

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Department Name:

Biological and Health Sciences Division-Pharmacy Technology Program

Program Mission(s):

The Pharmacy Technology Program is dedicated to the integration of clinical, didactic, and laboratory objectives to successfully develop student's cognitive, psychomotor, and effective domains necessary for the safe and efficient preparation of pharmaceuticals in the hospital, home health care, and retail settings. This education will provide the student with a foundation to pursue life long learning.

Program Review Team Members:

Name	Department	Position
Angela Su	PHT	Director/Full Time Instructor
Nancy Alvarez	PHT	Part Time Instructor
Sandra Simon	PHT	Part Time Instructor
Snehal Mohile	PHT	Part Time Instructor
Charlie McKellar	PHT	Program Coordinator

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	3

Existing Classified positions: 1

Program Coordinator- Charlie McKellar

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Pharmacy Technology Program	Certificate with A.S degree option	-50 Units for Certificate -90 units for AS Degree

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable)

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
AS Pharmacy Technology Degree	19	16	-3%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Certificate of Achievement	9	10	1%

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	511	535	5%
Productivity (Goal: 546)	540	623	15%
Success	91%	94%	3%
Full-time FTEF	1	1	0%
Part-time FTEF	0.7	0.7	0%

Department Course Data : **Please see attached data sheets**

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

- Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.**

Annual class average size 26-32 FT students with the number of applications for the Pharmacy Technology Program averaging 50-60 per year. Enrollment should remain stable due to high demand and limitations of clinical space and a safe student/teacher ratio for Clinical Skills Labs. Foothill College is one of the only programs that is ASHP Accredited and provides ample hours of laboratory experience crucial to their success in the real world of pharmacy practice. Students who graduate from this program are highly desirable. Student enrollment dipped slightly last year due to both academic and personal reasons. There is also an increasing rise in the number of Non-accredited Private Post Secondary School Pharmacy Technician Programs and Online Certification Programs that are shorter in length of program and may be more desirable than our 9 month program. However, because our program has an outstanding reputation for yield well trained Pharmacy Technicians who pass the National Boards (PTCE) on the first attempt, we expect enrollment to stay status quo due to the constant demand for well trained Certified Pharmacy Technicians.

- 2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.)**
 - a. AA, AS, AA-T, AS-T, Certificates of Achievement**
 - b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.**

Certificates awarded in the Pharmacy average 24 per year. Success rates vary from 91-97% depending on the year. Approximately 67-79% of the graduates also obtain their A.S. transcriptable degrees while 21-33% obtain a non-transcriptable Certificate of Achievement

Success on State and National Licensing Examinations: The program has an exceptional pass rate of 100% (on the first attempt) on the National Pharmacy Technician Certification Exam for the 11 years that the program has been in existence.

The program is highly respected by retail pharmacists and hospitals in the surrounding communities, who recognize the quality of the student externs and the graduates

- 3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.**

Three Year Average WSCH/Productivity numbers have increased over the past 3 years with the most recent year at 623. This meets the college's goal of a minimum of 546. The factors which affect productivity is based on the cap on the number of students accepted into the program and a lower attrition rate. The facility is very self-limiting as it can only accommodate 30-35 students max. Also, due to the multitude of laboratory classes in this program and need for lower student to instructor ratio, it has been increasingly difficult to not have overload hours or increase the need for more part time instructors. Also, the release time for program director is inadequate. Just recently, because of ASHP Accreditation, it was

discovered the inadequacy of release time given to the Director to conduct individual student progress counseling conferences every quarter as required by accreditation. This issue must be addressed as soon as possible. The release time must be increased to accommodate a minimum of 15-20 minute meetings per student in each quarter. According to accreditation, these meetings also must be documented on a "student tracking form" which outlines the student's progress and areas of need as they transition to the next quarter. This would require a total more than 10 additional hours spent per quarter which easily translates to 30-40 hours of additional release time needed for the entire duration of the program. Currently, the Director release time for PHT is only at 25%. An increase to 30-35% would be a minimum and should be addressed immediately. An increase up to 40-45% would more accurately reflect the time required for the inordinate number of duties such as having to maintain complex teaching facilities; order for multiple labs; deal with the application and student selection process; proof and organize health records and other documentation required by clinical sites; accreditation requirements; director's meetings; grey bars and class scheduling; community outreach; advisory board meetings; clinical site requirements and student records and discipline. Faculty will need help with maintaining equipment, laboratory exercises and individual practical skills examinations. With these duties, plus the demand to teach classes, there is a need to increase Part Time Instructor Load or increase Director Release Time.

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

The current prerequisites are:

- *High School diploma or equivalency*
- *Minimum GPA of 2.5*
- *Biology proficiency - Biology 10 or high school biology*
- *Math proficiency - High School or Math 101, or placement into Math 105 on the Foothill College placement test.*
- *English proficiency - eligible for ESL 25 or English 110, as determined by the English Proficiency Test*
- *PHT 200L: Pharmacy Technician as a Career*

More students would pass the program and score better if the program they had a higher level of competency in the English and Math prerequisites. It has also been demonstrated that PHT 55A and PHT 55B course success increased if the student had human anatomy & physiology as a prerequisite.

Challenges: Implementing these higher level prerequisites would most likely result in a dramatic decrease in the applicant pool thus impacting the survival of the program as that most candidates would simply apply to other programs that do not implement such high prerequisites. Implementation of PHT200L as a prerequisite this past year has decreased the overall total number of applicants but it has increased the quality of students who apply to the program. It is with hopes students who successfully complete PHT 200L and are accepted into the program will more likely complete the program. As a result, attrition should decrease.

