juan Health Care District owns and operates a hospital in Monticello, UT that incorporates visiting specialty clinics and operates clinic sites in Monticello, Blanding, and Dove Creek, CO. San Juan County Hospital in Monticello belonging to the San Juan Health Care District employs 1 full-time pharmacist.

Utah Navajo Health Systems is part owner of Blue Mountain Hospital in Blanding, UT. It owns and operates clinics in Navajo Mountain, Montezuma Creek, Monument Valley and Blanding, UT. The Montezuma Creek Clinic has just been rebuilt to include a modern, state-of-the-art 53,000 square foot facility that includes an in-house pharmacy and the new Blanding Family Practice state-of-the-art 43,000 square foot facility included an in-house pharmacy opened in August 2019. The Navajo Mountain and Monument Valley clinics are also expanding and the Monument Valley clinic has an onsite pharmacy. Altogether Utah Navajo Health Systems, Inc. clinic employs nine full-time pharmacists, including 5 clinical pharmacists, and 10 pharmacy technicians.

Moab Regional Hospital, 70 miles north of Blanding, also employs a full-time pharmacist and has agreed to sponsor our students. Many of our students are Native American students. Culturally, they do not wish to leave their families on the reservation and frequently return to their communities to serve their people.

With the large number of healthcare facilities in the area and letters of support from all entities listed, students have not had any problems securing experiential training sites within these facilities. The program has received calls for graduates even before we started graduating students from the program.

Students are encouraged to be mindful of civic responsibilities and community service and opportunities for such activities are provided and required. Students participate in a community STEAM festival that is sponsored by Utah State University. Students provide tours of the Pharmacy Technician labs and classrooms and demonstrate techniques such as compounding and explain the typical work day in the life of a pharmacy technician in a retail pharmacy. Activities that pertain to pharmacy technician roles are developed so that the public can participate.

Pharmacy technician students also participate in the annual flu vaccine clinics ensuring the stock is accounted for, recording lot numbers, expiration dates and suppliers. They help in screening patients and with patient flow.

The pharmacy technician students also participate with other programs in mock drills and disasters demonstrating how all health professions interact in the event of an emergency. This helps with training of all programs.

Pharmacy technician students at USU participate in a clothing drive to support USU Global Health efforts while some volunteer to travel in the summer with the Global Health Practitioner Outreach Program on mobile health clinics providing health care and pharmacy services to some of the most impoverished countries in the world.

Long-term Program Goals

1. Develop a quality and sustainable program that is career focused and will fill the needs of the community with regards to pharmacy technician jobs.
2. Utah State University (USU) Pharmacy Tech (PhT) Program will lead to employment of our graduates as entry-level pharmacy technicians upon completion of the program.
3. The program will enhance the reputation of the University for learning, discovery and engagement.
4. The program will strengthen the recruitment, retention, graduation and placement of students and as part of that goal decrease the faculty to student ratio.
5. To foster new partnerships both internally and externally.

Specific Measurable Objectives

Utah State University Pharmacy Technician program uses the following criteria as outcome measures of the effectiveness of the program:

- 70% of those entering the PhT Certificate Program will graduate from the program.
- 70% of graduates will find positive placement in employment as a pharmacy technician or in a related field.
- 70% of all diploma graduates will sit for the pharmacy technician certification exam offered by the PTCB.
- 70% of all graduates will become credentialed as certified pharmacy technicians.
- 80% of graduate survey responders will "strongly agree" or "agree" when asked to rate the overall quality of their preparation as a pharmacy technician.
- 80% of employers will "strongly agree" or "agree" when asked, "Overall Is this graduate a well-prepared employee"?

Strategies for Achieving the Goals and Objectives

1. Create an advisory committee consisting of a community member, two pharmacy technicians, a current PhT Program student, a graduate student of the PhT Program. Also included are: area pharmacists representing retail, and institutional pharmacies, USU administration including: the program director, chancellor, and program coordinator/instructor. The purpose of this

committee is to review specific objectives, address program outcomes, and advise as to the need in the community, as well as the response in the community to our program, and review curriculum so that it is current and in keeping with national standards.

2. USU PhT Program will develop strong and supportive working relationships with our clinical preceptors so that our students receive excellent training in the clinical and retail setting. Clinical Affiliation Agreements will be in place prior to our students starting their clinical preceptorship so there is no question as to the role of preceptor and student, and the goals are clearly defined.
3. The program will utilize student surveys to evaluate student satisfaction with the program.
4. The program will utilize employer surveys to evaluate their satisfaction with our graduate students.
5. The program will track graduation rates and pass rates of our students taking the national certification exam.

Schedule for Analyzing and Evaluating the Plan

The reporting period for which all metrics are measured will be July 1 through June 30, in keeping with the current cycle of all of USUs Health Professions Program reviews. Surveys, graduation rates and certification pass rates will be analyzed. Curriculum review will also take place annually. The Pharmacy Technician Program under the direction of the program director, faculty and in conjunction with the advisory board will review the program effectiveness plan at the end of the annual reporting period, meeting minutes will be recorded and review items will include:

- Summary of data collected
- A discussion of the progress made over the past year
- Suggested changes and revisions
- Direction of program for the coming year

Information obtained through this review process will be shared with our advisory committee and placed on the agenda for the fall advisory board meeting.

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BLANDING - HEALTH PROFESSIONS

Pharmacy Technician Program
Utah State University Eastern
Blanding Campus

Program Effectiveness Plan

July 1, 2020 to June 30, 2021

Program Effectiveness Plan Cover Page

Prepared by: Michele Lyman, Tara Olsen, Andrew Bayless

Date Reviewed: 06/10/2021

Name of Institution	Utah State University Eastern Blanding
Street Address	576 West 200 South
City	Blanding, UT 84511
Telephone # 435-678-8131	Website: healthprofessions.usu.edu

PROGRAM INFORMATION

Program Title (As approved by oversight agencies)	Number of Instructional Weeks per Day (D), evening (E), & Weekend (W), if applicable Example: 40-D, 50-E, 60-W	In class clock hours	Outside class hours	Total Clock Hours	Identify the # of credits offered for each applicable program CHECK ONE		Credential Awarded by Institution upon program completion Example: Diploma, Certificate, or Type of Degree. (Do not use abbreviations)
					Quarter	Semester	
Pharmacy Technician	45-D	240 Didactic 90 Lab 360 Experiential	0	690		30	Certificate

If any portion of a program(s) is offered via distance education, complete the table below:

Program Title (as approved by oversight agencies)	Blended and/or Full Distance Education Delivery	Types of Courses e.g., general education, core, remote, lab/externship/clinical
Pharmacy Technician	Blended	General Education, Pharmacy Technician core

Purpose of the Program Effectiveness Plan (PEP)

Ongoing development, usage and assessment of the Program Effectiveness Plan (PEP) should fulfill several purposes, including:

- 1. Used as a tool to define our goals and objectives of the Pharmacy Technician Program, by first asking the questions, “Where do we want to go and what do we want to achieve?”** In keeping with our goal to transform students from unprepared and undecided to prepared and decided, USU Eastern is helping students to identify, declare and commit to their own educational goals. Mentors give each student a degree map which best matches the students’ declared educational goals. The question is asked, “How certain are you this educational goal is right for you?” The declared educational goal is recorded in Banner and the names of students interested in the Pharmacy Technician Program are then contacted and assigned to faculty members who then support integration and success within this program. We want to achieve competent, qualified, entry-level Pharmacy Technicians ready to assume the responsibilities of their chosen profession.
- 2. Assessing progress and the need for change.** Continuous review of the PEP allows us to make changes in a timely fashion, if needed, based on the information from the collective data received throughout the assessment period. Comparison can be made to previous year’s data and based on the analysis of each, strategies for improvement and to increase program effectiveness can be made.
- 3. A reporting tool to provide information to our instructors, program director and supervisory and advisory bodies.** By assessing the data collected, we are able to obtain information regarding the educational delivery methods, the students’ satisfaction with our program, instructor effectiveness, preceptor/employment satisfaction ratings and other important information that helps our advisory boards guide us in proposed changes or improvements, as well as helping the instructors improve their delivery methods and classroom effectiveness.

This tool also provides the program with information we need to make sure the preceptor sites and employers are pleased with the quality of our students. Their satisfaction is determined by employer and preceptor survey ratings.

By using the ABHES Program Effectiveness Plan (PEP) outline, the three main questions helps us to continuously assess the following:

- **Where Have We Been?**
This question allows us to look back at our past performance and data pertaining to our students. By looking back, we are able to gauge and demonstrate our improvements.
- **Where Are We Now?**
We are now collecting data which gives us a more defined and specific method for measuring program effectiveness and successes. This is something we have not heretofore had.
- **Where Do We Want to Go?**
This question allows us to look towards the future and set goals to improve and enhance our program, with an eye to becoming the best MA Program in our region.

Utilizing the PEP and daily operations

Reporting Period: The reporting period for which all PEP metrics are measured against is **July 1-June 30**, in correlation with all of our accrediting bodies in association with our various Health Professions Programs.

Annual PEP Review: The Pharmacy Technician Program under the direction of the program director and in conjunction with the Health Professions Program Director, faculty and advisory committee is required to review the PEP at the end of the annual reporting period of July 1 – June 30. Meeting minutes are recorded and review items include:

- A summary of data collected
- A discussion of the progress made over the past year
- Suggested changes and revisions
- Direction of the program for the coming year

Information obtained through this review process will be shared with our Advisory Board and placed on the agenda for the Fall Advisory Board meeting.

PEP Meetings: Under the direction of the program director regularly scheduled meetings will be held with faculty, staff, advisory board and Health Professions Programs Director. Meetings will include the following:

- Review of current students, graduate students, employer and preceptor surveys
- Review of advisory board recommendations
- Review of PEP and program goals and how the program is measuring up to these goals
- Formulate goals for corrective action or improvement as needed
- Address faculty and staff concerns/suggestions

Accountability: The program director has many responsibilities which include holding employees accountable for specific PEP goals. Under the direction of the program director regular PEP meetings are held so that the goals are regularly highlighted and strengths and weaknesses are easily identified. In this way, we can address problem areas and make changes in a timely manner.

Program Effectiveness Plan Content
Pharmacy Technician Program

Standard 1: Administration

1.1 Organizational Accreditation

The Utah State University (USU) Pharmacy Technician Program is conducted by faculty and is accredited by Northwest Commission on Colleges and Universities (NWCCU). USU received approval notice on 08/27/2018, for the Pharmacy Technician Program through the United States Department of Education. Utah State University provides financial support to the program sufficient to enable the program to achieve its stated goals. The Program has a designated Pharmacy Technician classroom and lab that are appropriate, safe and sufficient to enable students to meet the program's education goals. Also, space is allotted to allow for confidential interaction between faculty and students, when needed. There is a documented need for pharmacy technicians in the community and sufficient facilities to offer positions to our graduates.

EVIDENCE:

- Copy of Northwest Accreditation certificate
- Board of Trustees Assuming Responsibility Letter
- Memorandum of Approval from Utah State University
- Federal Student Aid Approval through United States Department of Education
- Employer Identification Number
- W-9
- Letters of Support (3)

1.2 Strategic Plan

The USU Pharmacy Tech program has a strategic plan in place wherein the following are assessed annually:

- The role of the program within the community
- Long-term program goals
- Specific measureable objectives
- Strategies of achieving the goals and objectives
- A schedule for analyzing and evaluating the plan
- Progress on the plan
- Program outcomes by means of graduation rates, student satisfaction surveys, employer surveys, and certificate pass rates.

EVIDENCE:

- Copy of strategic plan

1.3 Program Director Authority and Responsibilities

The USU Program Director and Director of Health Professions share the responsibility of overseeing the Pharmacy Technician Program. The Pharmacy Technician Program Coordinator/Instructor has the

authority to direct all aspects of training with approval from the Program Director. Together, they contribute to the development, revision, and selection of qualifications of the applicants for acceptance as trainees.

EVIDENCE:

- **Organizational Chart**
- **Contract with Andrew Bayless to write curriculum**

1.4 Advisory Committee

The USU Pharmacy Technician Program has an advisory committee comprised of two local pharmacists, faculty member, two pharmacy technicians, a pharmacy technician student, Director of Health Professions, staff assistant to the program director, a community member and the Vice Chancellor. The board meets biannually in the spring and fall. The role of the advisory board is as follows:

- Review curriculum to ensure educational goals and objectives are met
- Review educational goals and objectives
- Review experiential training sites and criteria for those sites
- Review criteria for applicant admission
- Review criteria for successful completion of the program
- Review the training program's strategic plans
- Provide advice and recommendations to the Program Director and Instructor for effective program management

EVIDENCE:

- Description of Advisory Committee (See PEP)
- Roster of Advisory Committee
- Minutes of Committee Minutes including documentation of attendance

REVIEW OF FOLLOWING SUPPLEMENTS:

- Curriculum
- Criteria for experiential training sites
- Criteria for admission
- Criteria for successful completion of the program
- The Program strategic plan

1.5 Non-discriminatory Practice

Reasonable accommodation is made for Utah State University students and applicants with disabilities. A copy of the Utah State University Policy is included as evidence. Students are instructed on how to contact this office on the first day of class and the information is included on their syllabus.

