Basic Program Information

Department Name:

Pharmacy Technology

Division Name:

Biological and Health Sciences Division

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, efficient and accurate preparation of pharmaceuticals in various pharmacy settings. This education will provide the student with a foundation to pursue life long learning.
> The Pharmacy Technology Program Goals are as follows:
> Goal #1: Students will demonstrate pharmaceutical knowledge, clinical skills and values necessary to practice as a competent pharmacy technician in both retail and hospital pharmacy settings.
> Goal #2: To graduate competent and qualified Pharmacy technicians demonstrating their skills in accordance with standards set by ASHP accreditation requirements.

Please list all Program Review team members who participated in this Program Review:

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

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

Please list all existing Classified positions:
Program Coordinator- Charlie McKellar

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Pharmacy Technology Program	X	X	N/A

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change from 2011-12 to 2012-13
Certificate of Achievement	9 (32%)	10 (38%)	6 (30%)	-8.0%
AS Pharmacy Technology Degree	19 (68%)	16 (62%)	14 (70%)	+8.0%
Total Number of Students in Program	28	26	20	

*** The data provided by the Program Review Data Sheets does not accurately depict the number of students who graduated from the program. This data is extracted from the records kept by the Pharmacy Technology Program pertaining to the number of graduating students from each year.***

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				
N/A	N/A	N/A	N/A	N/A

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

Not applicable as the Pharmacy Technician Program is transcriptable.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

Not applicable as the Pharmacy Technician Program is transcriptable.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	511	535	442	-17.4
Productivity (College Goal 2013-14: 535)	540	623	330	-47.0
Success	451 (91%)	495 (94%)	391 (89%)	
Full-time FTEF	1	0.8	1.0 (0.3 overload)	-25
Part-time FTEF	0.7	0.7	1.2	71.8

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are** *required* **to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
X	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> The pharmacy technology program does not have a Transfer Model Curriculum.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **Enrollment trends**: Over the last three 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.

> *Please see chart below (data extracted from Pharmacy Technology Annual Stat Records except for that indicated by asteric)*

Number of Pharmacy Technology Students Enrolled in each Quarter

# or Students enrolled	PHT 2010-11	PHT 2011-12	PHT 2012-13	PHT 2013-14*
Fall Quarter	31	32	31	27
Winter Quarter	26	28	21	27
Spring Quarter	25	28	20	*pending*
# of students who completed program	25	27 *(1 student failed spring qtr class)*	20	*pending*

*this data comes directly from the program director and will be included in next years program review, however because of the dramatic effect of tutoring on student success, we include it here for discussion.

The pharmacy technology class accepts 35 qualified students every year. The annual average initial class is 30 FT students depending on the number of students who actually commit to enrolling in the program each year. Over these past 3 years, enrollment at the beginning of the 9 month program has been relatively stable. Despite accepting a full class of 35 students, we have students who change their minds and drop from the program after making their initial commitment. For students who inform us early enough of their withdrawal, we are able to send additional acceptance letters to our waitlisted students to fill the open seats in the program. However, if the prospective student fails to notify the program prior to the start of Fall quarter, it is often too late to

notify waitlisted students of an opportunity. This is continuously a barrier to having the actual enrollment of 35 students occur even though we initially accept 35 students.

Enrollment Trends Analysis by Quarter: 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 and passing with a C or better with Fall quarter classes, will most likely be successful in the rest of the classes offered in the program and will eventually complete the entire program. Enrollment into Winter quarter classes is strictly based on the student successfully completing all Fall quarter classes. Enrollment into Spring quarter classes is completely based on the student successful completing all Winter quarter classes. Therefore, if a students does not pass one class in Fall quarter, it does not only impact enrollment for one class, but instead, all Winter and Spring quarter classes offered in the program. This is the reason why enrollment numbers for Winter and Spring Quarter are so impacted due to attrition in the Fall. Attrition is the highest in Fall Quarter as due to several possible reasons; student personal issues, financial problems, academic failure in a specific course, dismissal for academic dishonesty, or students who are just unable to keep up with the rigorous workload of the curriculum. It is one of the programs goals to address the Fall attrition concern affecting enrollment and it will be discussed in a later section.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.
    College level Data Link : http://foothill.edu/staff/irs/programplans/docs/2012-2013datasheets/BHS-PharmTechPRdata.pdf

> *The pharmacy technician program enrollment data for 2012-13 –declined by 17.4% which is a larger decline than the general college enrollment data of -5.8%. Reasons for this enrollment decrease especially for this last year (2012-13) were explained in the previous section.*

Ethnicity	PHT Program 2011-12	PHT Program 2012-13	Average	College 2012-13
African American	1%	7%	4%	5%
Asian	52%	35%	43.5%	26%
Decline to state	13%	0%	6.5%	9%
Filipino	5%	7%	6%	4%
Latino/a	12%	18%	15%	20%
Native American	0%	0%	0%	1%
Pacific Islander	1%	0%	0.5%	1%
White	17%	32%	24.5%	33%

Ethnicity: The table above shows a comparison of ethnicities for the college and the pharm tech program. The demographic averages are similar with comparison to the college demographics except for a notable increase in the number of Asian students. However in comparison to the other allied health programs, the pharmacy tech program has a larger population of underrepresented students (Filipino, Latino, African Americans) and international students.

Gender	PHT Program 2011-12	PHT Program 2012-13	Average	College 2012-13
Male	20%	34%	27%	54%
Female	80%	66%	73%	46%

Gender: The pharmacy tech program is populated by mostly female students (7:3), which is a higher ratio of difference compared to the college ratio of 1:1. This parallels what we see in the

field of pharmacy as it is traditionally known to be a career with good part time job options and flexible work hours ideal for maintaining a family. Because traditional society has established roles based on gender, men typically tend to choose a profession based more on the prospect of providing financially for the family with less emphasis on job flexibility. Until the pharmacy tech salaries become more competitive, it is less likely to attract the primary provider to pursue this career. The high ratio of female to male students could be attributed to this factor.

Age	PHT Program 2012-13	College 2012-13
19 or less	1%	20%
20-24	30%	39%
25-39	47%	26%
40+	23%	15%

Highest Degree	PHT Program 2012-13	College 2012-13
BA/BS	27%	16%
AA/AS	14%	4%
All Other	59%	78%

Age and Highest Degree: *The majority of our program students enter the program with an AA/AS, BA/BS degree already and also includes several students with Masters and Ph.D degrees as well. In comparing the age range to the highest degree demographics, it is clear the majority of our students (47% in the 25-39 year range) would be in this range as it directly correlates to the time frame it takes to acquire the highest degree. There are also students who enroll in our program as they want to increase their chances of getting into Pharmacy School or are using it as a transitional program to get into another Allied Health field. This may be the reason why the ages of 20-39 are significantly higher than the college average. The program also accepts international students who recently relocated to the United States and have a college or graduate degree from their country. They are looking for an opportunity to apply their expertise in the field. Although we have a very small population of recent high school graduates, the pharm tech program has higher numbers of students returning or entering the workforce, college graduates changing careers, and individuals looking to utilize this program as a foundation for further allied health career advancements.*

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

	PHT 2010-11	*PHT 2011-12*	*PHT 2012-13*	*College*
Productivity	*540*	*623*	*330*	*535*

Pharmacy technology productivity has always been higher that the college productivity goals. The productivity number plummeted in 2012-13 to 330. There are several reasons for this drastic decline. The causes of decreased productivity and strategies to increase productivity are described below:

1. ***Attrition:*** *The program always has attrition since it is an entry-level career requiring only a high school diploma. However, we notice high attrition particularly in Fall quarter due to these reasons.*

Attrition reasons	*# of students lost PHT 2012-13*
1. Personal problems & Financial Issues	*6*
2. Dismissal due to academic integrity violation	*1*
3. Dismissal due to failing a Fall Quarter class	*4*
Total # of students lost due to attrition	*11*

The first two causes of attrition are very difficult to prevent or anticipate as they are circumstances beyond our control and will fluctuate annually. 2012-13 was a particularly difficult year as we started Fall quarter with 31 promising enrolled students in the quarter. By the end of Fall quarter,

we lost a total of 10 students and an additional student during Winter quarter due to personal reasons. As a result, we finished Spring quarter with 20 students completing this program. There has never been such a drastic decrease in the number of students leaving the program due to unforeseeable reasons (-7 students= -22%).

The third cause of attrition pertaining to academic failure has always been a yearly concern and is assessed continuously. We have a significant population of immigrant students who struggle with English as a second language. In addition, we also have a separate subset of students who lack competency in basic arithmetic. Because of this, attrition due to academic failure is a continuous issue for our program and this number fluctuates yearly (2012-13: -4 students= -12%).   Program curriculum changes have already been made to address this concern. These changes include curriculum pacing and revision, change in the instructor of record, scheduling and sequencing of classes, and entire course series curriculum revision. These changes have also been approved by our Advisory Board and ASHP accreditation. Please see #2 below for detailed explanation of curriculum change. In addition, we have implemented methods to identify students struggling with courses early in the quarter so we are able to provide them the academic assistance (intensive tutoring) they need to succeed. It is with hope that this early intervention will decrease the academic attrition rates. Currently, in Fall 2013, we have had zero academic attrition. The strategies we have employed for our 2013-2014 students will be discussed in detail in the 2013-2014 Program Review next year, but are referenced here so that our efforts to intervene to enhance student success can be described and acknowledged given the drastic loss of students last year.

2. Adjustment of sequencing and units for specific courses:
PHT 55A and PHT 55B Pharmacology series used to be 6 units courses totaling 12 units for the program over 2 quarters. There was a need to revise the curriculum to accurately reflect the course content so it would be an acceptable unit load for the students. The breadth and depth of Pharmacology is enormous and it was important to align the content to the knowledge our program students actually need. This was a challenge as it took several years to refine. The initial change occurred in 2012-13 to just decrease the unit value from 6 units to 4 units for each course and still teach it in two quarters. (This significant decease in total unit value 12 units to 8 units also affected productivity.) However, we were still receiving feedback that pharmacology was still too dense and difficult for our students to master over a two quarters. As the revision of the curriculum continued to proceed for the pharmacology series, it is now (for 2013-14) a three-part course series as PHT 55A, 55B and 55C with each course taught during Fall, Winter and Spring Quarters. They are also only 3 units each, making the total unit series of 9 units which is much more appropriate for both content and pace for the pharmacy technician students. It is valuable to note the total units for the PHT 55 series increased from 8 units to 9 units. This change in the pharmacology curriculum should increase productivity number for 2013-14.

3. Incorrect load value assigned to classes:
PHT 60A and PHT 60B Outpatient Retail Externship and PHT 62A and PHT 62B Inpatient/Hospital Externship are classes required by ASHP accreditation. The students are required to be at the externship site for 9 hours (8 hours work, 30 minute lunch and two 15 minute breaks) twice a week. As mandated by ASHP accreditation, the director or an externship coordinator must routinely follow up on all students at every site which involves completing student competency evaluations, site visits, meetings with the preceptors and documenting in detail the accounts of student activity and learning at the site. This requires an enormous amount of time and should be accurately reflected in the load. Last year, it was discovered during Title 5 review and the curriculum change of combining PHT 60A and B series into just one PHT 60 course (and the same for the PHT 62 series) that these courses had incorrect load factors entered in the system. This error went unnoticed all this time. In 2012-13, the load factors were finally changed to accurately reflect the hours spent in teaching, monitoring and evaluating our students in these courses. Since the load factors increased significantly for both PHT 60 and 62, it naturally decreased productivity.

4. Hiring part time faculty as externship coordinator:
Since ASHP accreditation requires this extensive monitoring of students at the externship site, another part-time employee was hired to assist with externship coordination and monitoring of the

students. The pharmacy tech class size is too large for one individual to cover each individual site and evaluate the student during the given quarter. It was necessary to hire an additional part time instructor to accomplish this. This is also another reason productivity decreased.

5. Additional methods to increase productivity:

Creation of a new course, PHT 63- National Pharmacy Technician Exam Review course was recently approved by the curriculum committee and will be offered Summer of 2014. This is a 1unit hybrid lecture/lab course designed to help both program and non-program students prepare for the national certification exam. This will increase WSCH within the program. Because we are also offering this course during the summer for non-program students, it is with hopes it will also increase WSCH and in turn, increase program productivity.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Fall Courses with Attrition due to academic failure	*PHT 2011-12*	*PHT 2012-13*	*PHT 2013-14**
PHT 54A	1	3 *(2 of the 3 students also failed PHT 55A)*	0
PHT 51	4	2 *(same 1 student also failed PHT 55A)*	0
PHT 55A	1	3 *(2 of the 3 students also failed PHT 54A and 1 student failed due to academic dishonesty)*	0
Total Students lost	**5**	**4**	**0**

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*This data is provided by the program director and is used to highlight efforts put in place to increase student success given the precipitous decline in student success in fall of 2012-13 academic school year. The strategies put in place will be described in detail in the 2013-2014 Program Reviews next year.

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*The trend has been an overall decrease in enrollment in **all** winter quarter 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 important concepts will also prevent the student progressing further in the program. We find the primary reason for students failing PHT 51 and PHT 55 are due to English language deficiency. American Society of Health System Pharmacists (ASHP) Accreditation standards requires prospective students to have the English and math level proficiency to fulfill the requirements of the pharmacy technician job responsibilities.*

ASHP Accreditation Pre-requisite Standards

4.1.b. The organization must establish qualifications that applicants must possess to ensure that they are reasonably likely to be able to achieve the educational goals and objectives of the program.
4.1.c. The organization must also determine with reasonable certainty, prior to acceptance of the applicant, that the applicant has proper qualifications to enroll. **At a minimum, the student must**:
(1) be attending high school, possess a high school equivalency certificate, or be a high school graduate;
(2) have English language proficiency (including reading, writing, and speaking), except in cases where the native language of the country or territory in which the program is taking

place is different (e.g., Puerto Rico);
(3) have math proficiency sufficient to fulfill the requirements of pharmacy technician job
responsibilities; and,
(4) meet the minimum age requirements, which must be based on state requirements for
employment of pharmacy technicians.