PROGRAM REQUIREMENTS

UNITS REQUIRED FOR MAJOR: 90

UNITS REQUIRED FOR CERTIFICATE: 50

Fall Quarter

AHS 50 Introduction to Allied Health Programs (1 Unit)

PHT 50 Orientation To Pharmacy Technology (3 Units)

PHT 51 Basic Pharmaceutics (4 Units)

PHT 52A Inpatient Dispensing (3 Units)

PHT 53 Ambulatory Pharmacy Practice (4 Units)

PHT 54A Dosage Calculations A (3 Units)

PHT 55A Pharmacology A (4 Units)

Winter Quarter

PHT 52B Aseptic Technique & IV Preparation (4 Units)

PHT 54B Dosage Calculations B (3 Units)

PHT 56A Dispensing & Compounding A (4 Units)

PHT 60A (1.5 units) and 62B Retail Clinical (1.5 Unit)

OR

PHT 62A(1.5 units) and 62B Hospital Clinical (1.5 Unit)

Spring Quarter

PHT 55B Pharmacology B (4 Units)

PHT 56B Dispensing & Compounding B (3 Units)

PHT 61 Home Healthcare Supplies (3 Units)

PHT 60A (1.5 units) and 62B Retail Clinical (1.5 Unit)

OR

PHT 62A(1.5 units) and 62B Hospital Clinical (1.5 Unit)

Enrollment Trends by Course:

- Courses in each quarter must be taken in sequence. They are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking. It has been noted that students who are successful in completing Fall Quarter Classes, will most likely be successful in the rest of the classes offered in the program and will complete the entire program. Enrollment into Winter Quarter classes is strictly based on the student successfully completing all the Fall classes. Enrollment into Spring Quarter Classes is completely based on the student successful completing all Winter Quarter Classes.
- The trend has been an overall decrease in enrollment in all winter classes due to students not being successful in PHT 54A Dosage Calculations, PHT 51 Basic Pharmaceutics and PHT 55A Pharmacology A in the Fall Quarter. This is because concepts taught in these classes are most difficult to master. It has been demonstrated that students who are not proficient in High School or Math 101, or placement into Math 105 on the Foothill College placement test will not succeed in

the program. Also, because PHT 51 is a law class which requires in depth understanding of pharmacy policies and PHT 55A is an introduction to more complex concepts of Pharmacology taught later in the program, failure to grasp these concepts will not allow the student to succeed further in the program. They will also not perform well at their externship sites during Winter Quarter.

- If the student completes Fall quarter and is not successful in all of the Winter quarter classes, there is a decrease in enrollment for Spring Quarter classes. PHT 55A: Pharmacology is the most difficult class offered during Winter Quarter. If students cannot master Pharmacology, they are unable to complete PHT 55B offered in the Spring. They will not be able to successfully complete the program. Beginning this Fall (2012-13) we have implemented major curriculum changes to help with a decrease in attrition rates during Winter quarter. By moving PHT 55A to Fall quarter, we hope students who do pass all of their Fall classes will be able to transition into Winter quarter classes with higher pass rates thus decreasing the attrition rate.*

Attrition seems to be highest in Fall Quarter as it is weeds out the students who are unable to keep up with the rigorous work-load of the curriculum. However, it is one of the programs goals to select quality students for acceptance into the program so fewer students drop out due to lack of success.

5. Curriculum and Student Learning Outcomes (SLOs)

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?**

The Program Director regularly and informally monitors all courses. This includes the instructor's content as it relates to the Course Outline of record. Faculty along with the Advisory Board meet regularly to review curriculum, content & student progress and success. We regularly review our SLO's, our course outlines, and the textbooks/resources used in each course in the program. Generally, instructors teach the same courses for a number of years. This means that there is a great deal of expertise and consistency on the part of the instructor in each course. The Program Director works with Part time faculty to complete Title V updates to all Course Outlines on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate and employer surveys, accreditation mandates, and advisory board suggestions.

- b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?**

The program has an advisory board that meets twice a year and constant feedback from potential employers. Our ASHP accreditation requires site visits at pharmacies where students are doing their

clinical rotations and will be potentially employed in the future. ASHP requires yearly evaluation of clinical sites and preceptors. Student and faculty follow up surveys are also used.

There has been a major curriculum changes to PHT 55A:

Pharmacology A and PHT55B: Pharmacology B to better reflect the appropriate breadth and depth of pharmacology taught to the Pharmacy Technician Students. We have rearranged the content to be taught over three quarters and decreased the volume of content taught per quarter so students would be able to grasp complex concepts better. Now, there will be Pharmacology A, B and C each at 3 units per course.

The addition of AHS 50: Introduction to Allied Health should prove to be a tremendous asset in preparing students to succeed in the health science field. This course emphasizes all aspects of being a health care professional and reinforce “soft skills” necessary for their success both didactically and in the professional arena. It has been a very successful class for the students of the PHT program to collaborate with other Allied Health Students at Foothill College. Also, since this course focuses on the commonalities of health care, it proves to be a very beneficial to discuss customer service topics, patient confidentiality, professionalism etc in one class instead of having to work it into our other classes.

Working in collaboration with our Preceptors at the clinical sites have resulted in changing the externship hours to better suit the students learning and application of didactic knowledge. We plan to start externship rotations in the Winter quarter instead of Fall Quarter. In the past the students would be at their externship site for 8 hours once a week on only Fridays starting mid-Fall (about this current time) and extending through Winter Quarters. Beginning Fall of 2012, Students will now have one full quarter (11 weeks) of didactic/lab course work (with the addition of Pharmacology) prior to their externship. They will then begin their externship rotations at the start of Winter quarter twice a week, 16 hours (8 hours on Monday and Fridays) instead of the once a week (8 hour Friday only) schedule in past years. This adjustment will not only provide students with more knowledge prior to arriving at the site, but also, increase their exposure time in the pharmacy to apply their knowledge and reinforce practical pharmacy skills. We also know that this change will help with continuity and increase the teaching contact time the preceptors have with them. Spring quarter will be the same.

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

All of the courses in the Pharmacy Technician program have SLOs identified as well as program-level student learning outcomes. One of

Foothill College's missions is to: provide access to career preparation. The Pharmacy Technician Program provides career preparation in the form of preparing students to become pharmacy technicians. Upon completion of the program, they qualified to obtain a California State License and pass the National Boards (PTCE) which makes them a highly qualified and competent Pharmacy Technician.

All of the classes are taken in sequential order and are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking.

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

The pharmacy technician program must strictly adhere to the ASHP curriculum guidelines. The COR and SLOs are written based on specific standards correlated with each of the classes. It requires instructors to adhere to the COR and it is by submissions of course syllabi, student evaluations, sample student work, exams, quizzes and self study reports that compliance is monitored.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:

<http://foothill.edu/president/basicskills.php>

a. Please discuss current outcomes or initiatives related to this core mission.