EVIDENCE:

- **Utah State University Non-Discriminatory policy**
- **Syllabi**

- **Handbook**

1.6 Information about the Program

The USU Pharmacy Technician program provides our applicants with a student handbook as well as an application packet that includes the following information:

- Enrollment qualifications
- The mission of the training program
- Requirements for state registration or licensure as a Pharmacy Technician
- Legal restrictions on national and state registration
- Prospects for employment
- Realistic salary expectations
- Total program costs
- Program dismissal policies
- Course requirements
- Instructions on obtaining a background check and drug screen required for experiential training
- Program expectations of our students entering experiential training

1.7 Records

The USU Pharmacy Tech Program maintains indefinitely records pertaining to the management and development of the program. Records for the following are kept:

- Qualifications of the Program Director and Instructors
- Training activities that delineate the scope and period of training
- Activities performed in the didactic, simulated and experiential segments of the program
- Annual review of the qualification of the experiential training site, pharmacy services, and onsite experiential site coordinator

Standard 2: Program Faculty (Director, Instructors, Experiential Site Coordinator)

2.1 Program Director

The Director of Health Professions presently oversees all Health Professions programs for Utah State University. The Pharmacy Technician Program Director is accountable for the overall quality of the program. In this position, the Coordinator is given considerable latitude in delegating instructors and experiential site coordinators responsibilities.

2.1.b.

The Program Director is a licensed Doctor of Pharmacology that has at least five years of experience in pharmacy practice prior to taking this position. The coordinator receives opportunities annually to renew and receive ongoing continuing education in the field of pharmacy and/or education.

2.1.c.

Not Applicable

2.1.d.

To stay current with professional issues the program director is a member of a national pharmacy or education association and the State Pharmacy Association.

2.1.e.

The Utah State University Pharmacy Technician Program Director ensures that there is a sufficient compliment of appropriate program faculty and staff to meet the needs of the program and enable compliance with the standards.

2.1.f.

In the simulated portion of the Utah State University Pharmacy Technician Program, the program director takes necessary precautions to ensure an effective and safe level of direct supervision of students.

2.2. Faculty/Instructors

2.2.a. The faculty and instructors for the USU PT Program have demonstrated expertise in the areas in which they are instructing and adhere to state regulations for licensure/registration to practice as a pharmacist. The program director has a minimum of five years of experience in the practice setting for area of expertise in which they are teaching.

2.3. Experiential Site Coordinator

2.3.a. Utah State University (USU) Pharmacy Technician (PhT) Program has experiential site coordinators who work at experiential sites coordinating and overseeing our students' activities at the practice site.

2.3.b. Our experiential site coordinators have demonstrated contribution and commitment to pharmacy practice and patient care and have at least three years' experience in the type of pharmacy setting for which they are training students.

2.3.c. If USU experiential site coordinators delegate training responsibilities of our students it must be to an experience staff member.

2.3.d. Experiential site coordinators must act as a liaison between site and the program director to ensure that the student receives the intended educational experience and is evaluated effectively.

3: Education and Training Program

3.1. Preparation

The USU PhT Program curriculum prepares students for practice as entry-level pharmacy technicians in a variety of contemporary settings. These include: community; hospital; home care and long term care. Students must acquire knowledge, skills, and abilities needed for practice.

3.2. Program currency

USU PhT Program offers curriculum that is up to date and current in the pharmacy technician field.

3.3 Program length and composition

3.3a The training schedule for the USU PhT Program consists of a minimum of 690 clock hours of health-related education and training extending over a period of 32 weeks or longer.

3.3.b. The period of training includes didactic, simulated and experiential training.

3.3.c. The minimum of number of hours for each component is as follows:

The USU Blanding Campus Pharmacy Technician Program consists of the following number of hours for each component:

Didactic 240 hours

Simulated 90 hours

Experiential 360 hours

3.3.d. Students' experiential activities are performed in a least two types of contemporary pharmacy settings, one of which must be a dispensing pharmacy.

3.3.e. Not applicable

3.3.f. Didactic –USU Pharmacy Technician Program didactic portion progresses from basic concepts to more complex concepts information and skills.

3.3.g. Simulated

1. USU Pharmacy Tech Program has a lab for students to practice their skills in a simulated environment. By doing so, students are allowed to practice in a comfortable setting without potential impact on patients. The students are allowed to practice skills before entering their experiential component of the program. During and at the end of, the simulated component of the program the instructor will observe students, offer feedback, and evaluate each student on their pharmacy skills.
2. The program offers a simulated component with sufficient equipment and supplies to realistically simulated and actual work environment.
3. During the simulation component, skills may be taught in isolation however, by the end of simulated component, students will be able to perform each skill in a sequential manner the way the skill is performed in an actual pharmacy.
4. The program offers a simulated component with a broad simulation scope so that students are properly and adequately trained for practice in a variety of contemporary pharmacy settings.
5. During the simulated portion of the program the amount of time each student spends in the lab is carefully documented.
6. The program strives to maintain appropriate and sufficient equipment and supplies to enable our students to achieve the program's educational goals.

3.3. h. Experiential

1. The program's experiential sites are selected by the program director and qualified pharmacy technician instructor
2. The experiential training sites for the program are in organizations that have sought and accepted outside appraisal of facilities and patient care practices.
3. It is the responsibility of the program director to make sure and document that each experiential site has proper licensing.
4. The program director and/or program instructor must determine annually that the site employs proper qualified staff and will provide students with a high quality pharmacy practice experience.
5. It is the responsibility of the program director and/or program instructor to ensure that students will have the opportunity to practice a sufficiently wide range of activities to enable them to prepare for the experiential component of the program.
6. The program director and/or program instructor reviews the experiential sites annually.
7. The program director ensures that experiential sites and technician education and training programs have affiliation agreements that are up to date.
8. The program director and/or instructor ensure adequate and appropriate experiential sites for the experiential part of the program.