At this time we have no enrollment data for the English, Math and Biology pre-requisites and how
it affects our program students. However, it has been demonstrated that students with higher
level of competencies in English, Math and Biology knowledge tend perform better in the
program. It has also been demonstrated that the pharmacology series course success increases
if the student has had biology.

Implementation of PHT200L as a prerequisite this past year has decreased the overall total
number of applicants to the program. However, 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. Enrollment for PHT 200L over the last 2
years has increased when it became a pre-requisite for the program. There is an overall 35%
increase in enrollment when compared to 2010-11. There was only a slight decrease in
enrollment for 2012-13 compared to 2011-12 but it is still higher than 2010-11.

Enrollment	PHT 2010-11	PHT 2011-12	PHT 2012-13	% inc	PHT Averages
PHT 200L	42	58	55	-5%	51

Finally, *if the student completes Fall quarter classes and is not successful in all of the Winter quarter*
classes, there is a decrease in enrollment for all Spring Quarter classes. We rarely have students
who fail Winter quarter classes and if there is attrition, it is usually due to personal reasons.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for
   Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo
   content review at that time? If not, what is your action plan for bringing your curriculum into
   compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

The Program Director regularly and informally monitors all courses. This includes the instructor's
content as it relates to the Course Outline of record. The Program Director and faculty, along with
the Advisory Board regularly meet to review curriculum, content, student progress, prerequisites
and student success. We annually 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 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 student evaluations, graduate and
employer surveys, accreditation mandates, and advisory board suggestions. We are currently
implementing changes to the prerequisite requirements for this program. These changes will take
place Fall of 2014 and should increase student success.

PHT 200L will become the prerequisite to PHT 50
Math 220 will become the prerequisite to PHT 54A Dosage Calculations
Biology 14 will become the prerequisite to PHT 55A Pharmacology A
English Advisory for PHT 200L

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the
   most recent developments in your discipline?

The Foothill College Pharmacy Technology Program is accredited by American Society of Health
System Pharmacists (ASHP). ASHP accreditation sets the national standard for Pharmacy
Technician Training and is the leading national accrediting body specifically for Pharmacy
Technician Training Programs. The accreditation process is designed to protect the public by
requiring training programs to meet a nationally recognized standard for excellence. It also
demonstrates we have gone a peer review process and offer a didactic, laboratory, and

experiential training program that meets contemporary employment needs and is the absolute highest in quality for the public's safety. Our program was recently granted reaccreditation until 2019 (please see Section 3i). We also have an Advisory Board that meets twice a year and we receive constant feedback from our clinical preceptors and potential employers. Seeing we just passed the most recent ASHP reaccreditation survey in September 2013 and have been granted accreditation for 6 more years, our program is definitely congruent with the most recent developments in the pharmacy technology discipline.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

1. New Course added to curriculum- AHS 50: Introduction to Allied Health Programs.

This course was developed in collaboration with Allied Health Program Directors at Foothill College in order to address the important concepts and topics shared by all Allied Health fields. It serves as an introduction to Foothill College Allied Health Programs for the incoming first year student. It addresses important topics such as HIPAA and patient privacy, Academic Honor Code, student rights and responsibilities, strategies for student success, stress and time management, professionalism and ethical behavior in the health care environment, individual program policies and procedures for allied health students.
This 1 unit hybrid course has both a lecture and online (Etudes) component. It requires students to attend a 6-hour lecture day at the beginning of Fall quarter. This day is comprised of lecture presentations on topics listed above along with break out sessions to address specific topics for individual programs. This allows the pharmacy technician students to have the opportunity to collaborate with other allied health students and function as a "health care team member". In addition to this face time, the "online" portion of the course requires students to complete modules, assignments and quizzes/tests to demonstrate their learning and competencies in these areas. They are to complete these items by the specified due date. There is flexibility as to when the student chooses to complete the online portion. This has proved to be a very effective class to orient students so they can become an informed and effective team member in the health care profession. Fall 2012 was the first time this course was offered and it was indeed a success.
The Advisory Board was an advocate for adding this course to the current curriculum. Seeing that AHS 50 enforces important concepts shared across the continuum in the health care field, we felt there could be more modules added onto the course to emphasize unique skill sets geared for pharmacy technicians. In our most recent Advisory Board meeting, we discussed potential topics to add to the course. For Fall quarter of 2014, we plan to add modules pertaining to pharmacy customer service and telephone/communication etiquette and additional modules specific to pharmacy technology. The unit load will also increase to 1.5 units.

2. PHT 200L Pharmacy Technician as a Career as a prerequisite for program courses.

This is an introductory course for potential students to become acquainted to the career of pharmacy technology. In this class, we explore the various areas of specialization, technical standards, working conditions, academic requirements, salaries potential for employment, and state requirements. The student must determine facts by interviewing a pharmacy technician/ pharmacist in addition to their internet research assignment. A written paper and presentation via "round table" session to the rest of the class is required. This process is essential for students to decide if the pharmacy technician profession is one they would like to pursue.

In the past, this course was an optional elective for prospective applicants to our program. We felt this course should be a required prerequisite instead of an optional class for potential applicants. Since this class requires the students to closely examine the profession, it calls them to truly make an informed decision about pursing the program instead of blindly applying to the program. We want our students to not only understand the important components of working in the pharmacy profession, but also, to recognize the rigors and expectations in an ASHP accredited program. The Advisory Board was an advocate for this change as it has created a positive outcome of graduating high caliber pharmacy technicians from our program.

3. Curriculum change and addition of Pharmacology classes A, B, and C.

There have been 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 instead of two and decreased the volume of content taught per quarter so students would find it easier to grasp complex concepts. We have also recently created Pharmacology C course and it will be taught staring 2013-2014. All three Pharmacology courses will be 3 units each. The Advisory Board has been unanimously supportive of this change.

4. Opus Ism Computer Software and Medi-dose Software Integration.

It has been difficult to secure a computer software system to mimic similar types of software used to process prescriptions in the real world of pharmacy. However, we recently integrated the OPUS-ISM Software to in the PHT 53 Ambulatory Pharmacy course. OPUS-ISM has been providing pharmacies with innovative technology and support that improve pharmacy efficiency and profitability. Developed from a pharmacist's perspective, all OPUS-ISM products are intuitive for users and recognized for their ease-of-use. This software has provided our students with the unique experience of processing and generating labels was if they were in an actual pharmacy. Mastering the 5 parts of using this program allows the students to demonstrate their understanding of prescription processing. Students are given mock prescriptions to process and fill the prescriptions. This has been an excellent tool for teaching. As we continue to explore other software available by OPUS-ISM, we hope to bring more automation and technology into our curriculum. We also purchased the Medi-dose unit dose software system and have implemented the use of this system in our PHT 52A and B classes to produce professional unit dose and IV pharmaceutical preparations.
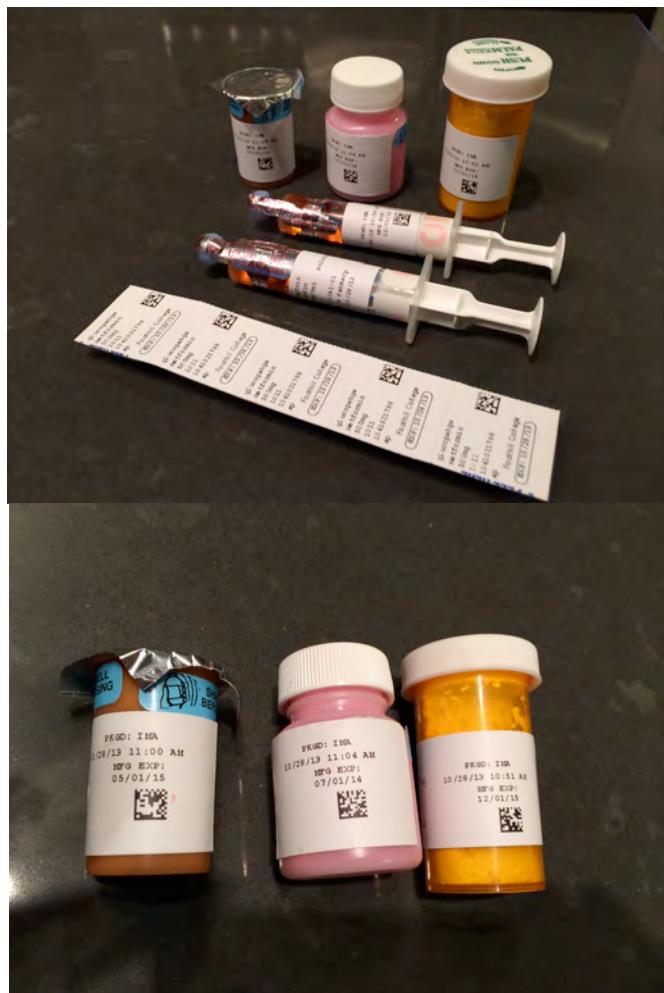
5. Development of a new Pharmacy Technology Classroom and Lab facility.

Foothill College has been granted Measure C State Funds to build a new facility for Middlefield Campus. This new location will be at the Onizuka Air force Base in Sunnyvale, California. This enormous project is slated for completion in 2015. The process is already on the way as we currently are in the phase of working with architecture and design specialist to create a new, state of the art classroom with laboratory facilities to mimic both hospital and retail pharmacies. Plans are in action to have ample lab facilities to mimic both retail and hospital pharmacies with workspace to accommodate at least 35 students. Two years from now, we look forward to moving into this facility, which will be a tremendous improvement to our current limited classroom area. However, there are discussions regarding the possibility of moving the pharmacy technology program to Main Campus due to budget concerns with the Education Center. Regardless where the program moves to, it is absolutely essential that our facilities are adequate to ASHP standards as their survey found our current facilities to be non-compliant and inadequate. During their former visit in 2007, ASHP required by the 2013 site visit, plans must be in place for an adequate facility. The most recent site visit yielded a partial compliance and requires the follow through of an adequate lab facility for the program. A 3-year progress report must be submitted in 2016 to demonstrate the successful completion of this partial compliant status pertaining to facilities.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Ethnicity	PHT Program 2010-11	PHT Program 2011-12	PHT Program 2012-13	PHT Program Averages	College 2012-13
African American	75%	67%	100%	81%	59%
Asian	92%	97%	81%	90%	81%
Decline to state	98%	91%	100%	96%	83%
Filipino	86%	82%	70%	79%	72%
Latino/a	92%	87%	95%	91%	69%
Native American	0	0	0	0	77%
Pacific Islander	0	0	100%	100%	65%
White	89%	99%	97%	95%	80%
Average	**89%**	**87%**	**92%**	**90%**	**73%**

The ethnic makeup of the classes is always diverse with success rates for all averaging 90% for all three years spanning from 2010-13. Success rates for all ethnic groups exceed the college rates. Understanding and respect for diversity is essential for personnel in the medical field. We foster this concept in classroom activities as this diversity is found in the workforce.

Gender	PHT Program 2012-13	College 2012-13
Male	87%	75%
Female	91%	78%

Age	PHT Program 2012-13	College 2012-13
19 or less	100%	79%
20-24	90%	72%
25-39	86%	77%
40+	95%	85%

The pharmacy technician program population is extremely diverse in all aspects. Students range in age from 17 to 62 years with the largest percentage in the 25-39 yr. range. All age groups average a 92% success rate (lower percentage for 25-39 yr. of 86%), which exceeds the college success rate of 77%. Gender success is 89% and is also much higher than the college success average of 76.5%

Course success rates for the pharmacy technology program are higher than the college for target ethnic groups, age and gender. The high success rate could be attributed to several factors:

1. *Students are enrolled in a career program and may be more focused to complete a career, which will enable them to get a job immediately upon graduation.*
2. *Students are closely monitored by program director and faculty. Referral to psychological services and other support resources on campus can assist students to have successful outcomes.*
3. *Students are utilizing this program as a foundation to pursue other careers in the allied health profession.*

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Transcriptable Programs	2010-2011	2011-2012	2012-2013
Certificate of Achievement	9 (32%)	10 (38%)	**6 (30%)**
AS Pharmacy Technology Degree and Certificate of Achievement	19 (67%)	16 (62%)	**14 (70%)**

There are several methods to qualify for a pharmacy technician license as mandated by the California Board of Pharmacy; students can elect to pass the Pharmacy Technician Certification Exam (PTCE) or attend a pharmacy technology training program that has a minimum of 220 hours of training or complete an ASHP accredited program. All students who attend a pharmacy technician program need the Certificate of Achievement or proof of completing to apply for the license. The AS degree is not necessary nor do pharmacies consider the degree when hiring a pharmacy technician. Having a state license is required to practice however what makes a pharmacy technician more attractive for hire is having completed an ASHP accredited program in addition to passing the PTCE. These individuals receive the title of C.PhT (Certified Pharmacy Technician). There are tremendous benefits to completing the Foothill College program. Not only do our have a 100% pass rate on the PTCE on their first attempt, students have a positive reputation for having completed a quality and rigorous training program. For these reasons, Foothill College Pharmacy Technician graduates are known to in the community to be top candidates for hire. Nevertheless, the Foothill Pharmacy Technician faculty encourage the students to pursue lifelong learning and if possible, to acquire an AS degree or higher.