*Basic math tutoring with faculty is available as needed concurrently with PHT 54 A and B, Dosage Calculations. All courses (including the Prerequisite course PHT 200- Introduction to Pharmacy Technology) require many reading, writing, summarizing, outlining, and critical thinking assignments and assessments of various kinds. The program faculty judge these to be inconsistent and ineffective at ensuring that the student has college level skills in **ESL** (especially speaking and active listening); **English** (especially critical reading, effective writing including grammar, spelling, sentence writing, paragraph construction; summarizing and outlining.) **Math** (a disturbing lack of basic math knowledge and computational ability in many students...) Also, using Rosetta Stone, (available at Middlefield Campus)students practice spoken English ability. Students taking the PHT-200 course (Introduction to Pharmacy Technology) are strongly advised to work on ESL spoken English and keyboarding skills if necessary for success in the program and on-the-job. Finally, at the end of the program, resume writing and interviewing modules are implemented into the curriculum to prepare students to enter the work force.*

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission.

The units successfully completed in AS Pharmacy Technology degree are transferable to CSU's however completing of only certificate program does not yield transcriptable units.

8. **Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:**
[**http://foothill.edu/president/workforce.php**](http://foothill.edu/president/workforce.php)

a. **Please discuss current outcomes or initiatives related to this core mission.**

According to Bureau of Labor Statistics (BLS), the following information supports the size of Foothill's annual class of approx. 24-30 graduates. Many of the graduates are subsequently employed at their last clinical training site. The median wage in May 2011 for Pharmacy Technicians in California is \$38,380 annually, or \$18.57 hourly. The median wage for Pharmacy Technicians in San Jose-Sunnyvale Santa Clara Area is \$45,760 annually, or \$22.00 hourly. Please see data inset below.

In 2011, the number of pharmacy technology (pharmacy technician/assistant) jobs in Santa Clara and San Mateo counties totaled 2,453. The Bureau of Labor Statistics (BLS) expects the total number of positions to increase by 4.1% over the next three years. Regional openings in 2011, which included created jobs and turnover, totaled 2,453. Completions in pharmacy technology programs totaled 129 from four institutions.

Target Occupation Performance

2,453*	4.1%*	\$18.57/hr
Jobs (2011)	Growth (2012-2015)	Median Earnings
Location Quotient: 0.68†	National: 7.1%	National: \$13.55/hr

Program students are employed part time (15-20hrs/wk) in their required externships during the last four quarters of training. Student is often "graduate employed" if they have made a positive impression at their externship site along with a job opening.

In California, the number of Pharmacy Technicians is expected to grow much faster than average growth rate for all occupations. Jobs for Pharmacy Technicians are expected to increase by 36.1 percent, or 8,400 jobs between 2006 and 2016. In San Benito and Santa Clara Counties, the number of Pharmacy Technicians is expected to grow much faster than average growth rate for all occupations. Jobs for Pharmacy Technicians are expected to increase by 25.6 percent, or 330 jobs between 2006 and 2016.

This data shows the tremendous prospect of job security Pharmacy Technology has in the work force. However, securing a job is not only dependant on employment statistics, but how intently a student searches and applies themselves for a job in their desired location and pay rate.

b. Please attach minutes from your advisory board meeting(s).

Pharmacy Technology Program Advisory Board Meeting Minutes July 18, 2012

Board Members Attending:

Angela Su - Director
Dean
Nancy Alvarez - PT Instructor
Coordinator
Jack Castaldo - Pharmacist
Lionel Jara - Pharmacist
Shantini Natarajan - Pharmacy Tech Student
Charlie McKellar - Middlefield Program Coordinator

Visitors:

Phyllis Spragge, BH Division
Kerry West, Health Career

Introductions:

Angela welcomed everyone and asked them to introduce themselves.

Approval of Minutes, Curriculum, Prerequisites, and Graduation Requirements:

The minutes from the December 7, 2011 meeting were approved.

Externship Progress Report Worksheet:

- Angela mentioned that in talking with Rosario Vingua, Rosario liked the idea of having students meet with preceptors every other week.
- **Advisory Feedback and Recommendations:** Shantini said it was surprising, but good for students to have the feedback, particularly on things they might or might not be doing. The suggestion was made to put the externship form on NCR paper, to provide documentation for accreditation. Phyllis suggested Angela bring the final draft to a director's meeting; Angela agreed.

Curriculum:

- **PHT 20A/B and PHT 62A/B Externship Courses:**
- **Proposal to start in Winter Quarter, instead of the current Fall start date:** Angela began by telling the board she would like their opinion about shifting the student externship from a Fall start date, to Winter. She went on to explain the reasons for the change, indicating one of the major drawbacks to Fall implementation was that it was too soon for the instructors to know the students well enough to make permanent assignments.
- When asked how that would affect the number of days, Angela said that while the students were at their externships on Fridays during Fall quarter, she would like to begin externships in Winter, with bi-weekly externship visits. She asked the board members how they felt about that; all said it wouldn't affect them at all.

Angela also thought bi-weekly externship visits would add more continuity for the students.

- **Moving PHT 55A to Fall Quarter:** Angela indicated she would like to move PHT 55A, Pharmacology A to Fall quarter, asking how the board thought that would work. Shantini commented that the students thought Fall quarter was “almost too easy”, so she didn’t think that would be a problem for students. Angela added that PHT 55A might also serve as a good “weeder” for students who might not be serious about the program. She indicated that ideally, she would like to make the changes for the new incoming class, but thought it was probably too late to make the changes this year, so she would plan on implementing them next year. Phyllis said she would check with Kimberlee Messina, to see if the changes could be made now, and let Angela know.

Advisory Board Member Input and Discussion:

- Angela began the discussion saying she had been talking with Dave Huseman, director of the Paramedic program about professionalism. Their conversation turned to the subject of uniforms, as all Paramedic students wear the same navy blue uniform. Angela asked the members to share their thoughts on the subject, asking if they thought all Pharmacy students wearing the same color scrubs might add to their feeling of pride being in the program. The members with opinions indicated they thought it would be a positive step. Angela agreed and will talk with the incoming class about it, suggesting they vote on the colors.
- The topic of student surveys came up, with Angela indicating they were sent out the year after students graduated, but with a discouraging number being answered and returned. Phyllis will share the Dental Hygiene surveys with Angela. She also suggested the program offer Continuing Education courses as a fundraiser.
- Charlie reported application numbers were down. Kerry suggested reviving an annual program preview night for all the health career programs. The public has been inquiring if/when the division would be offering another event.