3.4 Sequence of instruction

Utah State University Pharmacy Technician Program ensures the following sequence of activities to transition from simulated to experiential training

- a. Observation: Students observes an expert performing the tasks
- b. Simulation: This includes instructor observing student in the task, instructor feedback and evaluation for the student
- c. Experiential performance under supervision

3.5 Distance Education

The USU PhT Program employs the use of distance education technology to students at distance sites to deliver program content and to allow for meaningful, substantial, regular and timely interaction between faculty and students, and among students in distance education programs. This technology is readily accessible to all students.

3.6. a. Education and Training Program Goals

The USU PhT Education and Training Program prepares pharmacy technician students in the functions and responsibilities expected of graduates for employment at entry level. Program goals are set forth using *MODEL CURRICULUM for PHARMACY TECHNICIAN TRAINING obtained through ASHP*. This model is used to not only provide guidance for grouping and sequencing instruction, but also for meeting national standards and for training purposes. By using this model, and seeking advice of our advisory board as well as community input of needs, the educational goals and objectives of the program are developed and met.

3.6. b. Goals

USU PhT Program recognizes that setting goals in educational objectives result in successful and quality educational programs. In keeping with the model curriculum set forth by ASHP, the program has adopted the following goals:

Personal/Interpersonal Knowledge and Skills

1. Students are expected to demonstrate ethical conduct in all job related activities.
2. Students are expected to present an image appropriate for the profession of Pharmacy in appearance and behavior and in keeping with USU appearance and behavior standards.
3. Students are expected to communicate clearly when speaking and in writing therefore, Introduction to Writing, Interpersonal Communications and Computer Literacy classes are offered as part of the program.
4. Students are expected to demonstrate a respectful attitude when interacting with diverse patient population.
5. Recognizing that Pharmacy Technician must manage time and stress well, students are expected to apply self-management skills, including time management, stress management and adapting to change.
6. Students are expected to apply interpersonal skills including negotiation skills, conflict resolution and team work.
7. Students entering the Pharmacy Technician Program will develop critical thinking skills, creativity and innovation to solve problems.

Foundational professional Knowledge and Skills

8. Students will demonstrate understanding of various health care occupations and their role in the health care delivery system.
9. The student will demonstrate understanding of wellness promotion and disease prevention concepts. These include:
 - a. Health screenings
 - b. Health practices
 - c. Environmental factors that impact health
 - d. Adverse effects of alcohol, tobacco and lethal and illegal drugs
10. The importance of continuing education and training along with the importance of certification will be stressed to the pharmacy technician student. The student will be expected to demonstrate commitment to excellence in the pharmacy technician profession.
11. Classes such as Anatomy & Physiological, pharmacology, and Pharmacy Practice are offered in the program so that the student gains knowledge and skills in the areas of the Science relative to the pharmacy technician role.
12. The program recognizes that the student must be able to perform mathematical calculations essential to the duties of a pharmacy technician in a variety of contemporary settings. Therefore, prior to admittance into the Pharmacy Technician Program, the student must meet mathematical requirements set forth by the program. This is evaluated through the adaptive learning placement exam (ALEKS).
13. The student must demonstrate understanding of the pharmacy technician role in the medication-use process, including how it differs in different patient care settings.

14. Students must demonstrate understanding of major trends, issues, goals and initiatives taking place in the pharmacy profession.
15. The student must demonstrate understanding of non-traditional roles of pharmacy technicians.
16. Recognizing that health care information and practices are continually evolving, the student must be able to identify and described emerging therapies.
17. The student must demonstrate understanding of the preparation and process of sterile and non-sterile compounding.

Processing and Handling of Medications and Medication Orders

18.
 - 18.1 Students should be able to explain how state laws and regulations determine what activities regarding collection of patient's specific information can be delegated to technicians.
 - 18.2. The student will demonstrate an understanding of the purposes for collecting patient's specific information by pharmacists. The student will understand the organization of patients' medical charts or records and patient profiles. Student will also be able to locate needed information in patient medical chart, records and patient profiles.
 - 18.3. The student will be able to effectively interview patients, their representatives, or their care givers to obtain needed patient information.
 - 18.4 Students will be able to demonstrate how to obtain required patient information from other members of the health care team when needed.
 - 18.5. Students will be able to follow an established system for organizing collected patient's specific information in a useful, electronic or manual manner.
 - 18.6. When collecting patient-specific information the student will be able to identify situations where the patient requires the attention of the pharmacist.
 - 18.7 The student will be able to appropriately collect data for the pharmacist's use in a medication use review.
 - 18.8 The student will be able to appropriately collect data for the pharmacist's use in managing pharmacist services.
19. The student will be able to screen prescriptions/medication orders for completeness, accuracy and authenticity.
20. The student will be able to assist pharmacist in the identification of patients who desire/require counseling to optimize the use of medications, equipment and devices.
21. The student will be able to prepare non-patient-specific medications for distribution (Batch, stock medications).
22. The student will be able to distribute medications in a manner that follows specified procedures.
23. The student will be able to demonstrate effective infection control procedures, including preventing transmission of blood-borne and air-borne diseases.

24. The student will be able to assist pharmacists in preparing, storing, and distributing medication products requiring special handling and documentation such as controlled substances, immunizations, chemotherapy, investigational drugs and drugs with mandated Risk Evaluation and Mitigation Strategies (REMS).
25. The student will be able to assist pharmacists in the monitoring of medication therapy.
26. The student will be able to prepare patient-specific medication for distribution.
27. The student will be trained in maintaining pharmacy facilities and equipment including the automated dispensing equipment.
28. The student will be able to use material safety data sheets (MSDS) to identify handle, and safely dispose of hazardous materials.

Sterile and Non-Sterile Compounding

29. The student will be taught to prepare medications requiring compounding of sterile products.
30. The student will be taught to prepare medications requiring compounding of non-sterile products.
31. The student will be taught to prepare medications requiring compounding of chemotherapy/hazardous products.

Procurement, billing, Reimbursement and Inventory Management

32. The student will be able to initiate, verify and assist in the adjudication of billing for pharmacy services and goods and collect payment for these services.
33. The student will be able to follow an established procedure for purchasing pharmaceutical devices and supplies.
34. The student will be able to apply accepted procedures in inventory control of medication, equipment and devices.
35. The student will be taught and be able to explain pharmacy reimbursement plans for covering pharmacy services.