There were 70% pharmacy technology students received their AS degree last year. The number of students completing degrees in our program has increased over last 3 years. The program is open to anyone with a minimum of a high school diploma or equivalent. Even though the pharmacy technology is considered an entry-level workforce program, many students continue with their education to pursue a career as a pharmacist or other healthcare professions. There is no specific trend for degree attainment with gender and ethnicity demographics. However, by looking at the age demographics, students in the 20-39 age range are the individuals acquiring the AS degrees in Pharmacy Technology. As mentioned before in section one, we have many students that have AS, AB/BS or advanced degrees already who are choosing this program as

either a career change or a stepping stone into advanced allied health programs. This may account for the high number of students attaining an AS degree in Pharmacy Technology as many of them have the GE requirements already.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Transcriptable Programs	2010-2011	2011-2012	2012-2013
Certificate of Achievement	9 (32%)	10 (38%)	**6 (30%)**
AS Pharmacy Technology Degree and Certificate of Achievement	19 (67%)	16 (61%)	**14 (70%)**

All students who finish the program with passing grades in every course will graduate in June with a Certificate of Achievement. This number has held steady and is dependant on the number of students who complete the program. All students who complete our program will receive a Certificate of Achievement but many elect to attain the AS degree for reasons mentioned in section 2c. The aspect that influences the overall number of AS degrees or Certificate of Achievements is the attrition rate from Fall Quarter. Please see section one for detailed explanation of causes of attrition that affects our program.

d. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The AS degree for Pharmacy Technology is not a transfer degree program. Some graduates however, continue onto other allied health programs at Foothill College and some graduates pursue a Bachelor's Degree or Pharm. D (Doctor of Pharmacy). We currently have 3 graduates from the 2011-12 class in Pharmacy School and 1 student in a Nursing program. For the graduating 2012-13 class, we just received news that 1 student was accepted into pharmacy school and another is waiting for possible acceptance as well. We also have many students who have indicated in their surveys that they are in the midst of completing other prerequisites for Pharmacy School and plan on applying to these programs in the near future. It has also come to our attention that many Pharmacy School admission committees are also advising prospective applicants to consider taking our 9-month program. One graduate said he went to an open house information session at UOP Pharmacy School last year and was told during an open forum question and answer session that applicants have an increased chance of getting into pharmacy school if they complete an accredited pharmacy technician program; Foothill College was specifically named as a program to attend. We attribute this to our outstanding reputation in the pharmacy community and we know our quality of education will certainly help prepare students to succeed in pharmacy school. For these reasons, we see a general increase in students with degrees or without degrees electing to apply and complete our program.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

The majority of our students successfully progress through the program sequence courses. However, this is dependent on if the student is able to pass all of their Fall quarter classes. Also, many of the pharmacy technology courses are sequenced and require demonstration of competency in Fall quarter courses prior to continuing on to the rest of the program course. All courses in our program require reading, writing, summarizing, outlining, and critical thinking assignments and assessments of various kinds. Pre-requisites are set for our program courses to ensure the students are able to proceed through the program with ease. We still have a handful of students who struggle with basic arithmetic and English and therefore require additional assistance to pass the course. Some of our attrition is due to these students unable to demonstrate their understanding of these subject matters. The program faculty feel that the Basic Skills Programs (ESL, Basic English and Math classes) are not adequate ensure that the student is prepared for the rigor of our program. Instead, the prerequisite courses required for this program may prove to be a better option for preparing students to be successful with our classes.

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Math and English tutoring/supplemental instruction is absolutely necessary to allow for our students to progress through the program sequence of classes. It has been shown when tutoring/supplemental instruction is provided, the attrition rate due to academic failure decreases particularly with PHT 54 A/ B-Dosage Calculations, PHT 51 Basic Pharmaceutics and PHT 55A Pharmacology. This has been demonstrated by the implementation of identifying students who require this additional assistance early in the quarter. We have noticed the key to supplemental instruction is providing the service right from the beginning of the quarter and motivating students to get help immediately instead of waiting until after the first midterm. It is often too late to salvage a poor assessment grade after Week 5 of the quarter. We have also found it to be important to provide supplemental instruction on the weekends as this is when most of our program students have the time to acquire this additional help. Many students are resistant to staying after a 6-hour course day for additional help and are more inclined to do so if it fits their schedule. It is difficult to find tutors who are willing to spend several ours on the weekend to provide supplemental instruction. However, we were both lucky and successful this year in securing a tutor to willing to provide these services. The results have been remarkable and it is with hopes we can continue to provide supplemental instruction on the weekends.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

The Certificate of Achievement and AS Pharmacy Technology degree are not transferable.

d. **Please analyze and discuss Articulation data regarding this program.**

There is no articulation data regarding our program.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. **Discuss how this program continues to meet a documented labor market demand?**

Graduates of the pharmacy technology program are prepared to enter the workforce immediately upon graduation. In 2012, the number of pharmacy technology (pharmacy technician/assistant) jobs in Santa Clara and San Mateo counties totaled 2,364. The Bureau of Labor Statistics (BLS) expects the total number of positions to increase by 2.9% over the next three years. Regional openings in 2012, which included created jobs and turnover, totaled 41.

By looking at the regional breakdown for jobs in Pharmacy technology for Santa Clara/San Mateo Counties in 2013, there are approximately 2,338 positions with only 63 annual openings. This data is somewhat concerning because it is apparent the openings are few compared to the number of graduates receiving degrees/certificates in the county. The data also reflects only 4 listed institutions, which granted at total of 125 certificates/degrees to pharmacy technician graduates. There are possibly even more certificates attained from other schools and online programs and the data lists 262 regional program completions. With only 63 positions and up to 262 annual graduates ready to find jobs, it has become quite competitive to secure a position in this field. There is about a 25% chance for an individual to secure a position in this field. Despite the growth projection of 2.9% by 2016, it is apparent the field is becoming saturated and the numbers of graduates are exceeding the number of positions available. The majority of the positions are in retail pharmacies and there are fewer hospital pharmacy positions (these are more desirable because of higher pay). It is with hopes over the next few years, the growth rate for job opportunities will increase due to the implementation of Obama care as there will be an increasing need for pharmacy technicians to serve the growing population of individuals requiring medication.

Foothill College Pharmacy Technology program is not only ASHP Accredited but has an outstanding reputation in the pharmacy community. Seeing our program produces extremely capable and competent pharmacy technicians, most local employers will select our graduates to fill a position over graduates from other programs. We continually receive feedback from employers and preceptors alike praising our students and sometimes even hiring them prior to graduation. The likelihood of a Foothill College graduate securing a position is much higher than that of other graduates for these reasons. Our long-standing legacy of providing quality education to our students is how our program will continue to meet the labor market demand.

f. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

   1. *There is a continuous rise in the number of online Pharmacy Tech Certification Programs and of non-accredited Private Post Secondary School offering Pharmacy Technician Programs. For many students who prefer distance learning and quicker attainment of certification, these programs may be more desirable than our 9 month program because they are shorter in length and have flexible modules for students to complete at their convenience. Even though some of these programs are not accredited nationally, a certificate of completion is the minimum needed to secure a California license, which is enough to get an entry-level pharmacy tech position.*

   2. *The new accreditation of two formally non-accredited Private Post Secondary School Pharmacy Technician Programs has created some competition as Foothill College used to be the only ASHP Accredited program in the Bay Area. Both Heald College and Carrington College were recently accredited. However because of their high tuition costs in addition to their poor reputation of producing competent and capable graduates, Foothill College is still able to attract students who would like to a pharmacy technology career. Mission College and BioHealth College are our other regional competitor however they are not an ASHP accredited program.*

   3. *Heald, BioHealth and Carrington Colleges all have a rolling admission system. This means they are continuously able to bring new students on board to the program every month thus having higher numbers in degrees/certificates. Foothill College only accepts applications once year and it is a 9-month program unlike many of the other programs. Despite a smaller number of students in our program, feedback from the pharmacy community and Advisory Board consistently state that Foothill College students are top quality and most prepared, capable and competent pharmacy technicians ready for hire.*

g. **Discuss any job placement and/or salary data available for your students after graduation.**

   Securing a job is not only dependent on employment statistics, but on how intently a student searches and applies themselves for a job in their desired location and pay rate. Program students who complete their required externships during the last quarter of training can often

secure a position even prior to graduation. This is if they positive impression at their externship site along with the possibility of a job opening occurring at that time. Many of the graduates are subsequently employed at their last clinical training site. Depending on where the student secures their position and if it is part time or full time, the starting salary ranges for our graduates are between $14.50 up to $26.00 per hour. (information gathered from alumni surveys)

End-of-year and alumni outcome assessment surveys indicate:
1. *Approximately 25% of graduates gain full-time employment as a pharmacy technician*
2. *Approximately 30% of graduates gain part-time employment and also take college coursework part-time.*
3. *Approximately 25% of graduates continue to attend college on a full-time basis.*
4. *Approximately 20% of graduates do not find a position as a pharmacy technician and work in another field.*

h. **Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

According to Bureau of Labor Statistics (BLS), the median wage in May 2012 for Pharmacy Technicians in California is $39,150 annually, or $18.82 hourly. The median wage in 2013 for Pharmacy Technicians in San Mateo-Santa Clara Area is $19.76 hourly. Our regional wages are higher in comparison to the State of California. However, despite what the BLS is reporting, the majority of regional positions are in the retail pharmacy setting with the starting wage of closer to the national wage mean of $14.63 per hour (annual wage of $30,430). Many of our graduates have reported their starting salary to be at minimum wage ($14.50) and not the reported regional median wage of $19.65 particularly in the retail pharmacy setting. Positions at Kaiser Permanente and other hospitals are more competitive and are either above or at the median wage of $19.76.

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

The Foothill College Pharmacy Technology Program is accredited by American Society of Health System Pharmacist (ASHP). ASHP accreditation sets the national standard for Pharmacy Technician Training and is the leading national accrediting body specifically for Pharmacy Technician Training Programs. When a program earns ASHP accreditation, there is instant credibility and a competitive advantage over other programs. The accreditation process is designed to protect the public by requiring training programs to meet a nationally recognized standard for excellence. It also demonstrates we have gone a peer review process and offer a didactic, laboratory, and experiential training program that meets contemporary employment needs and is the absolute highest in quality for the public's safety. The ASHP Commission on Credentialing consists of nineteen pharmacists from several pharmacy organizations who represent community, managed care, clinical, and pharmacy education needs. These professionals ensure the pharmacy-training program and curriculum are contemporary and meet the needs of the pharmacy profession. The ASHP Accreditation Standard for Pharmacy Technician Training Programs is comprised of nine core segments. Within each core segment, the specific requirements are listed and evaluated.

> *1. Administrative responsibility for the Training Program*
> *2. Qualifications of the Experiential Sites*
> *3. Qualifications of the Pharmacy Service Utilized for Experiential Training*
> *4. Qualifications of the Program Director and Preceptors*
> *5. Qualifications and selection of the Applicant*
> *6. Conditions for Graduations*
> *7. Technician Training Program*
> *8. Experimentation and Innovation*
> *9. Certificates*

On February 12, 2013, we participated in the re-accreditation of our program. This included the completion of an extensive self-study report evaluating our program's strengths and weaknesses in these 9 core segments. Within each core segment, the specific requirements had to be addressed and the program's level of compliance with every requirement was evaluated. (i.e. Full compliance, Partial compliance, Non compliance or not applicable). Following submission of this pre-survey self-assessment, an on-site evaluation was scheduled. A peer-review team of surveyors visited our program to meet the administration, faculty, students, and advisory committee. They reviewed and accessed the curriculum, facilities, and experiential training components. After the on-site visit, we received both a verbal and formal written assessment regarding the findings of the peer-review team. A response report had to be submitted back to ASHP in 30 days to address areas of either non-compliance or partial compliance. An on-site peer-review team will return at least once every six years for re-accreditation.

Despite this lengthy and extensive process, on September 20, 2013 the ASHP Commission on Credentialing voted to approve Foothill College Pharmacy Technology Program for re-accreditation for six years (2019) and this vote was accepted by the ASHP Board of Directors. Our survey was extremely impressive as there were no citations non-compliance. We were cited for only 15 areas of "partial compliance" which have been adequately addressed in our response report in April. A mid way accreditation progress report is required to be submitted in three years to demonstrate these areas have indeed been addressed and implementation of their consultative recommendations have been completed.

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The pharmacy technology program currently does not provide community service or is involved in any special projects within the community. We do participate with outreach by attending the annual Foothill Allied Health Careers Fair and local high school Allied Health Fairs. This is one mode of information dissemination to larger groups of prospective students.

k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

The use of surveys have been helpful for us to attain information regarding the outcomes of our graduates. At the end of the program in June, every student must complete a "graduate survey". The survey contains two sections: 15 questions for students to rate 1-5 regarding their experience and quality of the program and then another section containing some open ended questions. Here is a sampling some questions on the graduate survey:
> *1. Explain how has the pharmacy technology program at Foothill College has prepared you for a position as a pharmacy technician.*
> *2. Have you taken the PTCB? If not, when do you plan to take it?*
> *3. What are your plans after graduation?*
> *4. Would you prefer to work full time or part time and why?*
> *5. Which pharmacy setting do you prefer to work in and why?*
> *6. Have you already secured a position, if so, where will you be working?*

Approximately 6 months after graduation, an "Alumni survey" is mailed to the student to complete with a similar format as the graduate survey containing quantitative questions and qualitative questions.   Ensuring the compliance of students completing and returning these surveys after graduation is difficult as we receive only 70% of the surveys back. It is consistently difficult to entice students to participate in alumni surveys as many of them are unwilling to possibly because of time and inconvenience. Even when a pre-paid envelope is included with the survey cannot ensure a 100% return rate. It is with hopes making the change to an electronic method of data collecting will make it easier. We are looking to switch to an electronic method of surveying through Survey Monkey this year to make it easier for both alumni and the program. Lastly, and clinical site/preceptor survey is utilized at the end of Spring Quarter to continuously assess the outcome of our student performance at their site.

I.   Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

<center>

Pharmacy Technology Program Advisory Board Meeting Minutes
December 11, 2012

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Board Members Attending: **Visitors:**
Angela Su - Director   Kerry West, Health Career Coordinator
Nancy Alvarez - PT Instructor
Jack Castaldo - Pharmacist
Lionel Jara - Pharmacist
Rosario Vingua-Wright-VA Outpatient Pharmacy Technician Supervisor
Stuart Kallio- VA Inpatient Pharmacy Technician
Snehal Mohile, MD
Charlie McKellar – Middlefield Program Coordinator
Introductions:

Angela welcomed everyone and asked them to introduce themselves.

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

The minutes from the July 18, 2012 meeting were approved.