The meeting adjourned at 1:30 PM

Recorded by: Kerry West

9. **Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college’s progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:**

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.**

The pharmacy technology program currently does not have an outreach specialist dedicated to recruiting more students. We do have an extremely diverse group of applicants and students accepted into program. Not only are they diverse in ethnicity, they are also diverse in their educational background, work experience, and even age. We are seeing many more students pursue the pharmacy technology career as a secondary career and or re-entry into the work force due to lay offs or due to the inability to secure work in their previous area of expertise. There are many students who come to our program due to word of mouth from alumni and the positive reputation Foothill College has in the Bay Area. Also, since we are one of the only programs that is ASHP accredited, it makes our program stand out above the others. However, The public is generally unaware of the outstanding education and training we have to offer and how excellent and affordable our programs are. It is important that marketing emphasize the difference between our programs and the competing private, for profit programs. Funds should be available for advertising/ marketing to potential students and pharmacies. Career Fairs directed at High School Graduates and College age students along with On-Campus Outreach to new students with undeclared majors would help. Program Information nights to disseminate information to groups rather than to individuals may be more effective. Lastly, advertising at local theaters, radio, busses, and TV adds, as used by other schools, could potentially help.

Counseling is ultimately the method to ensure students get the information they need to make an informed choice as well as the support for success. It would be ideal to shift some of the burden of counseling and mentoring from the current faculty in effective ways that maintain the quality and accessibility. A designated academic counselor is ideal as they would provide our students and applicants with the highest level of counseling advice and mentoring. Continuing a Program Coordinator, Charlie McKellar, is also invaluable for potential applicants to all the allied health programs at Middlefield. The best measurement of success is the number of students who have counseling appointments and the number of applicants to programs.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see attached sheets

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracD

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

All course level SLOs are appropriately defined for each course to allow mastery of the subject matter covered in each class. It will ultimately meet the PLOs for the program. The SLOs are also helpful in ensuring students are acquiring the knowledge necessary to eventually pass the National Pharmacy Exam.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Curriculum review is continuous and changes to specific classes have been made in order to meet the knowledge the students are required to know to demonstrate competency in the specific course.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

They certainly reflect the specific knowledge, skills and abilities the student needs in each class to eventually meet PLOs.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

The Program Director and faculty meet regularly to review curriculum, content & student progress and success. We regularly review our SLOs, our course outlines, and the textbooks/resources used in each course in the program. Assessment of SLOs and making reflections helps the program develop a solid curriculum. Generally, instructors teach the same courses for a number of years. This means that there is a great deal of expertise and consistency on the part of the instructor in each course. The faculty also meet regularly to evaluate the methods of assessments and reflect on methods to test critical thinking skills. Collaborating with each instructor in the program allows for increased insight on how student learning can be assessed. It is by performing Title V updates to all Course Outlines on the required schedule that continuously keeps the program up to State and ASHP accreditation standards. Additional updates to courses occur on an as needed basis using data from graduate and employer surveys, accreditation mandates, and advisory board suggestions. All of this is done in order to improve student learning in the program.

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

The courses are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of

thinking. The findings show that our students have a 100% pass score taking the National PTCE (Pharmacy Technician Certification Exam). Also, many externship evaluations completed by preceptors states not only the successful competency of clinical skills of our students but focuses on the quality of our students. Also, graduate surveys have given feedback with regards to how extremely prepared to enter the workforce and have often been chosen over another applicant because they had graduated from our Program. All of the graduating student have applied for registration with the California State Board of Pharmacy and have been granted their licenses. Also, several students from our program continue with their education may take the required general education coursework that would lead to an Associate In Science Degree in Pharmacy Technology as well as the Pharm.D degree.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Since the program is ASHP Accredited, it is crucial to maintain industry standards as the accreditation process itself hold the program accountable to appropriate curriculum content as well as mandated competencies necessary for the success of the student. Improvement of the program is continuous as Pharmacy Technology is an evolving field and students must be equipped to not only demonstrate mastery of the subject matter but also, utilize their degree/certificate to secure a job in the workforce. In order to maintain ASHP accreditation, ASHP mandates continuous evaluation of the program and a submission of a self-study report every 3 years. Every six years, an intensive re-accreditation site visit and pre-accreditation survey report must be completed. It is by this rigorous accreditation process that ensures assessment of program-level student learning outcomes are met.

3. If your program has other outcomes assessments at the program level, comment on the findings.

This is from last year's Program Review 2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Complete and pass ASHP Reaccreditation in Academic year 2012-13		Basic skills, work force	Provide the most current industry standards mandated by the accrediting agency for Pharmacy Technicians

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Design new state of the art classroom and laboratory facilities to mimic hospital and retail pharmacy. Expand lab facilities with works space to accommodate at least 35 students. This will require an additional room for the new Middlefield Campus at the Onisuka Airforce Base.	Long term (Winter 2012 and on going until completion of project.	ASHP stated at our last accreditation visit that our facilities were not adequate to facilitate both lecture and lab. By the next visit, a plan MUST be in place or accreditation of our program may be denied.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
2. Hire Externship Coordinator/Part Time Instructor	Short term (Fall 2012)	To facilitate and arrange specific externship sites for students in the program. Increases the frequency of on site visits and communication with preceptors.	SI #1: Access Into Action (Outreach)
3. Purchase Pyxis system equipment and other automated drug processing devices for PHT 52 A course. Expand pharmacy reference library storage facilities and storage for supplies.	Long Term Fall 2012	To give students more practical experience at inpatient filling with current automated devices used in practice. The goal is to stay current in our field and to ensure that the students are provided with the most up to date information and training on state-of-the-art equipment.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)
4. To be good stewards of the resources provided and remain student centered. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students. To seek out and secure alternate	Long term-continuous	The goals will be assessed and measured by the various outcomes assessments regularly administered to the students, graduates and employers. It is to provide students the items necessary for the best learning experience in pharmacy.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)

sources of funding to augment the existing funds.			
5. Increased Director's Release Time	Long Term	To provide adequate time for management of the PT Program that does not interfere with teaching assignments and does not lead to excessive stress and burn out. To provide the required time to prepare annual reports, Accreditation Self Study Document and plan site visit.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1. Pass ASHP Accreditation	Short Term: Accreditation Site Survey date set for February 12, 2013	To offer a nationally accredited program to students in the area. This ensures a the highest standard is used to maintain a program known to provide students the most complete and essential training to succeed in the real world of pharmacy practice. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars	1. Complete and submit pre-accreditation survey. Due December 28,2012. 2. Provide representative information, data, and documents to surveyors to demonstrate compliance to ASHP Standards. 3. Coordination of alumni graduated from program to be present for interviews regarding their successes from completing the program.
2. Increased Director's Release time	Long Term	SI #1: Access Into Action (Outreach) SI #2: Promote	1. To provide adequate time for management of the PT Program so it will