Patient and Medication Safety

36. The student will be able to apply patient and medication safety practices in all aspects of the pharmacy technician roles including, explaining an effective pharmacy approach to preventing medication errors, and the programs currently in place for the reporting of medication errors on a global and institutional level, as well as the students' role in identifying medication errors.
37. Verify measurements, preparation and/or packaging of medications produced by other health care professionals.
38. The student will be able to explain the pharmacist roles when they are responding to emergency situations and how pharmacy technicians can assist pharmacists by being certified as a basic life support provider.

39. The student will be able to demonstrate skills required for effective emergency preparedness.
40. The student will be trained to assist pharmacists in medication reconciliation.
41. The pharmacy tech student will be taught to assist pharmacists in medication therapy management.

Technology and Informatics

42. The student will be able to describe the use of current technology in the health care environment to ensure the safety and accuracy of medication dispensing.

Regulatory Issues

43. The student will be able to compare and contrast both the role of pharmacists and pharmacy technician in insuring pharmacy department compliance with professional standards and relevant, legal, regulatory, formulary, contractual, and safety requirements.
44. The student will maintain the confidentiality of patient information.

Quality Assurance

45. The student will be taught the importance of applying quality assurance practices to pharmaceuticals durable and non-durable medical equipment, devices, and supplies.
46. The student will understand and be able to explain procedures and communication channels to use in the event of the produce recall or shortage, a medication error, or identification of another problem.

Standard 4: Students

4.1 Student Recruitment, Acceptance and Enrollment

4.1. a.

Utah State University (USU) Pharmacy Tech Program makes available to its students an application process to ensure that the students are able to achieve the educational goals and objectives of the program.

Guidance is given to the student as follows:

1. In the application packet, prospective applicants are given complete and accurate information on the total student financial obligation they will incur by participating in the program.
2. Prior to enrollment in the program, students are provided with complete and accurate information on financing options and answering any questions; and,
3. Prior to enrollment and in the application packet, applicants are informed that illicit job use, criminal background check and immunization status may prevent further employment and that externship sites, employers, the State Boards of Pharmacies, have regulations about drug use and criminal backgrounds.

4.1.b.

USU Pharmacy Tech program has established qualifications that applicants must possess to ensure that they are able to achieve the educational goals and objectives of the program.

4.1.c.

USU Pharmacy Tech Program must determine prior to acceptance of the applicant that the applicant has proper qualifications to enroll. At a minimum, the student must:

1. High school diploma or GED certificate
2. Have English language proficiency including reading, writing and speaking
3. Have Math proficiency sufficient to fulfill the requirements of Pharmacy Technician job responsibility
4. Meet the minimum age requirements which are based on state requirements for employment of pharmacy technicians

4.1.d.

USU Pharmacy Technician Program has a process to assess all applicants' background pertaining to any illicit drug use and criminal background. The Health professions program uses CastleBranch records management to perform background checks, and Cedar Diagnostics to perform illicit drug screening testing. Also, program director and program instructor will review immunization status prior to acceptance into the program to ensure that all immunizations required for experiential sites are up to date. This information is used to make appropriate decisions regarding acceptance.

4.2 Student Identity Verification

The program must verify that students attending distance learning sites who are registered for the distance education is that same student attending the clinical experiential portion of the program, receiving credit and graduating.

STANDARD 5: Evaluations and Assessments

5.1 Scope and appropriateness of students' evaluations

5.1.a.

The program director and instructor ensures that students' achievement of educational objectives is evaluated appropriately and the evaluation is to include their knowledge, skills, and abilities, leading to entry level pharmacy technician job competencies.

5.1.b.

The program instructor provides an assessment of the students' achievement in each component of the program including didactic, simulation and experiential .

1. Policies and procedures are in place and implemented for transfer credits and course waivers.

5.2 Frequency and relevance of students' evaluation feedback

The program instructor ensures that students' evaluation is ongoing, systematic and assesses student's progress toward meeting the requirements for graduation. Students receive frequent feedback on their performance to identify strengths and weaknesses. This gives them direction on how they can improve. These evaluations are documented and kept on file.

5.3 Host Program Preparation

The program instructor provides students with information and resources to prepare them for employer accepted and national recognized certification registration and/or licensure.

5.4 Faculty Evaluation

Faculty members, program director, site coordinators and instructors are evaluated regularly. An evaluation is defined and implemented and incorporates feedback from students and graduates in the form of student and graduate surveys, peer reviews, and current student IDEA evaluations. The information gained from these review processes allow for continuous improvement of our program.

5.5 Program Assessment

The program has regular staff meetings as well as biannual advisory board meetings for the purpose of ongoing assessment for program effectiveness and uses the evaluation process for continuous improvement of our program. Measures include but are not limited to:

- 5.5.a. Number of students sitting for national certification or licensure exams
- 5.5.b. Student performance on national certification or licensure exams
- 5.5.c. Program completion
- 5.5.d. Program satisfaction including student, graduate and employer satisfaction
- 5.5.e. Job placement

6. Graduation and Certificate

6.1 Conditions for graduation

USU Pharmacy Technician Program has a process in place for determining requirements for graduation.

6.2 Certificate

- 6.2.a. USU Pharm Tech Program recognizes those pharmacy technicians who have successfully completed the Pharmacy Tech Program by awarding an appropriate certificate of completion.
- 6.2.b. The certificate is signed by the highest ranking officer of the institution, the program director and the program instructor.

- 6.2.c. The program does not issue a certificate to an individual who has failed to complete the prescribed program or meet the intent of ASHP accreditation standard.
- 6.2.d. The certificate contains the name of the organization, program name and location, student name, completion date and confirmation that the program is ASHP accredited or in an ASHP candidate status.

Ethnicity and Location

	UT	CO	NM	AZ	TOTAL
Black/African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native American	1	0	0		1
White	1	0	0	0	1
TOTAL					2

Gender

Male	0
Female	2
Total	0

Age

Age	Student Population
Under 22	2
22-24	
25-29	
30-34	
35-39	
40-44	

45 – older	
TOTAL	2

Since the original reporting cycle, our program advisory board has requested that along with the original data, we include the following in our demographic statistics:

- Whether a student was full-time or part-time
- Is the student employed or unemployed
- Marital status
- Is the student a first generation college student
- Is the student an ESOL student? (English as a Second Language)

The reasons for the listed characteristics are described in a narrative under section V.1.2. in the Self-Evaluation Report. Our revised characteristics have been included in a table for our advisory board members and was presented at our last advisory board meeting. These characteristics reflect statistics for the July 1, 2020 to June 30, 2021 cycle. A copy of this table has been included for the ABHES review committee.