Externship Progress Report Worksheet:

Curriculum Changes Update:

- **PHT 55 A, B, C Pharmacology:** Angela began by updating the board on the plan they had discussed at the previous advisory board meeting, to split Pharmacology into a 3-quarter course, rather than the previous 2-quarters. Implementing the addition has pushed the start of student externships 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. This has proven very effective, as Angela told the board the program has lost 3 students through the exam process during Fall quarter.
- **AHS 50 Class:** Angela related to the board, what a success the AHS 50 course had been. She went on to explain it was a hybrid class, with a mandatory on-campus meeting, along with an online component. The online section was well received by the students, as it featured modules on learning styles, time management, and ethics. The on-campus meeting hopefully gave the students a sense of camaraderie with members of the other accepted first-year allied health career program students, along with discussions on professionalism, and the various program directors in a roundtable discussion. Angela then indicated she'd like to incorporate some modules next year that relate specifically to the Pharmacy program, and asked if the board had any ideas. Rosario suggested a module on the importance of communication.
- **PHT 60 and 62 Externships:** Snehal Mohile mentioned that lining up the externships was going well, and she was enjoying the work. Angela then asked the board if they had preferences regarding the days the students were assigned to their facilities. Several mentioned Thursday and Fridays; some had no preference.
- **Math 217 Statway Prerequisite:**   Angela included handouts detailing a new math series being offered. It's a 2-course series covering Algebra and Statistics, with the emphasis on Statistics. She asked the board's opinion about adding it as an option to the math prerequisites for the Pharmacy program. The board unanimously agreed the series should be added as an option.
- **Student Disciplinary Case:** Angela and Nancy Alvarez related the issues of a particular student who had been caught cheating. Apparently, the student used his girlfriend's 300 drug cards from the previous year, instead of doing his own. Angela also had an issue of him cheating on a mid-term 2 weeks earlier.   She asked the board's opinion on dismissing the student. After each member indicated they thought he should be dismissed, Angela also agreed.
- **February 12, 2013 ASHP Accreditation Site Visit:** Angela included handouts with the Accreditation Site Visitor's schedule, and asked as many as possible to attend the 12:00-1:00 luncheon scheduled on February 12th. All agreed they would try to attend.

The meeting adjourned at 2:00 PM

Recorded by: Kerry West

Advisory Board Key issues:

1. *PHT 55 A, B, C Pharmacology Curriculum*
    a. *Splitting of Pharmacology into a 3-quarter course, rather than the previous 2-quarters. Implementing the addition has pushed the start of student externships from a Fall start date, to Winter. Benefits for this change and the need for content to align to the knowledge needs of the pharmacy technician student.*
2. *AHS 50 Class:*
    a. *Success and student feedback of the first AHS 50 course. Explanation of course details and future proposal of more pharmacy technology specific modules.*

3. *PHT 60 and 62 Externships:*
    a. *Scheduling preferences for externship rotation days*

4. *Math 217 Statway Prerequisite:*
    a. *Minimum level math competency*
    b. *Providing students with pre-requisite options*

5. *Student Disciplinary Case*
    a. *Student caught cheating on class assignment and midterm. Decision to dismiss student from the entire program or not.*

6. *February 12, 2013 ASHP Accreditation Site Visit:*
    a. *Details pertaining to the ASHP accreditation site visit*

Outcomes:

1. *PHT 55 A, B, C Pharmacology Curriculum*
    a. *Implementation of PHT 55 series will begin Fall of 2013 and progress through Spring Quarter. Each course will be 3 units and will build on the previous course. The content will be delivered at a pace, depth and breath suitable for the pharm tech student. Advisory board felt this was an appropriate decision to decrease the unit load and spread the curriculum over 3 quarters instead of two.*

2. *AHS 50 Class:*
    a. *The hybrid class was well received by students with modules that focused on learning styles, time management, and ethics. More modules pertaining to the pharmacy technician program will be added. Board member, Rosario Vingua-Wright, suggested a module on the importance of communication and other board members agreed.*

3. *PHT 60 and 62 Externships:*
    a. *Preferences regarding the days the students were assigned to their facilities were discussed. While several members mentioned switching to Thursday and Fridays instead of Monday and Friday, some had no preference. The Externship coordinator and Program director will consider the schedule and see what would be best for both student and clinical site.*

4. *Math 217 Statway Prerequisite:*
    a. *The board's opinion was asked about adding it as an option to the math prerequisites for the Pharmacy program. After thorough review of the content in Math 217, the board unanimously agreed the series should be added as an option.*

5. *Student Disciplinary Case:*
    a. *Description of the situation regarding a particular student who had been caught cheating was presented to the board. The student used his girlfriend's 300 drug*

cards from the previous year, instead of doing his own. Student was also caught cheating on a mid-term 2 weeks earlier. The board's opinion was solicited on dismissing the student. Unanimous vote from the board to dismiss the student from the program.

6. *February 12, 2013 ASHP Accreditation Site Visit:*
   a. *Handouts pertaining to the site visit were prepared and given to all Advisory members. Details of the day were reviewed and the Advisory Board's specific role in the accreditation process. All agreed they would try to attend the 12:00-1:00 luncheon scheduled on February 12th.*

Action Plans:

1. *PHT 55 A, B, C Pharmacology Curriculum*
   a. *Monitor student success in 2013-14 with the implementation of PHT 55A, B and C in each quarter.*

2. *AHS 50 Class:*
   a. *Addition of pharmacy technology field related modules pertaining to communication of other pertinent case studies in the AHS 50 Fall 2013 class.*

3. *PHT 60 and 62 Externships:*
   a. *The Externship coordinator and Program director will review the schedule and consider what would be best of the student. Schedule will tentatively remain on Monday and Friday Externship Clinical Days.*

4. *Math 217 Statway Prerequisite:*
   a. *Math 217 will be added as a pre-requisite alternative to PHT 54A starting Fall 2014 if approved by curriculum committee.*

5. *Student Disciplinary Case:*
   a. *Student will be dismissed from the program.*

6. *February 12, 2013 ASHP Accreditation Site Visit:*
   a. *Ensure accreditation site visit progresses smoothly and Advisory Board is reminded to attend the luncheon via email 2 weeks prior.*
   b. *Pass accreditation (which we did ☺)*

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

   Please see attached sheets

b. **Attach 2012-2013 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

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
   a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO 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 Technician Exam. In addition, ASHP has established 35 specific program goals that must be attained by the student upon completion of the program. These goals are imbedded in throughout the program in each of the individual courses. The pharmacy technician program also has other outcome assessments such as quarterly class surveys and evaluations for each pharmacy technician class, yearly alumni surveys and graduate surveys. By comparing multiple sources of data pertaining to SLO's, we are able to assess our curriculum and implement changes to the curriculum.   The program faculty will meet several times during the year at both the beginning and end of each quarter. The first meeting is at the beginning of the Fall quarter to review the SLO's and other outcome assessments as part of the curriculum management plan. In addition, as mandated by ASHP, all curriculum changes must be discussed and approved by the Advisory Board before it can be implemented. 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. Below are some recent curricular, pedagogical and other changes as a result of our course level SLO assessments:

PHT 53-Ambulatory Pharmacy Practice:

Using our network of 40 computers in the Middlefield Campus lab and having recently purchased software systems, our students can now learn to establish and maintain electronic health records. Several different lab exercises using this software have been added to the curriculum to provide students with adequate computer prescription processing. The software program we have implemented is called Spring Charts, McGraw Hills. The addition of this software specifically demonstrates what a real EHR is like and when it is paired with laboratory exercises/assignments, it allows for the students to practice demonstrate competency in this subject matter.

We recently integrated the OPUS-ISM Software and have now finally utilized all of its capabilities to provide our students with the unique experience of processing and generating labels was if they were in an actual pharmacy. By mastering the five parts of using the OPUS-ISM software, it has given the students the much-needed exposure to demonstrate their understanding of computer prescription processing. Students are given mock prescriptions to process and are required to also fill the prescriptions. This has been an excellent tool for providing students with hands on computer prescription experience. We have increased the number of lab activities using this software system to ensure adequate computer processing experience is attained. The "Opus Touch Rx" also has a system for record entry/keeping and prescription processing. It has current, additional required features such as pictures/ID of dosage forms and the scanning capability of handwritten prescriptions that allows the students to now fully access the capabilities of this program to maximize their learning.

Another added benefit this software program is that it has a system for record keeping and third party simulation. We have also added several lab activities pertaining to third party processing.

PHT 52A-Inpatient Dispensing:

A new lab activity pertaining to the preparation of crash carts was added to the Fall 2013 curriculum. A patient cassette system was also purchased this year so the Inpatient manual pick activity could mimic what true inpatient hospital pharmacy drug delivery systems are like. Students will now practice inpatient drug distribution within the classroom/lab facility using information from patient profiles and pick lists to fill unit–dose cassettes and floor stock with a variety of simulated pre-packaged medication (prepared by the students).

We have also purchased the Medidose Software system and all the unique unit dose-packaging systems for PHT 52A Inpatient Dispensing class. This powerful and intuitive software program allows the implementation bar coded labels for unit dose packaging as seen in the inpatient setting. It allows students to design and print 1D and 2D barcode labels to make professional, real life unit doses that mimic what the actual products look like in hospital pharmacies. In addition to the unit dose packaging labels, this program can create prescription, IV, bin labels and more. The use of this system, in addition to the lab activities of packing unit dose medications, will provide our students with more

exposure and training to current technologies used in inpatient pharmacy environments. We are also currently exploring different software programs appropriate for use in our facility in order to bring more automation and technology into our curriculum so they will be incorporated into the next school year beginning in September 2014.
Lastly, a comprehensive Lab practical exam will be administered to test students on both didactic and hands on laboratory skills required to demonstrate competency in the inpatient pharmacy setting.

PHT 51- Basic Pharmaceutics

Electronic health records and vaccinations were 2 unit topics added to the curriculum;. We felt it was necessary to cover these important topics as the use of technology in record keeping has increased and EHR knowledge for our students is important. The lab component of EHR is covered in PHT 53 (mentioned above). In addition, vaccinations are a category of pharmaceutics that was only briefly covered in PHT 55B and focuses mostly on the pharmacology aspect of vaccinations. The vaccination unit in PHT 51 will focus more on formulation and phamacodynamics. Supplemental instruction will be provided to students who struggle with mastering concepts.

PHT 54A and PHT 54B-Dosage Calculations A and B

Students who have traditionally struggled with arithmetic usually continue to struggle with this class. We have found mathematics is a subject that can indeed be mastered. Students can be successful with the course if the appropriate method of instruction is coupled with identifying students who need extra help early in the quarter and this assistance is provided. After reviewing annual student evaluations and the course curriculum, decisions were made to change the textbook to a more appropriate text suited for the teaching of pharmacy math. A new textbook Pharmacy Calculations for Pharmacy Technicians was selected to be the required text for this course. It contains many helpful ancillaries for students to apply their knowledge of pharmaceutical math. It focuses on mathematics essential for the pharmacy technician. The 3 unit course has been restructured to contain lecture, class collaborative math activities, Challenge of the Week (COW) math practice group work and weekly homework problem set review. Also, pre-test is given at the beginning of the quarter to identify students who will most likely struggle in the course. In addition, the pedagogical method of instruction in this class was also changed to provide the opportunity for students to learn, apply, and practice the knowledge acquired during lecture. A tutor was also hired specifically to assist with providing extra intensive help for the students who were continuously struggling with concepts. The tutor made herself available during weekdays and weekends for the students. This intensive tutoring provided on average an extra 4-5 hour of instruction per week and has proved to be a success. Early identification of students who needed this extra help has been key to decreasing attrition rates for this course. By giving a pre-test during the first week of class and by having the students reflect on their performance in a self evaluation, this allowed both student and instructor to become aware of any deficiencies. This valuable assessment information was used to identify students who needed additional help and support could be given to the student immediately. This was implemented Fall quarter 2013. During the first week of classes, we found 6 students who clearly had deficiencies in math. Because of these changes made in the course, we were able to see remarkable improvements with their math competencies as the quarter progressed. In fact, all 6 students had failing grades at the initial assessment point. However, after final exams, their grades were: 2 As, 3 Bs and 1 C. What could have possibly been an attrition of 6 students this quarter became a zero attrition rate. It is with hopes we can continue to decrease attrition in future years. This information is regarding students in the 2013-2014 school year and as such will be included in next years Program Review, however, it is included here so that the reader can see how the Program Director has implemented strategies to address the decline in student success described in 2012-2013.

PHT 55A, 55B and 55C-Pharmacology A, B, and C

Pharmacology series curriculum evolution over 4 years:

	PHT 2010-11	PHT 2011-12	PHT 2012-13	PHT 2013-14
Fall Qtr	-	-	PHT 55A: 4 units	PHT 55A: 3 units
Winter Qtr	PHT 55A: 6 units	PHT 55A: 4 units	-	PHT 55B: 3 units
Spring Qtr	PHT 55B: 6 units	PHT 55B: 4 units	PHT 55B: 4 units	PHT 55C: 3 units

PHT 55A, and PHT 55B: Pharmacology series are traditionally the most difficult classes offered in the program. There has been major curriculum changes to PHT 55A Pharmacology A and PHT55B Pharmacology B to better reflect the appropriate breadth and depth of pharmacology taught to Pharmacy Technician students. We have rearranged the content to be taught over three quarters instead of two quarters and decreased the volume of content taught per quarter so students would be able to grasp complex concepts better. Now, Pharmacology A, B and C is a 3 unit, 3 quarter series which will focus on pharmacology pharmacy technician students will need to master. Please see above chart for the gradual change in curriculum over the past 4 years in order to address the issue of a 12 unit pharmacology series that was a concern for the program. By changing the pace of the curriculum and load value, it is with hopes it will increase student success. Beginning this Fall (2013-14), we have finally implemented what we feel is the best pharmacology sequence to help decrease attrition rates for the program. By extending the pharmacology series to a 3rd quarter, it has decreased the amount of information covered per quarter and made the subject matter easier to understand. Keeping PHT 55A in Fall quarter and decreasing the unit load to 3 units will make the volume of content more manageable for the student. The method of content delivery will now include lecture, interactive class activities, QOM (question of the month) case studies and short research report assignments. Supplemental instruction will be provided for students who struggle with content. With these changes, we hope our students can not only learn pharmacology at an appropriate level, but also be able to transition into Winter quarter classes and ultimately decrease the attrition rates for all program courses.