		<p>Collaborative Decision Making Environment and Community.</p> <p>SI #3: Build a Community of Scholars</p>	<p>not interfere with time allocated toward teaching assignments. This is to provide the required time to necessary to prepare Program Reviews, Accreditation, Budgets and Advisory Board Meetings in addition to other continuous program development.</p> <p>2. ASHP accreditation mandates individual student planning educational conferences must be implemented throughout the length of the program. This requires the director to meet with each individual student every quarter to track their progress and success. This must be implemented to ensure continual accreditation. Currently, there is no Director release time accounted for in order to accomplish this. Current release time is at 0.25 and it needs to be increased to 0.30 to .35.</p>
3. Hire Laboratory TA	Short term (Winter/Spring 2013)	SI #1: Access Into Action (Outreach)	A lower instructor to student ratio in the laboratory setting will facilitate improved mastery of skill requiring detailed instruction.
4.Design new state of the art classroom and laboratory facilities to mimic hospital and retail pharmacy. Expand lab facilities with works space to accommodate at least 35 students. This will require an additional	Long term (Winter 2012 and on going until completion of project	<p>Supports Student Learning.</p> <p>SI #1: Access Into Action (Outreach)</p> <p>SI #2: Promote Collaborative Decision Making Environment and Community.</p> <p>SI #3: Build a Community of Scholars (Student Success)</p>	ASHP stated at our last accreditation (2007) visit that our facilities were not adequate to facilitate both lecture and lab. By the next visit, a plan MUST be in place or accreditation of our program may be denied.

room for the new Middlefield Campus at the Onisuka Airforce Base.			
5. Purchase Pyxis system equipment and other automated drug processing devices for PHT 52 A course. Expand pharmacy reference library storage facilities and storage for supplies.	Long Term Fall 2012	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)	Seeking hospitals or pyxis company to donate older models of pyxis machines. This is to give students more practical experience at inpatient filling with current automated devices used in practice. The goal is to stay current in our field and to ensure that the students are provided with the most up to date information and training on state-of-the-art equipment.
6. To be good stewards of the resources provided and remain student centered. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students. To seek out and secure alternate sources of funding to augment the existing funds.	Long term-continuous	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)	The goals will be assessed and measured by the various outcomes assessments regularly administered to the students, graduates and employers. It is to provide students the items necessary for the best learning experience in pharmacy.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Laboratory Teaching Assistant	\$2,000	Goal # 3

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Program Director Release Time		Goal #2

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
none		

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
none		

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Listing is not feasible because the building is outdated, too small, and owned by the city of Palo Alto.	??? Will cost a significant amount – estimate will need to be made after cost research analysis is complete.	Goal #4, #5 and #6
1. Separate laboratory and lecture facilities with attached office spaces and easy access storage. Durable furniture and equipment will be needed 2. Larger laboratory physical	??? Will cost a significant amount – estimate will need to be made after cost research analysis	Goal #4, #5 and #6

plant and facilities. 3. Clean room to meet ASHP 797 standards Measure C funds have been made available for these facilities.	is complete	
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Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

The purpose of a program review is to use a “sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.” This review has been a somewhat effective tool in setting goals and refining aspects of the program. However, many concerns brought up in the previous program review were not specifically addressed. Seeing this is the second program review I have done, I’m hoping with each new Program Review Format that is introduced, these Program Reviews will eventually be a tool used to truly address the needs and concerns of the program. This reflective process is definitely helpful to identify goals and refine areas that are within the scope of practice as a director or a program. However, limiting factors such as budget/funding and load distribution which are components beyond our control hinder the ability to meet the needs of improving a program. This is the first program review form which has a “Dean Feedback” section and it is quite encouraging to know recommendations will be coming back. ☺

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

One statement of concern raised by students is how does this program prepare students for competitive employment with just a tight job market? We can say with confidence the reputation of the Foothill Pharmacy Program and the program externs and graduates in the Greater Bay Area is outstanding due to the rigorous education and training the students receive. Many programs are not accredited and substandard to ASHP requirements. This ensures that they are highly competitive and that they are clearly distinguished from other program graduates. Also, many pharmacies will specifically hire students who have graduated from our Program.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

The Pharmacy Technology program has dedicated, innovative and experienced teaching faculty with excellent administrative support staff. The program has a

dedicated classroom that simulates actual pharmacy settings, both inpatient and outpatient, giving the students practical classroom training.

The program is the only curriculum-based pharmacy technology program in the Santa Clara/San Mateo county areas, allowing students to obtain an AS degree and transfer to a four year college. A number of our students intend to obtain higher degrees in Pharmacy and become registered pharmacists.

The current program is 12 years old and at close to maximum enrollment.

In the Spring of 2007 the program was accredited by the ASHP (American Society of Health System Pharmacists). The midterm accreditation report was completed in 2010. This accreditation is valid thru Spring 2013 and is highly recommended for credibility within the profession. There are only approximately 95+ programs for pharmacy technicians are accredited in the US.

We share the Middlefield Campus with the Paramedic daytime program, . Both staff and students enjoy the interaction between the programs as well as the parking availability, location of the campus and services available. This helps to offset the fact that the program is not held on the main campus where more facilities might be available. Many students utilize the Middlefield computer center for improving computer and keyboarding skills.