V.1.2.b. Program Objectives

Upon completion of the objectives, the student will meet the requirements for a Certificate of Completion as a Pharmacy Technician and will be prepared to do the following:

1. Perform administrative duties to include: communication, answering telephone, greeting patients, updating and filing patient medical records, filling out insurance forms, handling correspondence, scheduling appointments, arranging for hospital admissions, laboratory services admissions, and handling billing and bookkeeping.
2. Apply basic knowledge of medical assisting process and concepts of health and illness when implementing medical care.
3. Perform clinical duties to include: taking patient medical history, vital signs, explaining treatments, preparing patients for examinations, assisting during an examination, collecting lab specimens, basic lab testing, disposing of contaminated supplies, sterilizing medical instruments, preparing and administering medications, authorizing drug refills as directed, educating patients for procedures, taking electrocardiograms, removing sutures, and changing dressings.
4. Demonstrate knowledge of the Medical Assisting Code of Ethics and basic skills in applying ethical/legal principles in the delivery of care.
5. Assume responsibility for continued career development as related to expanding knowledge-based on a changing health care system.

Program Outcomes:

Utah State University Eastern Pharmacy Technician (MA) Program uses the following criteria as outcome measures of the effectiveness of the program:

1. 70% of those entering the MA Certificate Program, will graduate from the Program.

2. 70% of graduates will find positive placement in employment as a Pharmacy Technician or in a related field.
3. 100% of all certificate graduates will sit for the Registered Pharmacy Technician Examination (RMA), offered by the American Medical Technologist (AMT).
4. 70% of all graduates will become credentialed as an RMA (AMT).
5. 80% of graduate survey responders will “Strongly Agree” or “Agree” when asked to rate the overall quality of their preparation as a Pharmacy Technician.
6. 80% of employers will “Strongly Agree” or “Agree” when asked, “Overall is this graduate a well prepared employee?”
7. 70% of our students will respond with a “3” or above on a Likert scale of 1-5 with 5 being the highest, when asked to rate their clinical experience. (Practicum site) Also, a 70% when asked to rate their classroom experience.

We believe that the stated objectives and outcomes support the Utah State University Mission Statement that *“With efficiency, innovation, and excellence, we prepare the people who create and sustain our region”*.

V.I.2.c. Retention Rates

A program demonstrates that students complete their program (V.I.1.a).

EE= Ending Enrollment as of June 30

G = Graduates

BE = Beginning Enrollment as of July 1

NS = New Starts

RE = Re-entries

R% = Retention percentage

$$(EE + G) / (BE + NS + RE) = R\%$$

Program Name & Credential	Reporting Year	Reporting Year
	July 1, 2019 – June 30, 2020	July 1, 2020-June 30, 2021
Pharmacy Technician Certificate	50%	100%

The USU Eastern Pharmacy Technician Program started as one program on two separate campuses with uniform instruction. The program applied for accreditation through ASHP and it was granted for both programs through 2026.

For the reporting cycle, July 1, 2019 – June 30, 2020 retention rate is determined with the following formula is as follows:

$$EE (2) + G (2)/BE (2) + NS (2) + RE (0) = R\% (100\%)$$

For the reporting cycle, July 1, 2019 – June 30, 2020 The formula is as follows:

$$EE (2) + G (2)/BE (2) + NS (2) + RE (0) = R\% (100\%)$$

A program has a process for assessing effectiveness annually.

Retention data is tracked for the program by the program director, staff assistant, and instructor. Retention data is discussed in departmental meetings each semester. Also, we have an Early Alert System in place so that academic advisors are also aware of student progress. When there are concerns with student attendance, early semester test scores or performance, students are notified by academic advisors that they are in jeopardy and the faculty and students are invited to a formal consultation with the program director.

In the Fall of 2019 we had four students enrolled with a retention goal of 85%. There are some factors that we consider each year in our retention goals. These include, the age of our students, marital status, first generation college students, ethnicity and location.

In an effort to meet our retention goals, we have several activities that provide our students with multifactorial support system. First, we have an open door policy, so that students are always welcome in the instructor and program director's offices. Secondly, there are tutors available. Third, one-on-one lab assistance is available if students feel they need more lab time. Finally, continual monitoring of students' needs and concerns by the program director, instructor and staff assistant, ensures a quality educational experience and caring environment.

For the reporting period, July 1, 2020 – June 30, 2021, we had 2 students enrolled and 2 graduated. Since the initial PEP, and since restarting the program, we have seen a steady increase in enrollments in the USUE-Blanding campus Pharmacy Technician Program. We feel that each year we have improved the quality of our program in terms of new curriculum, guidance from our Advisory Board, interesting and varied clinical experiences, positive community response to our program, and a nurturing, learning environment for our students.

V.I.2.d: Credentialing Examination Participation Rate

A program demonstrates that graduates participate on credentialing exams required for employment (V.I.1.b.).

Because we encourage credentialing of our students, credentialing examinations are monitored and evaluated. The credentialing participation rate is determined by using the ABHES required method of calculation for the reporting period July 1 – June 30 as follows:

Examination participation rate = GT/GE

GT = Total graduates taking examination

GE = Total graduates eligible to sit for examination

Program Name & Credentialing	ABHES Reporting Year	Total Graduates Taking Examination	Total graduates eligible to sit for examination	TOTALS
Pharmacy Technician Certification	July 1, 2020-Jun 30, 2021	3	4	75%*

* For the reporting period, July 1, 2019 – June 30, 2020, we had four students enrolled on the Blanding campus. Three students graduated and were eligible to sit for the national certifying exam. However, only 3 sat for the exam giving us a 75% participation rate. $GT (3)/GE (4) = 75\%$

V.I.2.e.

A program demonstrates that graduates are successful on credentialing examinations required for employment (V.I.1.c.).

To monitor graduates' success on credentialing examinations, the program monitors participation rates and pass rates. This is done to provide a means to review areas of curriculum that may need improvement.

Based upon the criteria for **Standard, V.I.1.b**, the following screening questions are asked:

1. **Is there a license or credential examination required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located?**
 These sections do not apply to our program.
2. **Is the program accredited by another agency that requires program graduates to participate in a license or credentialing examination?**
 These sections do not apply to our program.