PHT 52B-Aseptic Technique and IV Preparation

We have selected a new text and lab manual <u>Sterile Compounding and Aseptic Technique</u> that is an approved text to certify students in aseptic and sterile compounding technique. The move toward national IV certification has been initiated and the program director recently completed a "Certification for the teaching of Sterile Compounding and Aseptic Technique training program". The purpose of this is to eventually move toward nationally certifying students who would like to attain this certificate. This text also has many ancillaries, videos, and worksheets that will help the student learn. We plan to try the "Valiteq Aseptic Technique Validation System" exam and "Gro-Med" quality testing lab Winter 2014 quarter. A new software EPS-IV Microautomation was also purchased and will be used to generate IV labels appropriate for each laboratory activity.

AHS 50-Introduction to Allied Health Programs

Addition of Pharmacy Technology related modules pertaining to customer service and communication skills. Several pharmacy team building prescription-filling activities were added to the mandatory onsite class. In addition, review of the Pharmacy Technology Student Handbook was completed to ensure all students have a clear understanding of the rule, regulations and expectations of the program.

PHT 60A/B and PHT 62A/B Retail and Hospital Clinical Externship

	PHT 2010-11	PHT 2012-13	PHT 2013-14
Fall Quarter	PHT 60A/62A (1.5 units)	-	-
Winter Quarter	PHT 60A/62A (1.5 units)	PHT 60A/ B (3 units)	PHT 60 (3 units)
Spring Quarter	PHT 60B or 62B (3 units)	PHT 62A/ B (3 units)	PHT 62 (3 units)

By working in collaboration with our preceptors and routinely consulting the Advisory Board for what the best externship experience would be for our students, it has resulted in the decision of changing the externship days and hours to better suit the students learning and application of didactic knowledge at their assigned site. We decided to begin externship rotations in Winter quarter instead of Fall Quarter as it was in previous years. 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 it extended through Winter quarter. Then during Spring quarter, students would be at the sites twice a week. Many of our sites felt having students only once a week was not enough time for the student to truly experience the pharmacy work environment. In addition, continuity was lacking and students were not able to maximize their learning with the preceptor. With losing some students in Fall quarter due to attrition, it also caused an inconvenience for our clinical sites as the training they provided for the student in the Fall no longer continued in the Winter. This created a gap and was unpleasant for the externship sites. For these reasons, in Fall of 2012, we implemented the curriculum change; students had one full quarter (11 weeks) of only didactic/lab course work prior to their externship experience. They then began their externship rotations in Winter quarter reporting to the site twice a week, 18 hours total (9 hours on Monday and Fridays) for 11 weeks. This adjustment not only provided students with more pharmacy knowledge prior to arriving at the site, but it also, increased their exposure time in the pharmacy to allow them to reinforce practical pharmacy skills. We also know this change helped with continuity and increased the teaching contact time the preceptors had with our students. Spring quarter was the same as the students were once again at the site for 18 hours per week. The courses are now v called PHT 60 Clinical Retail Externship and PHT 62 Clinical Hospital Externship each being 3 units of load. The feedback from every externship site was extremely positive and ASHP accreditation in February applauded our decision to implement this change.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

PLO #1: Upon completion of the Pharmacy Technician Program, students will demonstrate pharmaceutical knowledge, clinical skills and values necessary to practice as a competent pharmacy technician in both retail and hospital pharmacy settings.
PLO #2: Upon completion of the Pharmacy Technology Program, graduates will demonstrate competency with entry-level clinical skills in accordance with ASHP Accreditation requirements

The Pharmacy Technology program PLO's are targeted toward the Workforce mission of the college. The objectives and outcomes are required to be tied to not only the ASHP Accreditation standards, but to the practice of pharmacy in a variety of pharmacy settings. Because ASHP standards are so specific, they directly correlate to our PLOs and to the college mission.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

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. Here are some changes made to our program based on the assessment of program level student learning outcomes.

1. The development of a specific training plan for students including all required educational goals of the program. The educational goals and objectives will be carried

through enrollment, all phases of evaluation, and the didactic, lab, and externship experiences.

*The training plan has been developed which includes all educational goals and objectives and will be carried through enrollment, all phases of evaluation, didactic, lab and externship experiences. The goals and objectives were originally approved by the advisory board before the program started. The program director has, since the beginning of the program at Foothill College, reviewed each potential graduate's performance to assure that she/he has completed and successfully achieved all educational goals and objectives of the Pharmacy Technician Program. All accomplishments and areas that need improvement are noted on the student's individual tracking sheet. Students that fail to meet the goals and objectives set by the director and advisory committee do not graduate. Also, implementation of **quarterly** conference meetings with every student will occur in order to ensure students are meeting the educational goals and objectives of the program.*

2. Ensuring ASHP Accreditation 35 Goals are tracked and met and are aligned with CL-SLO.

The student's progress will be continually assessed every quarter by instructors and the program director with the use of the goals checklist. We will be implementing the use of a check-off list, which clearly identifies the 35 goals an ASHP accredited program must meet. This form will be a useful tool to track the student's progression and ensure they are meeting the goals and demonstrating mastery of certain skill sets by the completion of the program. It will be in the Pharmacy Technician Handbook issued to the student at the beginning of the program. Included in the handbook (page 40) is Appendix V that lists the ASHP Accreditation standards for the pharmacy technician-training program. This is to also provide the students with a clear understanding of the standards Foothill College will be adhering to and are available to the student to reference at any time during the program. The students will complete a signed document indicating that they have a clear understanding what the 35 goals and expectations are for this program. An additional copy of this check-off form will be given to the students so they can personally track their progress every quarter. This form will also be utilized by the director and instructors to validate the student has indeed met each goal. With each quarterly student meeting with the director, the check-off list will be reviewed and serve as a gauge as to how the student is progressing in the program and what areas need to be addressed. This form, in addition to the student tracking sheet, will be will be kept in the student's permanent file. Full implementation of this process began Fall Quarter 2013. In addition, a separate Student Tracking Form will be completed to in conjunction with this checklist to document other areas of progress or areas of needing improvement. An end of year summary will also be completed for each student and all of these forms will be kept in their permanent file. These methods of tracking will ensure students have completed all the requirements of the program by the completion of the program.
Educational goals will also be listed in the course syllabus given at the beginning of each course. In addition to the Student Learning Outcomes, we will be adding specific ASHP educational goals that pertain to each of course being taught to ensure the program curriculum sufficiently addresses every goal. This will allow the students to also monitor their progress and that they are indeed meeting the educational goals as they progress through the program.

3. Fostering and providing contact with other health care team members so students are able to demonstrate the ability to function effectively as a member of the health care team.

A new course added to program curriculum in 2012-13 called AHS 50: Introduction to Allied Health Programs to address the need for health care team integration. This course was developed in collaboration with Allied Health Program Directors at Foothill College in order to address the important concepts and topics shared by all Allied Health fields. It serves as an introduction to Foothill College Allied Health Programs for the incoming first year student. It address important topics such as HIPAA and patient privacy, Academic Honor Code, student rights and responsibilities, strategies for student success, stress

and time management, professionalism and ethical behavior in the health care environment, individual program policies and procedures for allied health students. Most importantly, the purpose of this course is to give the allied health students, including pharmacy technician students, an opportunity to interact with other health care team members so they can further demonstrate their ability to function effectively as a member of the team. The other program student involved in this one unit course include:

- *Paramedics/EMT Program students*
- *Dental Hygiene Program students*
- *Dental Assisting Program students*
- *Respiratory Therapy Program students*
- *Veterinary Technology Program students*
- *Sonography Technology Program students*
- *Radiology Technology Program Students*

This 1 unit hybrid course has both a lecture and online (Etudes) component. (This course will now be a 1.5 unit course beginning Fall 2014). It requires students to attend a 6-hour lecture day at the beginning of Fall quarter. This day is comprised of lecture presentations on topics listed above along with break out sessions to address specific topics for individual programs. This allows the pharmacy technician students to have the opportunity to collaborate with other allied health students and function as a "health care team member". In addition to this face time, the "online" portion of the course requires students to complete modules, assignments and quizzes/tests to demonstrate their learning and competencies in these areas. They are to complete these items by the specified due date. There is flexibility for as to when the students actually work on the online portion. This has proved to be a very effective class to orient students so they can become informed and effective team member in the health care profession. Fall 2012 was the first time this course was offered and it was indeed a success. The Advisory Board was an advocate for adding this course to the current curriculum. Seeing that AHS 50 enforces important concepts shared across the continuum in the health care field, we felt there could be an additional module tacked onto the course to emphasize unique skill sets geared for pharmacy technicians. In our most December 2012 Advisory Board meeting, we discussed potential topics to add to the course. For Fall of 2013, we added modules pertaining to pharmacy customer service and telephone/communication etiquette.

The Pharmacy Technician Program students will be directly working on a joint project with Paramedic and Emergency Medical Technology students. This project, started on April 15, 2013, will benefit both programs as it is another method for our students to participate as member of the health care team. The EMT/Paramedic program has a list of 175-200 commonly encountered home meds. The Pharmacy Technician students will be each assigned 10-15 medications and will need research the appropriate dosing of the drug to generate an appropriate prescription label and create mock prescription bottles. This will be done with the OPUS ISM program discussed previously. The drug label must be accurate reflecting proper dosing, quantity dispensed, refills, etc. Next, the student will appropriately fill the vial with mock medications and present it to the instructor to check. All of the completed vials will be then given to the EMT/Paramedic students to incorporate into their patient scenarios. Depending on which scenario the EMT/Paramedic students are presented, they will need to identify the medication and tell the proctor the needed information. This would include correct drug classification and possible adverse affects and conditions that must be addressed during the scenario. We look forward to completing this annual project as it will indeed allow the pharmacy technician students to demonstrate not only their competency in prescription processing, but also participate as a health care team member.

4. Addition of a new course PHT 63-Pharmacy Technician Certification Review Course
New course recently approved by curriculum committee and will be offered Summer 2014. It is a 1-unit hybrid course designed specifically to prepare students for the national pharmacy technician boards. This course is designed to assist program

students who may need additional preparation outside of what has already been taught in the program. Also, this course will be available for non-Foothill College Pharmacy Technician students who may still need to take the PTCE and do not feel adequately prepared.

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

The program has other outcome assessments such as quarterly surveys for each Pharmacy technology class, graduate surveys and alumni surveys. Survey questionnaires are completed every quarter, upon graduation and 6 months after graduation. These outcome assessment surveys request feedback for individual courses and for the program. The assessments indicate an overall high degree of student satisfaction with the program curriculum and they felt that they received a solid education and were prepared to enter the pharmacy technician career. Most recently, the ASHP re-accreditation survey process also affirmed and recognized the strengths of our program. Simultaneously, this survey also highlighted areas of weakness. These areas were cited as "partial compliant" and required a response report to address these issues. We feel the accreditation process provides the most valuable feedback as it assesses our program in detail at every level. There were 15 areas of "partial compliance" and 13 "consultative recommendations" to be addressed. An 11-page response report was submitted addressing the specifics on how the program will make changes to adhere or to meet accreditation program standards regarding each area . The contents of the report were reviewed and were found acceptable by the ASHP Board of Directors and we were hence granted re-accreditation. The specifics of this report are not listed here as it would make this Program Review too lengthy. If it is needed for additional review, please do not hesitate to contact the program director for a copy of the accreditation response report.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The Program Director and faculty meet regularly to review curriculum, content, student progress and success. These meetings occur several times during the year at both the beginning and end of each quarter. The first meeting is prior to Fall quarter to review the SLO's and other outcome assessments as part of the curriculum management plan. This also includes textbooks/resources used in each course in the program. Assessment of SLOs and making reflections helps the program develop a solid and current curriculum. . The faculty discusses Title V updates to all Course Outlines on the required schedule. In addition, as mandated by ASHP, all curriculum changes must be discussed and approved by the Advisory Board before it can be implemented. As a result, these topics are always discussed thoroughly at the Advisory Board meetings. Additional updates to courses occur on an as needed basis using data from student, graduate and employer surveys, accreditation mandates, and advisory board suggestions. All of this is done in order to improve student learning in the program .The program director also assist the faculty when needed with SLO's and monitors the progress and reflections in TracDat.

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

In reviewing 2011-12 Program Reviews in addition to the reflections made on the SLOs for 2012-13 courses, it is apparent that the pharmacy technology program continuously meets all the SLOs and accreditation goals set forth by the program. The emerging trend related to the SLO reflection focuses primarily on three classes that have some attrition due to academic failure; PHT 51 Basic Pharmaceutics, PHT 54A and PHT 55A. Reasons for this attrition were described in detail in section one of this program review and action to decrease attrition rate for these courses have already been implemented as of Fall 2013. Please see section 5a of this section for action details.

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

The courses are carefully designed based on ASHP Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills. They sequentially build in depth, scope, and medical sophistication and are a 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 discuss the impressiveness of our students at their sites. They are grateful for the focus the program has on producing well-rounded, competent and capable pharmacy technicians. 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.

