

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 affective 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
Neelam Jha	PHT	PHT Part Time Instructor
Charlie McKellar	PHT	Program Coordinator

Please include the following information about your program:

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	4
Total number of Classified Professionals:	1

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

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Certificate of Achievement	10	6	8	+25%
AS Pharmacy Technology Degree	16	14	16	+12.5%

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	535	442	449	1.6%
Productivity (College Goal 2014-15: 535)	623	330	384	16.3%

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)_____

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

The pharmacy technology program has the capacity to accept 35 qualified students every year. However, enrollment has continuously been a challenge to actually begin the Fall Quarter with a full class. We attribute this to several factors with the major one being the lack of commitment from students to whom we offer acceptance letters to the program. Despite accepting a full class of 35 students, we continuously have students who change their minds and decline our offer. 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 even though we initially accept 35 students. In addition, 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 the program and therefore, effect enrollment. We have attributed this decreasing trend to several possible factors:

	PHT 2011-12	PHT 2012-13	PHT 2013-14	PHT 2014-15
# of applications received	63	57	48	42
# of accepted candidates	35	35	35	35
# of students who enrolled in Fall quarter	32	27	26	26
# of students who completed program	27	20	24	<i>pending</i>

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 is 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 pursuing the program instead of blindly applying to 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.

Lastly, 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 with UCSF and UOP Pharmacy Schools 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 a continuous increase in the 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.

The Pharmacy technology productivity was higher than the college productivity goals in 2011-12 but that number plummeted in 2012-13 to 330. This value has been attributed to adjustment of course sequencing and units for specific courses, incorrect load assigned to classes, hiring part time faculty members and attrition. However, we are pleased to see a slight increase of 16.5% this past year to a productivity value of 384. The direct impact of an increase in productivity was the implementation of curriculum change of PHT 55A, B and C. Further changes to increase productivity will occur this year due to the addition of PHT 63, AHS 50A, and AHS 50B classes. We project productivity will be even higher in 2015-16 as there will be a unit load increase of PHT 60 and 62 (Externship classes) from 3 units to 5 units.

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	535	442	449	1.6%
Productivity (College Goal 2014-15: 535)	623	330	384	16.3%

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 Section 4 (Assessment and Reflection) for detailed explanation of the effective 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 (supplemental instruction) they need to succeed. This early intervention has decreased the academic attrition rates significantly. We are pleased to report due to the enactment of identifying students during Fall quarter who struggle in various classes, we have been extremely successful in decreasing attrition in Fall quarter directly correlated with academic failure in specific courses. We had zero attrition related to academic failure this past school year. The program is particularly proud of the achievements of all its instructors who worked closely with students to ensure students are able to keep up with the rigorous workload of the curriculum. We are still unable to completely prevent attrition associated with; unforeseen student personal issues, financial problems and dismissal for academic dishonesty.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

The Pharmacy Technician Program is comprised of an extremely diverse population. With respect to the College's Student Equity Plan to improve course completion rates by 3% within the target ethnicities of African American, Latino and Pacific Islander students, our program already has a course completion rate of 95%; which is significantly higher than that of the college's success rate of only 69%. Within our program, we have also consistently increased our program's yearly percentage points of success by 3% with this most recent year by 4%.

	2011-2012		2012-2013		2013-2014	
	PHT Program	Foothill College	PHT Program	Foothill College	PHT Program	Foothill College
Success %	88%	68%	91%	68%	95%	69%

These high success rates are attributed to several factors:

1. Students are closely monitored and supported by program director and faculty. Referral to psychological services and other support resources on campus have assisted students to have successful outcomes.
2. Students are continuously provided with supplemental instruction, increased direct instructor contact time during extended and additional office hours and tutoring if necessary. It is critical to identify students who struggle academically early in the quarter so they can be provided with the assistance they need to succeed. The encouragement and extra time spent with supplemental instruction has played a major role in our high success rates.
3. Students are enrolled in a career program tend to be more focused to complete a career certificate of achievement, which will enable them to get a job immediately upon graduation.
4. Students are utilizing this program as a foundation to pursue other careers in the allied health profession or stepping stone for pharmacy school. They are extremely motivated to complete the program quickly.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Ethnicity	PHT Program 2011-12	PHT Program 2012-13	PHT Program 2013-14	PHT Program 3 yr Average	College 2013-14
African American	68%	100%	0	84%	60%
Asian	97%	81%	97%	92%	81%
Decline to state	98%	100%	100%	99%	83%
Filipino	81%	88%	92%	87%	75%
Latino/a	87%	88%	98%	91%	69%
Native American	0	0	0	0	73%
Pacific Islander	0	100%	71%	86%	67%
White	99%	99%	96%	98%	80%
Total Average			92%	91%	74%

The ethnic diversity including all groups is at an average success rate of 92%. There is only a slight difference among the success rates of individual ethnic groups because we continuously strive to graduate competent and capable pharmacy technicians regardless of their ethnicity. 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 all classroom instruction and activities as this diversity is found in the workforce.

- A) Attach 2013-2014 Course-Level (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**

- B) Attach 2013-2014 Program Level – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (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 members 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 implemented in 2013-14 as a result of our course level SLO assessments. The outcomes were overwhelmingly successful and will now be incorporated as a permanent component of our program.

PHT 53-Ambulatory Pharmacy Practice:

During Fall of 2013, our students learned 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. This has been an excellent tool for providing students with hands on computer prescription experience.

The increased number of lab activities using this software system has ensured adequate computer processing experience for the student. 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 and the students have responded positively to them. They felt these labs helped prepared them for the retail pharmacy externship.

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 so the Inpatient manual pick activity could mimic what true inpatient hospital pharmacy drug delivery systems are like. Students 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 allowed for the implementation bar coded labels for unit dose packaging as seen in the inpatient setting. The students were able 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 created prescription, IV, bin labels and more. The use of this system with the lab activities of packing unit dose medications, provided our students with more exposure and training to current technologies used in inpatient pharmacy environments. We plan to purchase the Pyxis MedStation and Kirby Lester Tablet Counters in 2015 with the CTE grant we were recently awarded in order to bring more automation and technology into our curriculum. This would bring our program closer to current industry standards and we look forward to the use of this equipment in the 2015-16 school year.

PHT 51- Basic Pharmaceutics

Electronic health records and vaccinations were 2 unit topics added to the Fall 2013 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 pharmacodynamics. The unit load for this class will also be decreased from 4 units to 3 units for Fall of 2015-16 to appropriately reflect the amount of lecture and course work. This unit reduction may cause a slight decrease in productivity for that year.

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

Students who 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. A **100%** student pass rate in both of these classes occurred 2013-14 due to the changes implemented to the courses. It was 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. Students voiced their approval of the ancillary support material as it focused 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. Supplemental instruction was set up to specifically to assist with providing extra intensive help for the students who were continuously struggling with concepts. The instructor made herself available during weekdays and weekends for the students. This intensive instruction provided on average an extra 4-5 hour of additional instruction per week and has proved to be a success.

Identifying students who needed this extra help early in the quarter 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: 3 As, 2 Bs and 1 C. What could have possibly been an attrition of 6 students this quarter became a zero attrition rate. The overall final class grades PHT 54A course were: 23 A's, 2 Bs and 1 C. As for PHT 54B in Winter 2014, the grades were 13 A's, 10 B's and 1 C. It is extremely clear with the implementation of all the changes to these math courses, we were very successful with preventing attrition. For these reasons, we will continue with this pedagogical method for this class.