The recent addition of the PHT200L prerequisite has proven to be valuable to student success rate, but is reducing the number of applicants and will become a recommendation for 2012-13. The addition of the new AHS 50 class has been a tremendous asset for our students as it will provide an opportunity for them to mingle with other allied health students at Main Campus. It will also streamline many of the topics covered across the board in the health profession.

The student population is very diverse with regards to age, ethnicity and educational background. Though this has at times provided a challenge for faculty, the students benefit greatly since the intimate classroom atmosphere promotes a sharing of ideas and a better understanding of the community in which we live. The pharmacy technician program has a unique clinical aspect that involves both inpatient and outpatient experiences. The curriculum- based approach to certification allows the students to progress to an AS degree, which makes them more marketable.

The number of technicians needed is directly linked to the number of prescriptions filled. As the baby boom generation ages, this number is rising sharply. This combined with 24 hr. pharmacies, mail-order pharmacies, and a pharmacist shortage, has provided a positive job picture for full time and part time work in the pharmacy for technicians. The quality of Foothill students as pharmacy employees is appreciated and recognized by employers.

We enjoy an excellent working relationship with some community hospitals and retail pharmacies. We always have a need to expand the number of sites available. This would make the task easier when placing our students in hospital pharmacy clinical sites. The proper placement and supervision of externs is vital to retention, student satisfaction and future employment.

Due to the low acceptance rate (around 10%) at pharmacy schools in California some students are using this qualification as a stepping-stone into pharmacy school. Salary scales have been fairly constant over the last few years but salaries are now close to commensurate with responsibilities.

At the present time, there is no "State qualifying" test and the National Pharmacy Technician Certification Exam is not mandatory. Also, state guidelines are

obscure; however, students are encouraged to take the national exam because most employers are now requiring it as a condition of employment. The program currently enjoys a 100% pass rate (the first attempt) on this national exam. Excellent English skills, constant changes in technology, and an increasing demand from the workplace for improved keyboarding and computer skills requires us to constantly reevaluate curriculum requirements and provide the best teaching and learning environment for our students.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Over the past three years the Pharmacy Technician Program has evaluated and analyzed the structure and sequence of courses to better align for student success and industry standards. The outcomes have been favorable. The program has dedicated faculty and a forward thinking director. This is demonstrated by the positive feedback from their advisory board and industry partnerships. It is also evident through the thoughtful analysis in this review that the Pharmacy Technician Program will continue to meet challenges to promote student success.

6.2 Areas of concern, if any: The Pharmacy Technician Program will go through the accreditation process in 2013. If mandated, more release time for the program director will need to be discussed at the college level.

6.3 Recommendations for improvement: None

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 50 - ORIENTATION TO PHARMACY TECHNOLOGY - SLO 1 - Responsibilities - State all the technician's primary job responsibilities, the duties falling under each job, and how their jobs differ from the primary responsibilities of the pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm (multiple choice, T/F & fill in the blanks) 100 points Final Exam (multiple choice, T/F & fill in the blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Assignments (various research assignments) 50 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>01/09/2013 - 100% of the students completed the course with a total final grade of 75% or higher. 26 students: 26 A's</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>12/18/2011 - 100% of the students received a C or better Breakdown: 31As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>12/18/2011 - The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>12/18/2011 - No changes needed at the moment as the result of this assessment in the following areas.</p> <ul style="list-style-type: none"> A. Content B. Teaching Methods C. Assignments D. Evaluation Procedures <p>12/18/2011 - continue with current methods of instruction which has yielded 100% of the students receiving an A in this course.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 50 - ORIENTATION TO PHARMACY TECHNOLOGY - SLO 2 - Application of knowledge - Interpret,read,write,understand,communicate and define medical and pharmaceutical terminology as used in retail and hospital pharmacy. (Created By Department -</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment Strategy: Midterm (multiple choice, T/F & fill in the blanks) 100 points Final Exam (multiple choice, T/F & fill in the blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Assignments (various research assignments) 50 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 75% or higher on assessments</p>	<p>01/09/2013 - 100% of the students completed the course with a total final grade of 75% or higher. Total 26 students: 26 A's</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2012-2013</p> <p>12/18/2011 - 100% of the students received a C or better Breakdown: 31As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>12/18/2011 - The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO</p>	<p>12/18/2011 - No changes needed at the moment as the result of this assessment in the following areas.</p> <ul style="list-style-type: none"> A. Content B. Teaching Methods C. Assignments D. Evaluation Procedures
<p>Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 1 - Knowledge - Identify and utilize the naming systems, source, use, biotransformation and biodynamics,variables in drug responses and record keeping of available pharmaceutical supplies. (Created By Department - Pharmacy Technology (PHT))</p>	<p>Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points</p>	<p>01/09/2013 - 88% of the students completed the course with a total final grade of 75% or higher. 26 students: 9 A's, 11B's, 4 C's, 2 D's, 1 F</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Assignments 50 points Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 75% or higher on all methods of assessment	12/18/2011 - The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 31As, 0Bs, 0Cs, 0Ds, 0Fs	 Result: Target Met Reporting Year: 2011-2012 GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam
Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 2 - Application of knowledge - Demonstrate handling and mandatory record keeping for drugs requiring special handling(scheduled drugs,BTC's,IND's,etc.). (Created By Department - Pharmacy Technology (PHT))	Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Assignments 50 points Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 75% or higher on all methods of assessments stated above	01/09/2013 - 88% of the students completed the course with a total final grade of 75% or higher. 26 students: 9 A's, 11 B's, 4 C's, 2 D's, 1 F Result: Target Met Reporting Year: 2012-2013	12/18/2011 - The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 31As, 0Bs, 0Cs, 0Ds, 0Fs