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?
1. Curriculum, pedagogical and other changes to the following classes: **AHS 50** **PHT 51** **PHT 52A/B** **PHT 53** **PHT 54A/B** **PHT 55A/B/C** **PHT 60/62**	All SLOs listed pertaining to these courses in Section 4 apply to this action step	Basic Skills, Workforce and Stewardship of Resources	a. Decease attrition rates due to academic failure b. Creates a manageable load for program students to acquire applicable knowledge for their field. c. Adequately prepares students for their externship. d. Fosters collaborative learning and team work among other allied health professions. e. Increases student knowledge and exposure to current uses of technology and software in the profession.
2. Maintain ASHP	Every SLO for the	Basic Skills, Workforce,	Provides the highest

Accreditation	program applies to this action step. This includes PLOs as well.	Stewardship of resources	and most current industry standards set by the accrediting agency for pharmacy technician training programs in the nation.
3. Implement program changes **a. Development of specific strategic training plan for each student** **b. Tracking of specific ASHP 35 goals for each student** **c. Cross curriculum integration with other allied health programs** **d. Addition of PHT 63 Course**	PLOs and all SLOs apply to a and b action steps. AHS 50 and PHT 63 SLOs are applicable for c action step	Workforce and Stewardship of Resources	a. Ensures every student is monitored quarterly and meeting all education goals and objectives set by ASHP. b. Students who are struggling with academics and other personal problems are identified and monitored so proper action can be initiated to address the barriers to their success in the program. c. Encourages collaborative learning and team-work among other allied health professions. Provides students with opportunities to enrich their soft skills necessary to enter the real world of health care. d. Ensures adequate preparation for students to pass the PTCE on the first attempt. e. Maintains a 100% first pass rate for the program.
4. Continue evaluation and assessment of SLO for all classes among faulty members and make necessary changes and improvements	Every SLO for the program applies to this action step. This includes PLOs as well.	Basic skills, Workforce and Stewardship of Resources	Ensures faculty members are working toward SLOs and program goals: improving areas of weakness in the specific course to strengthen mastery of course content.

Section 6: Program Goals and Rationale			

Program goals address broad issues and concerns that incorporate <u>some sort of measurable</u> <u>action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
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 Onizuka.	No Long term (Winter 2012 and on going until completion of project.	Yes, ASHP stated at our previous accreditation visit that our facilities were not adequate to facilitate both lecture and lab. Most recent accreditation visit 2/12/13 stated the plans were adequate but will require a 3 years a status update regarding the completion of the facility.	Temporary hold on the pharmacy lab as funding of the Ed. Center has exceeding anticipated costs. Alternative options are being discussed to either move the PHT program to Main Campus or decrease costs to the building of the Ed. Center.
2. Hire Externship Coordinator/Part Time Instructor	Yes	-	Part-time externship coordinator will complete duties necessary to coordinate and monitor students. Director must remain involved with externship placement and monitoring per ASHP accreditation standards.
3. Purchase Pyxis system equipment and other automated drug processing devices and medication storage carts for PHT 52A/B course.	No	Yes: purchased some inpatient cassette drawers and crash cart boxes for use in PHT 52A.	Seeking hospitals willing to donate retired pyxis machines. Exploring other options and funding to secure the machine. Will need funding to purchase more inpatient cassettes and medication storage carts.
4.Increase storage facilities for pharmacy tech supplies and equipment.	No	Yes: Middlefield Campus has limited space available in the classroom for storage of supplies. Waiting to move to new pharmacy lab/classroom which will provide much needed storage space	Dependant on the status of the Ed. Center. If moving to Main Campus is decided, we will need ample storage for all training supplies and equipment needed.
5. Expand pharmacy reference library	Yes-long term-continuous	Yes: on going as new references will be released every year	Will be considering the use of electronic reference sites for the program in addition to hard copy references
6. To be good	Yes-Long term-	Yes; Utilizing supplies,	It is important to evaluate true

stewards of the resources provided.	continuous	materials and equipment that is still usable and purchasing new items only when necessary with resources provided	needs and expenditures necessary for the program. A decrease in the overall funding of our program has required us to be extra cautious in spending resources.
7. Increased Director's Release Time	No	Yes: First request was made in April 2013 after the 2013 accreditation partial compliance citation stating Director has inadequate release time to complete administrative duties. Must be re-evaluated. Request for permanent change.	ASHP accreditation mandates the Program Director must have adequate time and support to complete administrative duties pertaining to the program. In order to ensure continued accreditation, the program director must hold individual student educational planning conferences every quarter with every student for the director to track their progress and success. Currently, there is inadequate release time to accomplish this task and will require an increase immediately to remain accredited. Current release time is only at 0.25 and it needs to be increased to a minimum of 0.45-0.50 per accreditation standards. This is to also provide adequate time for management of the PT Program and required time to necessary to prepare Annual Program Reviews, Accreditation, Curriculum changes, budgets and Advisory Board Meetings in addition to other continuous program development activities.
8.Pass ASHP Accreditation	Yes until 2019 (long term)	Yes, continual and will require a progress report in 3 years to demonstrate program has corrected areas of partial compliance and addressed consultative suggestions.	1. Complete and submit 3 year progress report in 2016 2. Provide information, data, and documents to accreditation to demonstrate compliance to ASHP Standards.
9. Hire Laboratory TA to assist in PHT 52B Lab	Yes (long term)	Yes; will require at least one laboratory TA every year. Two would be advisable.	A lower instructor to student ratio in the laboratory setting will facilitate improved mastery of skill requiring detailed instruction and this is best achieved with at least 2 TAs. Program will continue to request Perkins funding for this.
10. Purchase software for prescription processing, unit dose, IV medications and	No	Yes. We have purchased the Medidose Software program and ESP-IV	Used Perkins funding for the purchases and will be requesting for more Perkins funding to purchase additional

Electronic Health Records		Hospital Software program. We have implemented a test software for the Electronic Health Care by Spring Charts and will need to purchase the complete software program next year.	software and hardware to support these systems.
11. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students.	Yes-long term	Yes-this will be a continuous process as we look to maximize the spending of our funds	Purchasing of materials, supplies and equipment is requires adequate research to locate the best and most inexpensive items. The purpose is to provide students the items necessary for the best learning experience in pharmacy that is most cost-effective to the program.
12. To seek out and secure alternate sources of funding to augment the existing funds.	No	No: would like to initiate dialogue with drug companies and large retail pharmacies to provide additional funding to support the program.	Due to inadequate release time, Director is unable to currently pursue this goal.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short term)	How will this goal improve student success or respond to other key college initiatives.	How progress toward this goal be measured?
1. Maintain program accreditation approval status. **a.** Faculty Development **b.** Purchase equipment, hardware, supplies and ancillary items necessary to run pharmacy software programs	Long Term	ASHP Accreditation maintain the highest standard and practice requirements for Pharmacy Technician Training programs. Completing an ASHP accredited program allows for students to obtain a PHT license from any State. This addresses college mission with Workforce. **a.** Faculty training to keep current in field. Also keeps program competitive with other community or private programs. This is also an ASHP Accreditation requirement. We will continue to request and utilize Perkins funding for faculty development. This addresses college mission with Workforce.	Meeting the standards required of an ASHP Accredited program. Having no areas of non-compliance. **a**. PT Time faculty will participate in continuing education via conferences, CE modules or Foothill Professional Growth Workshops. **b**. ASHP will access our midyear report as it is essential for our program to demonstrate integration of technology and advancements in pharmacy in our program.

		b. For students to utilize the software, appropriate equipment must be purchased. This includes, thermal labels, label printers, various unit dose containers, IV labels, bar code scanners, and other necessary items to run the software. They will have realistic experience using the new technology currently used in the real world pharmacy. Addresses workforce.	
2. Provide adequate student support. **a.** Maintain PHT Coordinator position; need Middlefield Counseling dedicated to evaluations for degree completion. **b.** Part time faculty to provide supplemental instruction to students. **c.** Decrease attrition rate due to academic failure. **d.** Secure a pharmacy lab complete with retail pharmacy, hospital pharmacy and clean room set up. **e.** Computer lab adjacent to Pharmacy Lab or adequate computer terminals (at least 10) terminals in the Pharmacy lab for students to use.	Long term	The following specific areas will address the needs to provide adequate student support: **a.** A dedicated PHT Program Coordinator is directly related to student success from program application to program completion. In addition, a Counselor is needed to monitor students and provide guidance to ensure students have everything necessary for graduation. Even though Degree Works was presented at AHS 50 pre-Fall student meeting which is easy and fast for students to determine status for degree completion, a counselor at Middlefield Campus is necessary to cover missing elements. This addresses college mission with Workforce. **b.** The need to provide tutoring (supplemental instruction) for students who struggle with math, English, related to pharmacology and basic pharmaceutics is essential for preventing attrition. T This will strengthen the student's ability and knowledge necessary to be competent and capable pharmacy technicians. Addresses workforce and basic skills. **c.** Keeps student retention in the program high and allows for students to have opportunity to improve their skills and knowledge to demonstrate mastery of pharmacy concepts. This addresses the college	**a.** Access the number of graduates and feedback from the students pertaining to areas of support outside of teaching. **b.** We are in process of implementing load assignment for a part time faculty member willing to provide supplemental instruction at Middlefield Campus. This will begin winter 2014. Attrition rates in Fall quarter should decrease due to academic failure. **c.** Decreased attrition rate in PHT 54A, Pharmacology, Basic Pharmaceutics. **d.** ASHP will access the lab and may not grant re-accreditation if it is not acceptable to their standards. **e.** Student survey and evaluations will yield positive feedback about the lab and computer facility. ASHP will access our facilities and deem it adequate for instruction in the midyear report.

| | | initiative of workforce and basic skills.

d. Students need to be trained in a facility deemed adequate by ASHP accreditation. The space and facility needs to be sufficient for 35 students to complete labs essential for the pharmacy technician. Needs to include adequate storage, sinks, computers, printers, label printer and clean room with biological safety cabinets.

e. Pharmacy Software is loaded on computer terminals and prescription processing is completed via this software. At the moment, students are having to walk distances to complete lab activity. This is extremely inefficient use of time and disrupts the learning prescription processing. | |

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

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

Has the program received college funding for reassign time in the last three years? (y/n) yes	Director receives 25% (is this budgeted release time?)
Has the program used division or department B-budget to fund reassign time? (y/n)	No

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Program Director	$5,000	Goal #7 – Will allow program director to do her duties as mandated by ASHP Accreditation within reasonable time restraints. Also, can provide time for the director to implement creative projects or changes within the curriculum or program that might otherwise not happen due to time constraints with the current administrative and teaching responsibilities.	Requesting an additional 0.08 release load for a total of 0.33 director release load annually.	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Faculty Development	$2,500	Goal 1. Provides funding for faculty to attend conferences to keep updated on teaching methodologies and keep current in field	Yes (perkins)
Instructional and Non-instructional Salaries	$6,600	Goal 2. Additional faculty needed to assist with the teaching of laboratory classes which require a lower student to instructor ratio.	Yes (Perkins)

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
New Pharmacy Technology Lab/Classroom Onizuka or Main Campus.	Unknown amount Measure C	Goal #6 Students need to be trained in a facility deemed adequate by	Yes and No: Measure C funding for Onizuka. However if

1. **Adequate wet lab space for 35 students.** 2. **Clean room** 3. **3-4 Biological Safety Cabinets** 4. **Storage, shelving, cabinetry.** 5. **Flexibility to have retail pharmacy layout and inpatient pharmacy layout** 6. **Computer terminals** 7. **Printers/label printers** 8. **Minimum of 6 sinks**	Funds	ASHP accreditation. The space and facility needs to be sufficient for 35 students to complete labs essential for the pharmacy technician. Needs to include adequate storage, sinks, computers, printers, label printer and clean room with biological safety cabinets.	plans change and PHT program moves to Main Campus, the program will need adequate funding to acquire program needs to have an adequate lab
Pharmacy Software, supplies, equipment to support the use of the software: Opus Ism, ESP-IV and Medidose 1. **Thermal Printers** 2. **Thermal Labels** 3. **IV Printers** 4. **IV Labels** 5. **Bar code scanners** 6. **Unit dose supplies**	$15,000	Goal #2-For students to utilize the software, appropriate equipment must be purchased. This includes, thermal labels, label printers, various unit dose containers, IV labels, bar code scanners, and other necessary items to run the software. They will have realistic experience using the new technology currently used in the real world pharmacy.	Yes. Some funding was used to acquire software but not enough funding to purchase enough supplies and equipment for class of 35 students
Computer Terminals in the classroom	$10,000	Goal #8 Pharmacy Software is loaded on computer terminals and prescription processing is completed via this software. At the moment, students are having to walk distances to complete lab activity. This is extremely inefficient use of time and disrupts the learning prescription processing. By having adequate funding to provide enough computer terminals, we are able to meet goal #8	No
Storage Space, shelving, cabinets, rolling medication cart storage for pharmacy tech supplies and equipment.	Varies depending on campus location pht program will be at	Goal #4-Middlefield Campus has limited space available in the classroom for storage of supplies. We are unable to expand at the moment due to space constraints. Awaiting decision to move forward with Onizuka or Main Campus	No
Inpatient Cassettes, Medication Storage Carts, Bins and Crash	$3000	Goal #3. The program purchased some inpatient	Yes; Some funding was used to acquire

cart Containers		cassette drawers and crash cart boxes due to limited budget. We do not have and adequate amount for the class. We will need additional funding to purchase a complete set for the class.	software but not enough funding to purchase enough supplies and equipment for class of 35 students

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Over the past three years, the pharmacy technology program has been working diligently to identify and improve areas of weakness in the program with the resources granted to our program. The primary goal was to ensure our program met every standard set within each of the 9 core segments required by ASHP accreditation. We knew if we were capable of passing accreditation, we were successful with meeting most or if not all the goals and standards expected of our program. The resources that went directly to supporting our goals in following core segments mentioned previously in Section 3i, which leads to student success.

Core Segment #1: Administrative responsibility for the Training Program
Funding grated by Perkins and Foundation went directly to facilitate Advisory Board meetings that are required by ASHP accreditation to meet at least two times a year. The Advisory Board carries responsibilities to our program by: determining that the curriculum makes possible the attainment of all educational goals and objective stated in the Standard; approving experiential training sites; validating admission criteria; validating criteria for successful completing of the program; and approval of the training program's strategic plan. In order for the Advisory Board to accomplish these tasks, funding was used to allow all components required of the board to be adequately address each area. The Advisory Board is plays a crucial role in the success of our students as they bring their experience, professional knowledge, expertise and guidance in pharmacy practice to better our program.