The credentialing pass rate is determined by using the ABHES required method of calculation for the reporting period July 1 – June 30, as follows

Examination Pass Rate = GP/GT

GP = Graduates passing examination (any attempt)

GT = Total graduates taking examination

Program and Credentialing	ABHES reporting year	Total graduates passing examination	Total graduates taking examination	TOTAL
Pharmacy Technician Certification	July 1, 2015 – June 30, 2016	3	3	100%

Participation Rate(s)		
Program Name & Credential	ABHES Reporting Year	ABHES Reporting Year
	July 1 – June 30 (current)	July 1 – June 30 (goal)

Pharmacy Technician Certificate	July 1, 2019– June 30, 2020	75%
Pass Rate(s)		
Program Name & Credential	Reporting Year	Reporting Year
	July 1, 2020 – June 30, 2021 (current)	July 1 – June 30 (goal)
Pharmacy Technician Certificate	50%	70%

Our participation rate has not been as high as we had hoped over the last year. We do stress the importance of taking the national certifying exam very early in the second semester. We start very early in the program explaining to our students that this is an expectation, not only of faculty, but of our local employing facilities. This is reinforced throughout the duration of the program. We feel that we can continue to expect a high participation rate and so have set our goal at 70% participation with a future goal of 80%.

Credentialing data will be tracked by the program director, instructor and staff assistant each graduating year. Participation rates and pass rate trends are evaluated so that an analysis of the credentialing data can help to shape the program curriculum.

In the state of Utah, students must have a license as a Pharmacy Tech to practice.

The program director is responsible for collecting tracking credentialing data both examination participation rates and exam pass rates. The credentialing data is reviewed every semester.

V.1.2.f.

A program demonstrates that graduates are successfully employed in the field, or related field, for which they were trained (V.1.1.d).

A system is in place to assist with a successful initial employment of our graduates. In December and March, the program instructor notifies the clinical externship sites to set up an orientation date for our students. Once students begin their externships, the sites are encouraged to monitor our students' progress closely to see which students they feel best fit into their organizations. In January and in May, students are placed in area pharmacies to begin their clinical externships. Numerous times clinical sites have offered jobs to our students even before they graduate. They are still required by the program to complete all externship requirements even if they become employed. Externship sites are advised that students cannot perform work duties while attending their externship, nor can they be paid.

If students have not become employed prior to graduation or completion of their externship, the staff assistant or the program director begins calling area health care facilities to see if any jobs are becoming

available for PhTs or if they are aware of any in other facilities with which they network. If these jobs are found to be available, students are given a list of the jobs and encouraged to apply. Students are encouraged to keep faculty advised when they become employed. This is verified through follow up phone calls with the student and once employed, with the employer. Verification of work place is made within 30 days of the graduate's start date, also verifying that they have worked at least 15 days.

The placement rate is determined by using the the following method of calculation, for the reporting period July 1 through June 30, as follows:

Placement Rate = (F + R)/(G-U)

F = Graduates placed in their field of training

R* = Graduates placed in a *related* field of training

G = Total graduates

U** = Graduates unavailable for placement

Program Name & Credential	ABHES Reporting Year	Total
	7/1/2019 – 6/30/2020	
Pharmacy Technician Certificate	F(3)+R(0)/G(4)-U(0)	75%

For the reporting year above, four students graduated and three students are presently working as PhTs.

V.I.2.g.

i. A program demonstrates that its required constituencies participate in completing program surveys (V.I.1.e.).

Program currently surveys the following:

- **Current students (Practicum site, survey of program resources)**
- **Clinical extern affiliates**
- **Graduates**
- **Employers**

The survey participation rate is determined by using the ABHES required method of calculation for the reporting period of July 1 – July 30 as follows:

Survey Participation Rate = SP/NS

SP=Survey participation (those who actually filled out the survey)

NS=Number surveyed (total number of surveys sent out)

The purpose of the surveys is to collect data to assess the programs strengths and weaknesses.

V.I.2.g.1 Student surveys

The institution establishes: 1) a goal for the percent of surveys returned, and 2) benchmarks for the level of satisfaction desired.

Student (Classroom) Participation Rates

Program Name and Credential	ABHES reporting year 7/1/2019-6/30/2020 CURRENT	Goal 70%
Pharmacy Technician Certificate	SP (3)/NS (4)=75%	70%

Student (Classroom) Satisfaction Rates

Program Name and Credential	ABHES reporting year 7/1/2020-6/30/2021 CURRENT	Goal 70%
Pharmacy Technician Certificate	SL(3)/SP (3) = 100%	70%

Satisfaction Rate = SL/SP

SL = Satisfaction Level

SP = Survey Participation

Student (Clinical Experience) Participation Rates

Program Name and Credential	ABHES reporting year 7/1/2019-6/30/2020 CURRENT	Goal 70%
Pharmacy Technician Certificate	SP(3)/NS (4) = 75%	70%

Student (Clinical Experiences) Satisfaction Rate

Program Name and Credential	ABHES reporting year 7/1/2020-6/30/2021	Goal
Pharmacy Technician Certificate	Current 100% SL(3)/SP(3)=100%	70%

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Student Satisfaction Surveys are conducted at the end of each term. Historically, the surveys have been mailed out, however, we have decided that an electronic e-mailed version of the survey would be much easier to track and easier for students to get back to us. We would also like to give our graduate student's time to process their thoughts on the program as a whole once they have been away from the classroom for some time.

Starting fall semester, 2019 we will be creating an electronic survey version for our students both current and graduate, our clinical externship affiliates and our employers. Students will be provided with and asked to submit an evaluation of both their classroom and externship experiences. We have included participation in the survey as part of the student grade for externship which we expect will increase our rate of participation. Since our clinical externship sites have been evaluated prior to student engagement, we expect that our student satisfaction rate for externship will be high as well. We have set our student participation and satisfaction rate at 70% with a future goal of 80%.

V.1.2.g.2 Clinical Extern Affiliate Surveys

The institution establishes: 1) a goal for the percent of surveys returned and 2) benchmarks for the level of satisfaction desired.

Clinical Affiliated Participation Rate

Program Name and Credential	ABHES reporting year 7/1/2019-6/30/2020 CURRENT	Goal
Pharmacy Technician	SP(4)/NS(4)= 100%	70%

Certificate		
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Clinical Affiliated Satisfaction Rate

Program Name and Credential	ABHES reporting year 7/1/2020-6/30/2021CURRENT	Goal
Pharmacy Technician Certificate	SL(4)/SP(4)=100%	70%

Clinical site supervisors are asked to complete an emailed survey at the end of each term if the site is actively hosting a student. Surveys are then tabulated and reported to the program director. The goal of 70% has been set for participation rates and is expected that this will be reached and exceeded, because we have included survey participation in their final externship grade. We have set a benchmark for a satisfaction level of three and above (on a Likert Scale of 1-5, five being the highest), and have achieved this benchmark during this reporting period.