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

Beginning Fall 2013, Pharmacology in our program was taught in a three class sequence at 3 units each; Pharmacology A, B and C. This re-structuring focused on pharmacology concepts intended for pharmacy technician students to master. By changing the pace of the curriculum and load value, it indeed increased student success by decreasing 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 has made the volume of content more manageable for the student. The method of content delivery included lecture, interactive class activities, QOM (question of the month) case studies and short research report assignments. Supplemental instruction was also provided for students who struggled with content. These changes demonstrated our students are able to not only learn pharmacology at an appropriate level, but also be able to transition into Winter and Spring quarter classes and ultimately decrease the attrition rates for all program courses.

PHT 52B-Aseptic Technique and IV Preparation

The new textbook and lab manual Sterile Compounding and Aseptic Technique was used Winter 2014 in order to adequately train our students in Aseptic Technique and IV preparation. This text also had many ancillaries, videos, and worksheets that helped the instructor teach and the students learn appropriate technique. In addition, a new software EPS-IV Microautomation was also purchased and was used to generate IV labels appropriate for each laboratory activity. We plan to try the "Valiteq Aseptic Technique Validation System" exam and "Gro-Med" quality testing lab Winter 2015 quarter.

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. AHS 50 is now changed to an expanded series of AHS 50A (1.5 units), AHS 50B(0.5 units) and AHS 50C (0.5 units). Beginning in 2014-15, students in the program will be taking AHS 50A, and AHS 50B.

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

The courses are now called PHT 60 Clinical Retail Externship and PHT 62 Clinical Hospital Externship each being 3 units of load. The feedback from every externship site in Winter and Spring 2014 was extremely positive for the load change. The schedule for externship rotations were on Mondays and Fridays and was adequate for students to bridge what they were learning in the classroom to their externship site. However, although this schedule was effective, we felt it would benefit the program by changing externship schedule to Thursdays and Fridays to decrease the break in continuity with the weekend sandwiched in between. At the end of Spring quarter 2014, we consulted each preceptor at our sites and many also agreed (some sites did not have a preference) that having two days in a row would benefit the PHT 60 and PHT 62 Externship Schedule as it would provide better continuity with learning in the classroom and application at the externship site change. Beginning Winter 2015, we will be implementing this new schedule.

B) For instructional programs only, 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. There were five changes initiated and developed in 2012-13, and then implemented in 2013-14 with many positive results. We are pleased with the outcomes and therefore the following changes will be kept in our program and refined as necessary based on the assessment of program level student learning outcomes:

1. Specific Pre-requisites for courses in the Pharmacy Technology Program.

It was important to establish the appropriate pre-requisite classes for the individual courses in the program to ensure student success. In 2013-14, after the enactment of the following pre-requisites, we had zero attrition due to academic failure of course work.

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

2. 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. Individual student quarterly meetings will occur to follow up on student success.

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 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. However, the implementation of **quarterly** conference meetings with every student in 2013-14 ensured students were not only meeting the educational goals and objectives of the program, but it has proved to be a success with preventing attrition associated with academic failure. In addition, these frequent meetings allowed for students to feel comfortable to disclose personal/family issues which, were hindering their success in the classroom. We were able to either guide and counsel them or refer the student to appropriate specialists for further assistance. This close monitoring of student success resulted in 24 students graduating from the program; 16 with AS degrees in Pharmacy Technology and 8 with Certificates of Achievement.

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

Full implementation of this process began Fall Quarter 2013. This form was a useful and quick tool to use for the tracking the student's progression and ensure they were meeting the goals and demonstrating mastery of certain skill sets by the completion of the program. With each quarterly student meeting with the director, the check-off list was reviewed and served as a gauge as to how the student was progressing in the program and what areas needed to be addressed. In addition to the Student Learning Outcomes, we added specific ASHP educational goals that pertain to each of course being taught to ensure the program curriculum sufficiently addresses every goal. This allowed the students to also monitor their own progress and that they are indeed meeting the educational goals as they progress through the program. We received positive student feed back from the surveys given at the end of the program which indicated that they liked having this tracking sheet because it showed how they were progressing and what other areas and skills they still needed to learn and master during the program.