Core segment #4: Qualifications of the Program Director and Preceptors
A requirement set forth by accreditation for the both the Program director and faculty members to teach and lead the program is that they must hold active memberships in national organizations, participate in professional development and meet CE requirements. Perkins funding has provided opportunities for faculty to attend conferences and participate in Web seminars in order to meet the requirements of accreditation. Attendance to these conferences has had a positive impact on our faculty as it has allowed them to discover new teaching and learning resources in addition to evaluating and improving their skills in critical areas (including assessment, teaching with technology, student engagement, classroom management, and course design). This was accomplished by participating in sessions presented by top expert speakers, special programming, meals, poster sessions, keynotes, and plenary sessions. Simultaneously, we were able to uncover ways to refresh, reenergize, and reinvigorate our teaching and leadership skills. By attending these conferences and professional development sessions, it has also created an opportunity for faculty to connect with other colleagues in the same profession to share successes, challenges and strategies with others who are equally committed to teaching and learning excellence. As a result, we are able to take college teaching to the next level and students benefit as it ensures faculty and stay current with all aspects of the pharmacy practice and education standards.

Core Segment #7.Technician Training Program
The majority of the resource requests from B budget, Perkins and Lottery went directly to funding the specific curriculum needs for our program. Below are the areas and items these resources

were used. Since this core segment pertains specifically to the improvement and enhancement the student learning experience, it directly translates to improved student success.

1. The purchase of inpatient pharmacy drawer cassette, crash cart boxes, Sterile Compounding and IV supplies essential for PHT 52A/B course labs. A much-needed complete class set could not be purchased as funding was insufficient due to the expensive nature of these items. It is with hopes the program will receive more funding to purchase a class set so the lab experience can be adequate.

2. Expanded pharmacy reference library with several Pharmacy Reference books and individual student e-subscription to the "Pharmacy Technician Letter" journal. Students routinely utilize this journal to keep current with the pharmacy profession.

3. Laboratory TA to assist in PHT 52B Lab: Perkins funding allowed for non-teaching faculty assignments to assigned to willing participating part time faculty members. The assignments consist of fulfilling the role of a laboratory assistant consisting of supervising, monitoring and assessing laboratory activities pertaining to PHT 52B Sterile Compounding and Aseptic Technique Lab. Lab activities include all forms of IV preparation, dispensing-compounding, hospital pharmacy, basic math and pharmaceutical calculations and other pharmacy-related function lab activities.

4. Part time faculty to provide supplemental instruction (tutoring) to students. (Fall 2013) Perkins funding for TEA assignments. It was identified that one of the causes of attrition was due to the lack of supplemental instruction available for students who have a difficulty grasping concepts the majority of the class can master. Despite instructors offering office hours for extra assistance, it was still inadequate for math, pharmaceutics and pharmacology classes especially during the weekdays. Since most students prefer to seek additional help on the weekends, we hired a TEA tutor who was willing to tutor on both weekdays and weekends. The result of providing this resource for the students yielded in complete student success as we had zero academic attrition this year. We hope to continue to provide this valuable service to our students.

5. Pharmacy Software Opus Ism, ESP-IV and Medidose, supplies, equipment to support the use of the software.
   a. Thermal Printers
   b. Thermal Labels
   c. IV Printers
   d. IV Labels
   e. Bar code scanners
   f. Unit dose supplies
   These items were purchased using funding allocated from all three resources; B-budget, Lottery and Perkins. The purchase of these items were necessary and essential as one of the areas of partial compliance cited by ASHP accreditation was the lack of technology and software used in our classes and labs. Some of the items had been purchased prior to the site visit however there were insufficient units for the entire class to use. The need to acquire more thermal printers, labels, bar code scanners and unit dose supplies was immediate seeing we had an inadequate amount. The program is still in need of 4 more thermal printers, and 10 more bar code scanners. The supplies and labels must be replenished every year in addition to the yearly software up date required to maintain the software. These costs will be on going will the program will require additional resources maintain the use of this technology. The resulting unit dose products are quite impressive. Please see photos below. As the use of automation and technology is increasing in pharmacy practice, we hope to implement both the software and use of technology to keep up with industry standards.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation from:	Comments

Dean:	The Foothill College Pharmacy Technician Program went
1. **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.	through a rigorous accreditation process this past year. It is with great pleasure and honor to notify administration that our program has been reaccredited for another 6 years. The site surveyors were impressed with our faculty and the program. During the debriefing session, they described it as an **"awesome program"** and related that the students were so positive about the faculty that "**they couldn't decide which faculty they liked best"** and concluded that the program is **"a model to be followed".** The American Society Health System Pharmacist (ASHP) Accrediting body is nationally recognized and upholds the highest standard in pharmacy technician education. For Foothill College to be granted re-accreditation should speak loudly about the quality of our program. The Administrators, Program Director, Faculty and Staff who support our program is what truly makes the difference. Countless hours of time are spent beyond the classroom to ensure student success and quality of education is continuously provided to our students. It has been made clear in the accreditation survey report that there are 15 areas, which need improvement. The program has addressed how they will move forward to improve these areas. However, an important area that still has not been adequately addressed pertains to increased director release time. The current release time for program director is inadequate and was explained in previous sections of this review. The program director needs to have increased release time to continue to accomplish all the duties required to maintain an outstanding accredited program. Because of inadequate release time, the program director has continuously made personal sacrifices to complete administrative work; often doing much of the required work during what should be personal time and weekends without compensation. It is impossible to sustain both a teaching load and administrative load that is truly not reflective of the number of hours spent on completing non-teaching duties. Even though the accreditation surveyors were impressed with the program, they were extremely concerned with the inadequate administrative release time load assignment and decided only to cite deficiency as a "partial compliance" instead of a "non-compliance". It was also mentioned at the verbal debriefing conference that the reason for a "partial compliance" citation is they wanted to recognize the enormous amount of effort given to make this program amazing and not discredit the all the work that has been done to have the program meet the accreditation standards. Their concern is focused on the college providing the program director has enough time and support to maintain administrative duties essential for student success. It is clear that recommendations from the Dean and the accrediting body are to increase the release time for the program director as this is a truly urgent need. It is with hopes the college can recognize the amount of work spent and time devoted to accomplish the earned compliment from ASHP; as we are indeed "a model to be followed" pharmacy technician program.
Dean:	It is encouraging to know there were no recommendations for

2. Recommendations for improvement: None	improvement.
Vice President: **Pharm tech**: *Excellent work. Ensure section 4 has all the resource requests or that all resource requests are listed in one place so the division can prioritize.*	I've ensured all the resource requests as they are directly related to the new facility and are listed in one place so the Division can prioritize.

General statement of concern from students:

One statement of concern raised continuously by prospective students in the PHT 200L class 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.

a. **After reviewing the data, what 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 classroom that simulates actual pharmacy settings (both inpatient and outpatient) giving the students practical classroom training. However, despite the inadequate facility conditions, the faculty members continue to manage to provide outstanding and quality education to our students especially with only working with what we have. The exciting prospect of either moving to a brand new facility at Onizuka or to Main Campus can only enhance our program. We look forward to this future move; if it is to Main Campus, we hope it will be as soon as possible, and if it is to Onizuka, it will have to be in 2015.

In the February 2013, the program was surveyed by the ASHP (American Society of Health System Pharmacists) and we were granted re-accreditation in September 2013 for 6 more years. There are only 125 programs for pharmacy technicians are accredited in the US and Foothill College Pharmacy Technology Program is proud to be one of them. We pride ourselves in the quality of education we provide for our students. This includes the continuous assessment and refinement of every course in the program. It is with hopes the refinement of the PHT 55 Pharmacology series, PHT 54A/B Dosage Calculations, the addition of PHT 63 Pharmacy Technician Certification Exam Review course and the implementation of supplemental instruction will only increase student success. The PHT200L prerequisite has proven to be valuable to student success rate as well. Although it may be a contributing factor in the reduction to the number of overall applicants, this prerequisite class truly allows students to understand the career first prior to making a commitment they may regret in the future. The students who then proceed to apply to the program are committed to pursuing the profession. The addition of the new AHS 50 class has also been a tremendous asset for our program students. It provides an opportunity for them to interact with other allied health students at Main Campus. In an event we move to Main Campus, this will only prove to be a benefit as this will foster collaboration amongst all the allied health programs. The move toward cross-functional health care interaction is crucial in the health care profession.

There has been a noticeable general decrease in the number of applications received over the past three years. This is important as it may also affect the number of students who choose to actually pursue and therefore, effect enrolment. We have attributed this decreasing trend to several possible factors:

	PHT 2010-11	PHT 2011-12	PHT 2012-13	PHT 2013-14
# of applications received	87	63	57	48
# of accepted candidates	35	35	35	35
# of students who enrolled in Fall quarter	31	32	27	27
# of students who completed program	25	27	20	pending

1. Due the economic upturn, there are fewer individuals choosing to make a career changes or have the need to re-enter into the workforce as they are content with the stability of their current job.
2. The job market in the Bay Area for pharmacy technicians has become quite saturated and it increasingly been difficult to secure a full time position in both retail and hospital pharmacies.
3. The average wage for pharmacy technicians in the retail pharmacy setting has dropped and is now only slightly above minimum wage. This low wage it less appealing for individuals to want to pursue a career as a pharmacy technician as they can make just as much or even more in other fields.
4. There is a continuous rise in the number of online Pharmacy Tech Certification Programs and of non-accredited Private Post Secondary School offering Pharmacy Technician Programs. For many students who prefer distance learning and quicker attainment of certification, these programs may be more desirable than our 9 month program because they are shorter and length and have flexible modules for students to complete at their convenience. Even though these programs are not accredited nationally, a certificate of completion is the minimum needed to secure an entry-level pharmacy tech position.
5. The new accreditation of two formally non-accredited Private Post Secondary School Pharmacy Technician Programs has created some competition as   Foothill College used to be the only ASHP Accredited program in the Bay Area.
6. Implementation of the **PHT 200L:Pharmacy Technician as a Career** class as a prerequisite to program courses has elevated the application qualification requirements. In the past, this course was an optional elective for prospective applicants to apply to our program. However, this resulted in higher numbers of applicants without full knowledge of the rigor and expectations of our program. We felt this course should be a required prerequisite instead of an optional class for potential applicants as it requires the students to closely examine the profession and if the Foothill College program is most suitable for them. It also allows them to truly make an informed decision about pursing the program instead of blindly applying to the program. PHT 200L is an introductory course for potential students to become acquainted to the career of pharmacy technology. This class is designed to explore the various areas of specialization, technical standards, working conditions, academic requirements, salaries potential for employment, and state requirements. The student must also determine facts by interviewing a pharmacy technician/ pharmacist in addition to completing an internet research assignment. A written paper and presentation via "round table" session to the rest of the class is required. This process is essential for students to decide if the pharmacy technician profession is one they would like to pursue. We want our prospective program students to not only understand the important components of working in the pharmacy profession, but also, the rigors and expectations in an ASHP accredited program. This course also allows us to assess the student's written and oral communication, soft skills, and overall potential to successfully complete the program. The Advisory Board was an advocate for this change and ASHP accreditation has approved of the implementation of this class as a pre-requisite to our program classes. It has created a positive outcome of graduating high caliber pharmacy technicians from our program.
7. One positive contributor to the increase in quality of applicants to our program is as a result the low acceptance rate (around 10%) in pharmacy schools in California. Many students are electing to complete the Foothill College Pharmacy Technician program as a stepping-stone into pharmacy school. There are preliminary discussions regarding the possibility of linking an ASHP accredited pharmacy technician program to a School of Pharmacy. However, at the

present time, what is clear is that pharmacy school candidates, who complete an accredited pharmacy technician program and externship, have a significant increased chance of getting accepted into Pharmacy school. As a result, there has been an increased number of advanced degree students admitted into our program with the ambition of continuing on to pharmacy school. This is a true demonstration of student success if our program contributes to their life long learning and propels them into an advanced degree profession.

Despite all the possible reasons which could contribute to the decrease in number of applications and hence, effect actual enrollment numbers, the Foothill College Pharmacy tech program is still able to remain stable due to known quality of education to produce well-trained and qualified National Certified Pharmacy Technicians. Our program also has a unique clinical aspect that involves both inpatient and outpatient experiences as not many program can provide this experience to their students. The curriculum-based approach to certification allows the students to progress to an AS degree in addition to their certification degree. In addition, Foothill College has a 100% pass rate for the students who choose to take the National Pharmacy Technician Certification Exam (PTCE) on their first attempt. So despite the overall increase in the number of graduates from other programs in the area, the quality of Foothill students is unparalleled and is definitely appreciated and recognized by the pharmacy community.

I understand 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." Completing this review has definitely been a rigorous process and it is with hopes this thorough comprehensive program review will be used to truly address the needs and concerns of the program. However, limiting factors such as budget/funding and load distribution (components beyond our program control) has certainly created some hindrance in the ability to meet the immediate needs of improving our program. We hope the college can consider these needs and assist us in reaching our goals. This reflective process was definitely helpful to identify our accomplishments, goals and areas that require refinement, which are within the scope of practice as a program director.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a.   **Strengths and successes of the program as evidenced by the data and analysis:**

A full third of the students in the Pharmacy Technology program are targeted populations (African American, Filipino and Latino/a). These populations enjoy high success rates of 89%, 85% and 91% in 2010, 2011 and 2012 respectively, far in excess of those populations in the general Foothill community.

In September, 2013, the Pharmacy Technology Program received reaccreditation by the American Society of Health System Pharmacists for 6 more years.   The accreditation report was highly complementary of the program and the program director, acknowledging the amount of administrative work required to maintain a quality program.

The Program Director provides exceptional leadership and oversight. Her careful monitoring of data, curriculum and student competencies has led to the implementation of strategies resulting in zero attrition due to academic failures in the Fall quarter of 2013. Although this will be included in the 2013-2014 Program Review, it warrants highlighting here given that this is a comprehensive review and that there was a spike in attrition due to math failures last academic year.

b. Areas of concern, if any:

Saturation in the Pharmacy Technician job market and increase in online and proprietary Pharmacy Technology programs are areas of concern for our program. Together, these make it more difficult for our students to secure employment.