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Reporting Year: 2010-2011</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 1 - Knowledge - Demonstrate proficiency in inventory, purchasing, automated and manual drug processing and compounding procedures in the inpatient pharmacy setting. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 (Lecture) 100 points Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points</p> <p>TOTAL POINTS 500 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>01/09/2013 - 100% of the students completed the course with a total final grade of 75% or higher. Total class average of final grades: 88% = B+ 26 students: 15 A's, 6 B's, 5 C's</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	
		<p>12/18/2011 - 96.7% of the students received a C or better Breakdown: 16As, 13Bs, 3Cs, 1Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 2 - Responsibilities - Maintain required legal records of controlled substances, compounded medications, inventory, recalls, IND's and other specialized products in an inpatient pharmacy. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 (Lecture) 100 points Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points</p> <p>TOTAL POINTS 500 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>01/09/2013 - 100% of the students completed the course with a total final grade of 75% or higher. Total class average of final grades: 88% = B+ 26 students: 15 A's, 6 B's, 5 C's</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>09/21/2012 - 96.7% of the students received a C or better Breakdown: 16As, 13Bs, 3Cs, 1Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
	<p>Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV PREPARATION - SLO 1 - Knowledge -</p> <p>Assessment Method: Midterm #1 (2/09/12) 100 points Midterm #2 (3/08/12) 100 points</p>	<p>03/31/2012 - 100% of the students received a C or better</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Describe the main components of the infection cycle and factors affecting survival of bacteria and utilize various methods of preventing the spread of micro-organisms and contaminants. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Final Exam (Lecture & LAB) (3/29/12) 200 points Laboratory Assignments/Tests 200 points Quizzes/Assignments 50 points</p> <hr/> <p>TOTAL POINTS 650 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p> <hr/>	<p>Breakdown: 12As, 13Bs, 2Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: continued need to more lab TA or instructors to provide better teaching of lab skills</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam for students who have passed this course.</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV PREPARATION - SLO 2 - Knowledge - introduction to aseptic compounding principles, techniques, precautions, and regulations governing preparation of sterile compounds (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 (2/09/12) 100 points Midterm #2 (3/08/12) 100 points Final Exam (Lecture & LAB) (3/29/12) 200 points Laboratory Assignments/Tests 200 points Quizzes/Assignments 50 points</p> <hr/> <p>TOTAL POINTS 650 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p> <hr/>	<p>03/31/2012 - 100% of the students received a C or better</p> <p>Breakdown: 12As, 13Bs, 2Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 53 - AMBULATORY PHARMACY PRACTICE - SLO 1 - Application of Knowledge - Demonstrate understanding and implement skills needed to effectively</p>	<p>Assessment Method: Midterm (multiple choice, T/F & fill in the blanks) 50 points Comprehensive Final Exam (multiple choice, T/F &</p>	<p>01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher.</p> <p>26 students:</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and competently perform a technician job in an ambulatory pharmacy when controlling inventory functions, prescription processing, dispensing and medical insurance. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>fill in the blanks-includes lab) 100 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Laboratory Assignments (practicum) 50 points ?Top 50? Drug Cards 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>Reporting Year: 2012-2013</p> <p>12/18/2011 - 100% of the students received a C or better Breakdown: 20As, 11Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 53 - AMBULATORY PHARMACY PRACTICE - SLO 2 - Application of knowledge - Demonstrate and utilize legal and appropriate interpersonal communication skills when interacting with patients, in person and the phone, and pharmacy personnel (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm (multiple choice, T/F & fill in the blanks) 50 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks-includes lab) 100 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Laboratory Assignments (practicum) 50 points ?Top 50? Drug Cards 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students:</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>12/18/2011 - 100% of the students received a C or better Breakdown: 20As, 11Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 54A - DOSAGE CALCULATIONS A - SLO 1 - Knowledge - Review basic mathematical functions as required for calculations of pharmaceutical dosages, temperatures, and measurements. (Created By Department - Pharmacy Technology</p>	<p>Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Written assignments 100 points</p>	<p>01/09/2013 - 88% of the students completed the course with a total final grade of 75% of higher. 26 students:13 A's, 6B's, 4 C's, 1 D's, 2 F</p> <p>Result: Target Met</p> <p>Reporting Year:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(PHT)) Start Date: 09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active	Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 75% or higher on all methods of assessment	2012-2013 12/18/2011 - 95% of the students received a C or better Breakdown: 15As, 13Bs, 2Cs, 0Ds, 1Fs Result: Target Met Reporting Year: 2011-2012 Resource Request: tutors may be needed to help students struggling with basic math skills GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students who have successfully passed this class have had a 100% first pass rate on the National Certification Exam.	
Department - Pharmacy Technology (PHT) - PHT 54A - DOSAGE CALCULATIONS A - SLO 2 - Application of knowledge - Perform calculations and conversions utilizing metric, apothecary, household systems utilizing exact and approximate equivalents as appropriate. (Created By Department - Pharmacy Technology (PHT)) Start Date: 09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active	Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Written assignments 100 points Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 75% or higher on all methods of assessment	01/09/2013 - 88% of the students completed the course with a total final grade of 75% or higher. 26 students: 13 A's, 6 B's, 4 C's, 1 D's, 2 F Result: Target Met Reporting Year: 2012-2013 12/18/2011 - 95% of the students received a C or better Breakdown: 15As, 13Bs, 2Cs, 0Ds, 1Fs Result: Target Met Reporting Year: 2011-2012	
Department - Pharmacy Technology (PHT) - PHT 54B - DOSAGE CALCULATIONS B - SLO 1 - Application of Knowledge -	Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points	03/31/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Calculate the correct oral and parenteral safe dosages of drugs using information derived from prescriptions, drug labels, package inserts and medical orders using proper medical and pharmaceutical notation. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Comprehensive Final Exam (multiple choice, T/F & fill in the blanks 200 points Written assignments 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 18As, 6Bs, 1Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 54B - DOSAGE CALCULATIONS B - SLO 2 - Application of knowledge - Accurately calculate and utilize the required ingredients for compounding pharmaceutical products from the various physician orders. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks 200 points Written assignments 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>03/31/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 18As, 6Bs, 1Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 55A - PHARMACOLOGY A - SLO 1 - Knowledge - Describe the basic anatomy and physiology of the nervous, endocrine, digestive, urinary, and reproductive systems. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>01/09/2013 - 88% of the students completed the course with a total final grade of 75% or higher. Total class average of final grades: 84% = B 26 students: 14 A's, 2 B's, 7 C's, 1 D, 2 F's</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>03/31/2012 - 100% of the students received a C or better Breakdown: 14As, 11Bs, 3Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 55A - PHARMACOLOGY A - SLO 2 - Application of knowledge - Identify common pathophysiology of the nervous, endocrine, digestive, urinary and reproductive systems and the prescription and non-prescription remedies, problems and dosages of the treatments. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>01/09/2013 - 88% of the students completed the course with a total final grade of 75% or higher. Total class average of final grades: 84% = B 26 students: 14 A's, 2 B's, 7 C's, 1 D, 2 F's</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>03/31/2012 - 100% of the students received a C or better Breakdown: 14As, 11Bs, 3Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 55B - PHARMACOLOGY B - SLO 1 - Knowledge - Describe the basic anatomy and physiology of body tissues and membranes,integumentary, and skeletal systems (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points TOTAL 550 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - 100% of the students received a C or better Breakdown: 12As, 13Bs, 2Cs, 0Ds, OFs The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 55B - PHARMACOLOGY B - SLO 2 - Knowledge - Identify common pathophysiology of body tissues and membranes, integumentary,muscular,skeletal and prescription/non-prescription remedies,side effects and dosages (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012</p>	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points TOTAL 550 points</p> <p>Assessment Method Type:</p>	<p>06/29/2012 - 100% of the students received a C or better Breakdown: 12As, 13Bs, 2Cs, 0Ds, OFs The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/29/2012 Course-Level SLO Status: Active	Exam - Course Test/Quiz Target: 80% of the students will receive a 70% or higher on all methods of assessment	Result: Target Met Reporting Year: 2011-2012 GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam	
Department - Pharmacy Technology (PHT) - PHT 56A - DISPENSING & COMPOUNDING A - SLO 1 - Application of Knowledge - Interpret, evaluate and prepare non-sterile solid and liquid pharmaceutical dosage forms for oral use utilizing prescription orders. (Created By Department - Pharmacy Technology (PHT))	Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks-includes lab) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 100 points Laboratory Assignments (practicum) 100 points Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 20As, 8Bs, 0Cs, 0Ds, OFs	Result: Target Met Reporting Year: 2011-2012 GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam
Department - Pharmacy Technology (PHT) - PHT 56A - DISPENSING & COMPOUNDING A - SLO 2 - Application of knowledge - Document and maintain records of pharmaceutical compounding,dispensing,	Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F &	03/31/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>storage and packaging. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>fill in the blanks-includes lab) 200 points</p> <p>Quizzes (multiple choice, T/F & fill in the blanks) 100 points</p> <p>Laboratory Assignments (practicum) 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 20As, 8Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 56B - DISPENSING & COMPOUNDING B - SLO 1 - Application of Knowledge - Accurately utilize common pharmaceutical measuring, weighing and compounding devices to compound topical, transdermal, rectal, vaginal, ophthalmic and otic dosage forms using prescription orders. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points</p> <p>Comprehensive Final Exam (multiple choice, T/F &</p> <p>fill in the blanks-includes lab) 200 points</p> <p>Quizzes (multiple choice, T/F & fill in the blanks) 100 points</p> <p>Laboratory Assignments (practicum) 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 25As, 3Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 56B - DISPENSING & COMPOUNDING B - SLO 2 - Application of knowledge - Accurately apply required record keeping functions,labeling,storage and packaging to compounded topical,transdermal,rectal,vaginal,ophthalmic and otic prescriptions (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks-includes lab) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 100 points Laboratory Assignments (practicum) 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 25As, 3Bs, 0Cs, 0Ds, 0Fs</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>
<p>Department - Pharmacy Technology (PHT) - PHT 60A - RETAIL CLINICAL I - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the retail pharmacy and prescription dispensing. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>03/30/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p>	<p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 60A - RETAIL CLINICAL I - SLO 2 - Application of knowledge - Observe legal and ethical guidelines while dispensing retail prescriptions, recording patient information and communicating with patients and pharmacy personnel. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>03/30/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 60B - RETAIL CLINICAL II - SLO 1 - Application of Knowledge - Practice assisting the pharmacist in all functions of the retail pharmacy to include collection of information,distribution of medications,billing, third party collections, inventory and file maintenance. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
Department - Pharmacy Technology (PHT) -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PHT 60B - RETAIL CLINICAL II - SLO 2 - Application of knowledge - Effectively interview patients, their representatives, or their care-givers to collect pertinent information for use by the pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection:</p> <p>Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 60B - RETAIL CLINICAL II - SLO 2 - Application of knowledge_1 - Effectively interview patients, their representatives, or their care-givers to collect pertinent information for use by the pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 61 - HOME HEALTHCARE SUPPLIES - SLO 1 - Application of Knowledge - Demonstrate skill in assisting patients with conditions that require pharmacist attention and competently assist pharmacist with test and devices available for those conditions or health screening. (Created By Department -</p>	<p>Assessment Method: Midterm 100 points Final exam 200 points Laboratory Assignments 200 points Quizzes 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>06/29/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 61 - HOME HEALTHCARE SUPPLIES - SLO 2 - Knowledge - Define alternative forms of health care and supplements and their place in the total health care picture. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm 100 points Final exam 200 points Laboratory Assignments 200 points Quizzes 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better</p> <p>Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the in-</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade</p>	<p>03/30/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>patient pharmacy and distribution of prescriptions (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 2 - Application of knowledge - Assist the pharmacist, at the discretion of the pharmacist, in collecting, organizing, and evaluating information for patient care, drug use review, purchasing, storage, dispensing, and departmental management. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>03/31/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62B - HOSPITAL CLINICAL II - SLO 1 - Application of Knowledge - Extend practice of assisting the pharmacist in collecting, organizing, and evaluating information for patient care, drug use review, and departmental management and drug distribution and storage systems while in full compliance with federal, state, and local laws, regulations and professional</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or</p>	<p>06/29/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>standards.. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>higher on all methods of assessment</p>	<p>2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62B - HOSPITAL CLINICAL II - SLO 2 - Application of knowledge - Calculate, compound, label, document, dispense and/or store parenteral and other products requiring aseptic preparation, at the discretion of the preceptor pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/29/2012 - Students have been 100% successful on the first attempt on the national certification exam.</p> <p>100% of the students received a C or better Breakdown: 28As, 0Bs, 0Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Mastering these skills are essential to passing the national certification exam and related to all the 4 Cs in the ILSLO. Students have had a 100% first pass rate on the National Certification Exam</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62B - HOSPITAL CLINICAL II - SLO 2 - Application of knowledge_1 - Calculate, compound, label, document, dispense and/or store parenteral and other products requiring aseptic preparation, at the discretion of the preceptor pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>			