The Clinical Externship Affiliate Evaluation Survey form has been updated since our initial PEP submission. Along with Likert scale questions, we have included two additional questions on the Clinical Externship Affiliate Evaluation Form. These are as follows:

1. Please provide any additional comments on this student including strengths/weaknesses, suggestions for changes, support of program personnel, and overall effectiveness of program instruction.
2. Would you be willing to hire one of our program graduates?

Another important feature that we have added to the evaluation form is a signature line, printed name line, date line, and contact information so that the clinical preceptor may contact the instructor, and we may verify who has signed the form. The name of the form has been changed from Pharmacy Technician Student Evaluation form to Clinical Externship Affiliate Evaluation form.

The externship instructor and/or program director will follow up on any unsatisfactory comments or ratings as appropriate.

V.1.2.g.3 Graduate Surveys

The institution establishes: 1) a goal for the percent of surveys returned and 2) benchmarks for the level of satisfaction desired.

Graduate Survey Participation Rate

Program Name and Credential	ABHES reporting year 7/1/2019-6/30/2020 CURRENT	Goal
Pharmacy		

Technician Certificate	SP(3)/NS (4) = 75%	70%
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Graduate Survey Satisfaction Rate

Program Name and Credential	ABHES reporting year 7/1/2020-6/30/2021	Goal
	CURRENT	
Pharmacy Technician Certificate	SL(1)/SP(1) = 100%	70%

Graduate surveys were previously mailed to graduates after being employed for 15 days. However, we have decided that emailing the surveys could result in higher and quicker response levels. The new online survey system will be tested during spring semester and then initiated Fall 2019. Some of the complications we encountered by mailing the surveys were: less response received, delay in response time, as well as locating students who had moved on from the mailing address they left with the school that would allow us to find them. We have set our immediate goal of 70% for return of graduate participation and satisfaction survey rates and 80% for a future goal. The benchmark for student satisfaction rates was set at 3 or above on a Likert scale of 1-5, 5 being the highest. We achieved this benchmark at 100%.

V.I.2.g.4 Employer Surveys

The institution establishes: 1) a goal for the percent of surveys returned and 2) benchmarks for the level of satisfaction desired.

Employer Survey Participation Rate

Program Name and Credential	ABHES reporting year 7/1/2019-6/30/2020	Goal
	CURRENT	
Pharmacy Technician Certificate	SL(1)/SP(1)=100%	70%

Employer Survey Pass Rate

Program Name and Credential	ABHES reporting year 7/1/2020-6/30/2021	Goal

	CURRENT	
Pharmacy Technician Certificate	SL(1)/SP(1)=100%	70%

Employer surveys are emailed to the employers of graduate students after 15 days of graduate student employment. A goal of 70% return rate on surveys was set and achieved for the reporting period. Also, a benchmark of a satisfaction rate of 3 or above on a Likert scale of 1-5, 5 being the highest was achieved.

***V.1.2.h. Assessment of the effectiveness of the instructional delivery method
Interactive Video Conferencing Real Time audio visual engagement***

At the end of every semester a student satisfaction survey is sent online to each registered student, which also includes all students receiving instruction at distance sites. Another follow up survey is sent annually to determine student satisfaction with this delivery method.

The study instrument was an anonymous survey including 12 Likert scale (5 pt.) questions regarding student satisfaction. The Likert survey examined satisfaction scores for A) IVC classroom communication environment, B) interaction with the instructor, C) learning environment in context of learning preferences, and D) general questions of overall satisfaction.

Four distance learning sites participated in the survey. There was 100% participation. Weaknesses identified were that this type of teaching is not face-to-face and there is a difference in economy of time including competition for instructor's time with so many sites participating, and competition for instructor time after class.

Strengths on the Likert scale identified that there was no difference in student overall satisfaction between face-to-face instruction and distance instruction. There was also identified satisfaction in instructor/student communication, learning environment and overall student satisfaction.

There is always ongoing faculty development and enrichment activities including online tutorials that can be found on uen.org as well as USU's web page that covers a wide variety of subjects including , how to engage students, resources available, proper dress for the instructor and many other titles.

Our distance learning model is real time audio/visual engagement and no online work.

Since the initial PEP, our Director of Distance Education and Program Development, Dr. Virgil Caldwell, is no longer employed by Utah State University. Since his departure, the survey is no longer being used. Instead, we have now instituted questions on our Student Survey of Program Resources asking students how satisfied they are with:

- Instructional delivery method (IVC)?
- Was the instructional delivery method reliable?
- Does this delivery method allow for effective student/teacher interaction?

We will still use the information gathered to assess the effectiveness of our distance education delivery methods.

V.I.3. A program has a process for assessing effectiveness annually

The curriculum assessment and development process is based on certifying national guidelines, student achievement outcomes, and input from clinical preceptor sites and advisory board. The program director, faculty and staff work together to identify materials and resources and seek input from our advisory board and campus Vice Chancellor regarding student graduation rates, certifying pass rates, current industry and community needs and qualification requirements.

With this input, the program director, faculty and staff are able to determine curriculum effectiveness and revisions are made yearly when necessary. July 1 – June 30 (Reporting Period)

Job placement data is obtained by following each graduate student beginning 15 days after graduation to see if they have become employed since graduation. If not, we will contact the graduate again in one month. If the graduate has become employed, we ask for the employer's name, address, phone number and contact name so that we can verify employment. Staff assistant to the Pharmacy Technician program is responsible for collecting the data and she, program director and instructor assess the data. This data is reviewed each semester.

Over the past year, all of our students have been employed as Pharmacy Technicians or in a job-related field. Frequently local health care facilities have called the program to see if there are any available Pharmacy Technicians for employ. Three of our four students were offered employment before graduation. Because of our high employment rate, no changes have been made to the way we collect job placement data.

Factors that were included in determining our job placement goal were: the number of health care facilities in the area, the average number of jobs available per year for Pharmacy Technicians, the Pharmacy Technicians that planned to remain in the area after graduation. Activities that will be undertaken to maintain our job placement goal is to continue to provide highly trained and skilled Pharmacy Technician students that are ready for entry level medical assisting responsibilities, promotion of our students to local health care facilities and employers, continued use of local health care facilities for preceptor and continue surveying of employers and externship sites so that we can analyze data to see if we have any appreciable weaknesses that need to be corrected.