Inadequate release time granted by the college has resulted in the Division using B budget funds to provide additional release time for the program director. This is not sustainable and inconsistent with the recommendations of the accrediting body.

c. Recommendations for improvement:

Continue implementation of strategies that enhance student success including early identification of academic deficits and focused intervention.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The program has an impressive record of student achievement, especially with regards to targeted groups. With the exception of 2012-2013 the productivity has been very high, with low student attrition. The reaffirmation of accreditation is impressive, and is a credit to the program director, faculty and staff.

e. Areas of concern, if any:

Although the program review mentions several changes and interventions, it remains to be seen whether the desired reduction in student attrition and increased productivity will be accomplished, particularly given the resource requests which suggest some strategies which will further decrease productivity.
The tightening labor market and the competition from for profits are areas of concern. Some strategies to explore might be a modification to our admission and scheduling practices to allow for some "late start" students to replace those that decline at the last minute.

f. Recommendations for improvement:

Although this review states that the degree and certificate are not transferable, the data suggests that many students continue their education, including applying to Pharmacy programs. This could be an area for exploration on how to incorporate those needs as an added component to the successful technician program.

g. Recommended Next steps:
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College
Department - Pharmacy Technology (PHT)

Mission Statement: 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Pharmacy Technology (PHT) - PHT 200L - PHARMACY TECHNICIANS AS A CAREER - SLO 1 - Knowledge - State the requirements for admission,technical standards, schedule,legal requirements of the Pharmacy Technician Program and federal and state laws. (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** A written assignment involving research, interviews with a professional in the field,and incorporating written and oral classroom material is required. An oral presentation and ability to answer questions on the profession follows. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade 75% or higher based on the paper content rubric grade and oral presentation		
Department - Pharmacy Technology (PHT) - PHT 200L - PHARMACY TECHNICIANS AS A CAREER - SLO 2 - Application of knowledge - Evaluate the pros and cons of the role of the pharmacy technician in providing health care utilizing interviews during a pharmacy visitation. (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** oral presentation and discussion on research **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of student will receive a grade of 75% or higher on 100 point rubric scale		
Department - Pharmacy Technology (PHT) - PHT 50 - ORIENTATION TO PHARMACY TECHNOLOGY - SLO 1 - Responsibilities - State all the technician's primary job	**Assessment Method:** Midterm (multiple choice, T/F &fill in the blanks) 100 points Final Exam (multiple choice, T/F &fill in the	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: 26 A's **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	blanks) 200 points Quizzes (multiple choice, T/F &fill in the blanks) 50 points Assignments (various research assignments) 50 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 75% or higher on all methods of assessment	Target Met **Year This Assessment Occurred:** 2012-2013	
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 - **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 75% or higher on assessments	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. Total 26 students: 26 A's **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**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:**	01/09/2013 - 88% of the students completed the course with a total final grade of 75% of higher. 26 students:9 A's, 11B's, 4 C's, 2 D's, 1 F **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 75% or higher on all methods of assessment		
Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 2 - Application of knowledge - Demonstrate handling and mandatory record keeping for durgs requiring special handling(scheduled drugs,BTC's,IND's,etc.). (Created By Department - Pharmacy Technology (PHT)) **Course-Level SLO Status:** Active	**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 for Success:** 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% of higher. 26 students:9 A's, 11B's, 4 C's, 2 D's, 1 F **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 (Lecture) 100 points Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points _____ __ TOTAL POINTS 500 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 75% or higher on all methods of assessment	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. Total class average of final grades: 88%= B+ 26 students: 15 A's, 6 B's, 5 C's **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 2 - Responsibilities - Maintain required legal	**Assessment Method:** Midterm #1 (Lecture) 100 points	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
records of controlled substances,compounded medications,inventory,recalls,IND's and other specialized products in an inpatient pharmacy. (Created By Department - **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points —————————————————————— TOTAL POINTS 500 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 75% or higher on all methods of assessment	Total class average of final grades: 88%= B+ 26 students: 15 A's, 6 B's, 5 C's **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV PREPARATION - SLO 1 - Knowledge - 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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**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 ——————————— TOTAL POINTS 650 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - 100% of the students received a C or better Breakdown: 16As, 5Bs, 0Cs, 0Ds, OFs The final class average grade was a 93% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** continued need to more lab TA or instructors to provide better teaching of lab 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 have had a 100% first pass rate on the National Certification Exam for students who have passed this course.	
Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV PREPARATION - SLO 2 - Knowledge - introduction to aseptic compounding principles,techniques,precautions,	**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	03/31/2013 - 100% of the students passed the course with a C or better 16 As, 5 Bs, 0 Cs, 0 Ds, 0Fs. Final Grade Class average was a 93% **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and regulations governing preparation of sterile compounds (Created By Department - Pharmacy Technology (PHT))	Laboratory Assignments/Tests 200 points Quizzes/Assignments 50 points _____ _____ TOTAL POINTS 650 points	Target Met **Year This Assessment Occurred:** 2012-2013	
Start Date: 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment		
Department - Pharmacy Technology (PHT) - PHT 53 - AMBULATORY PHARMACY PRACTICE - SLO 1 - Application of Knowledge - Demonstrate understanding and implement skills needed to effectively 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))	**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	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Start Date: 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment		
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))	**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	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Start Date: 09/26/2011			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment		
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 (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 for Success:** 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% of higher. 26 students:13 A's, 6B's, 4 C's, 1 D's, 2 F **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 for Success:** 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% of higher. 26 students:13 A's, 6B's, 4 C's, 1 D's, 2 F **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 54B - DOSAGE CALCULATIONS B - SLO 1 - Application of Knowledge - Calculate the correct oral and parenteral	**Assessment Method:** 2 Midterm (multiple choice, T/F &fill in the blanks) @100 points Comprehensive Final Exam (multiple choice,	03/31/2013 - The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	T/F & fill in the blanks 200 points Written assignments 100 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	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: 11As, 5Bs, 5Cs, 0Ds, 0Fs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **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 for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - 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: 11As, 5Bs, 5Cs, 0Ds, 0Fs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	01/09/2013 - 88% of the students completed the course with a total final grade of 75% of 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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	01/09/2013 - 88% of the students completed the course with a total final grade of 75% of 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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 04/09/2012 **End Date:** 06/28/2012	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points _____ __ TOTAL 550 points **Assessment Method Type:** Exam - Course Test/Quiz	06/29/2013 - 100% of the students received a C or better Breakdown: 9As, 6Bs, 5Cs, 0Ds, OFs Final Class Grade Average: 86% 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	attempt on the national certification exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 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)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points _____ TOTAL 550 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - 100% of the students received a C or better Breakdown: 9As, 6Bs, 5Cs, 0Ds, OFs Final Grade Class Average : 86% 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 &	**Assessment Method:** 2 Midterms (multiple choice, T/F &fill in the	03/31/2013 - The written assignments, midterms and comprehensive final exam indicate student	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	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 for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	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: 17As, 4Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 56A - DISPENSING & COMPOUNDING A - SLO 2 - Application of knowledge - Document and maintain records of pharmaceutical compounding,dispensing,storage and packaging. (Created By Department - **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**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 for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - 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: 17As, 4Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**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	06/26/2013 - 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:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technology (PHT)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	13As, 7Bs, 0Cs, 0Ds, OFs **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**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 for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - 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: 12As, 7Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 60A - RETAIL CLINICAL I - SLO 2 - Application of knowledge - Observe legal	**Assessment Method:** Regular weekly attendance 20% of your	03/31/2013 - Students have been 100% successful on the first attempt on the national	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and ethical guidelines while dispensing retail prescriptions, recording patient information and communicating with patients and pharmacy personnel. (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade **Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - 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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 - Pharmacy Technology (PHT)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm 100 points Final exam 200 points Laboratory Assignments 200 points Quizzes 100 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - 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: 19As, 1Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm 100 points Final exam 200 points Laboratory Assignments 200 points Quizzes 100 points **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - 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: 19As, 1Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the in-patient pharmacy and distribution of prescriptions (Created By Department -	**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	06/29/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 17As, 2Bs, 1Cs, 0Ds, OFs **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Pharmacy Technology (PHT)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 17As, 2Bs, 1Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 standards.. (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	**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		
Start Date: 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**Assessment Method Type:** Field Placement/Internship **Target for Success:** 80% of the students will receive a 70% or higher on all methods of assessment		

Foothill College
Program (BHS-PHT) - Pharmacy Technician AS/CA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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 **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 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: 26 A's **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 - **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 75% or higher on assessments		
Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 1 - Knowledge - Identify and utilize the naming	**Assessment Method:** 2 Midterms (multiple choice, T/F &fill in the blanks) @ 100 points		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
systems, source, use, biotransformation and biodynamics,variables in drug responses and record keeping of available pharmaceutical supplies. (Created By Department - Pharmacy Technology (PHT)) **Course-Level SLO Status:** Active	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 assessment		
Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 2 - Application of knowledge - Demonstrate handling and mandatory record keeping for durgs requiring special handling(scheduled drugs,BTC's,IND's,etc.). (Created By Department - Pharmacy Technology (PHT)) **Course-Level SLO Status:** Active	**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% of higher. 26 students:9 A's, 11B's, 4 C's, 2 D's, 1 F **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/26/2011 **End Date:**	**Assessment Method:** Midterm #1 (Lecture) 100 points Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points _____ __ TOTAL POINTS 500 points **Assessment Method Type:** Exam - Course Test/Quiz	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. Total class average of final grades: 88%= B+ 26 students: 15 A's, 6 B's, 5 C's **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/16/2011 **Course-Level SLO Status:** Active	**Target:** 80% of the students will receive a 75% or higher on all methods of assessment		
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 - **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 (Lecture) 100 points Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points _____ __ TOTAL POINTS 500 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 - 100% of the students completed the course with a total final grade of 75% of higher. Total class average of final grades: 88%= B+ 26 students: 15 A's, 6 B's, 5 C's **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV PREPARATION - SLO 1 - Knowledge - 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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**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 _____ _____ TOTAL POINTS 650 points **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - 100% of the students received a C or better Breakdown: 16As, 5Bs, 0Cs, 0Ds, OFs The final class average grade was a 93% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** continued need to more lab TA or instructors to provide better teaching of lab 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 have had a 100% first pass rate on the National Certification Exam for students who have passed this course.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	**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 _____	03/31/2013 - 100% of the students passed the course with a C or better 16 As, 5 Bs, 0 Cs, 0 Ds, 0Fs. Final Grade Class average was a 93% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Start Date: 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	TOTAL POINTS 650 points **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment		
Department - Pharmacy Technology (PHT) - PHT 53 - AMBULATORY PHARMACY PRACTICE - SLO 1 - Application of Knowledge - Demonstrate understanding and implement skills needed to effectively 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))	**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	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 70% or higher on all methods of assessment		
Department - Pharmacy Technology (PHT) - PHT 53 - AMBULATORY PHARMACY PRACTICE - SLO 2 - Application of knowledge - Demonstrate and utilize legal and appropriate interpersonal	**Assessment Method:** Midterm (multiple choice, T/F &fill in the blanks) 50 points Comprehensive Final Exam (multiple choice, T/F &	01/09/2013 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
communication skills when interacting with patients, in person and the phone, and pharmacy personnel (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	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 **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	**Year This Assessment Occurred:** 2012-2013	
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 (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% of higher. 26 students:13 A's, 6B's, 4 C's, 1 D's, 2 F **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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% of higher. 26 students:13 A's, 6B's, 4 C's, 1 D's, 2 F **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Pharmacy Technology (PHT) - PHT 54B - DOSAGE CALCULATIONS B - SLO 1 - Application of Knowledge - 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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **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 70% or higher on all methods of assessment	03/31/2013 - 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: 11As, 5Bs, 5Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **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 70% or higher on all methods of assessment	03/31/2013 - 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: 11As, 5Bs, 5Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Mastering these skills are essential to passing the national certification exam and	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	01/09/2013 - 88% of the students completed the course with a total final grade of 75% of 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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	01/09/2013 - 88% of the students completed the course with a total final grade of 75% of 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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 04/09/2012	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points _____ — TOTAL 550 points	06/29/2013 - 100% of the students received a C or better Breakdown: 9As, 6Bs, 5Cs, 0Ds, OFs Final Class Grade Average: 86% The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/28/2012 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 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)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points _____ __ TOTAL 550 points **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - 100% of the students received a C or better Breakdown: 9As, 6Bs, 5Cs, 0Ds, OFs Final Grade Class Average : 86% 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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	

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Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**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	03/31/2013 - 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: 17As, 4Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 56A - DISPENSING & COMPOUNDING A - SLO 2 - Application of knowledge - Document and maintain records of pharmaceutical compounding,dispensing,storage and packaging. (Created By Department - **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**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	03/31/2013 - 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: 17As, 4Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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,	**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		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
transdermal,rectal,vaginal,ophthalmic and otic dosage forms using prescription orders. (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	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		
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)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**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	06/29/2013 - 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: 12As, 7Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - 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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:**	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	03/31/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 12As, 6Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active			
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 - Pharmacy Technology (PHT)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm 100 points Final exam 200 points Laboratory Assignments 200 points Quizzes 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	06/29/2013 - 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: 19As, 1Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:**	**Assessment Method:** Midterm 100 points Final exam 200 points Laboratory Assignments 200 points Quizzes 100 points **Assessment Method Type:** Exam - Course Test/Quiz **Target:**	06/29/2013 - 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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	80% of the students will receive a 70% or higher on all methods of assessment	the students received a C or better Breakdown: 19As, 1Bs, 0Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the in-patient pharmacy and distribution of prescriptions (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 17As, 2Bs, 1Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/25/2011 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment	06/29/2013 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 17As, 2Bs, 1Cs, 0Ds, OFs **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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	**Assessment Method:** Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 standards.. (Created By Department - Pharmacy Technology (PHT)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	Self evaluation 10% of your grade **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment		
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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active	**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 **Assessment Method Type:** Field Placement/Internship **Target:** 80% of the students will receive a 70% or higher on all methods of assessment		
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)) **Start Date:** 04/08/2012 **End Date:** 06/28/2012 **Course-Level SLO Status:** Active			