4. 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 was such a success that in 2013-14, we decided to further develop and expand the series to include AHS 50B (Inter-professional Patient Competencies) and AHS 50C to address additional important topics in providing collaborative health care.

During Fall quarter 2013 of the AHS 50A course, we included some additional modules specific to the pharmacy technician program. It addressed topics pertaining to pharmacy customer service and telephone/communication etiquette and was successful in preparing our students for externship during Winter and Spring quarters. The pharmacy technician program will be adding the 0.5 unit AHS 50B course to Winter quarter 2015. This will provide additional opportunities for pharmacy technician students to not only interact with other allied health program students, but to also learn about inter-professional patient competencies so they can further demonstrate their ability to function effectively as a member of the team.

In April 2014, the Pharmacy Technician Program students worked on a joint project with Paramedic and Emergency Medical Technology students. This project benefited both programs as it was another method for our students to participate as member of the health care team. The EMT/Paramedic program produced a list of 175-200 commonly encountered home meds. The Pharmacy Technician students were each assigned 10-15 medications and was required to research the appropriate dosing of the drug to generate an appropriate prescription label and create mock prescription bottles. This was accomplished with the OPUS ISM program and a drug label was produced to accurately reflect the proper dosing, quantity dispensed, refills, etc. Next, the student appropriately filled the vial with mock medications and presented it to the instructor to check. All of the completed vials were 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. It would include correct drug classification and possible adverse affects and conditions that must be addressed during the scenario. This project was so successful that it will now be permanently implemented into our program as it allows pharmacy technician students to demonstrate not only their competency in prescription processing, but also participate as a health care team member.

5. Addition of a new course PHT 63-Pharmacy Technician Certification Review in Program and Contract Education.

This new course approved by curriculum committee was taught for the first time as a Contract Ed class during the Summer 2014. Our program was specifically contacted by SEIU-UHW West & Joint Employer fund to teach this review course to pharmacy technicians currently working without being certified by the PTCB. Even though this is a 1-unit **hybrid** course designed for our program students, it was slightly modified to meet the needs of Contract Ed and proved to be a success with a 100% pass rate for all individuals who took the exam after completion of this class. The employer was extremely satisfied with the positive outcome of this course and asked for a second class to be taught to an additional cohort of students during late summer.

We will be teaching this course in our program Spring of 2015 as it is also designed to assist program students who may need additional preparation for what has already been taught in the program. Also, this course will be made available for non-Foothill College Pharmacy Technician students who may still need to take the PTCE and do not feel adequately prepared during Summer Sessions. We plan to explore other opportunities to also teach this class through Contract Ed.

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

Program Level Objectives for Pharmacy Technology:

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. It requires our program to continually access our curriculum to make improvements in order to meet current industry standards. In addition, our program is comprised of a diverse student population in ethnicity, gender, age, and educational background.

Foothill College Pharmacy Technology has an outstanding reputation in the pharmacy community. We serve our community by graduating extremely capable and competent pharmacy technicians. For this reason, 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 in our community.

D) What do members of 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 assists the faculty when needed with SLO's and monitors the progress and reflections in TracDat.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	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.	No Long term (Winter 2012 and on going until completion of project.)	In progress and revised. 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.	Complete change in plans to move from Middlefield Campus to Main Campus instead of Onizuka Ed Center in Sunnyvale. The move has been scheduled occur Summer 2015. Plans for move have already been initiated and details will be executed in Spring 2015.
2. Purchase Pyxis Medstation system equipment and other automated drug processing devices (Kirby Lester) and medication storage carts for PHT 52A/B course.	No	In progress	One time CTE Grant has been awarded to PHT program to fund for the purchase of both the Pyxis MedStation and Kirby Lester Pill counter. Funds must be used by Spring 2016 and these machines will be purchased in conjunction with the move to Main Campus. Purchasing of other medication storage carts will be funded either through Lottery or Perkins.
3. Increase storage facilities for pharmacy tech supplies and equipment.	No	In progress: 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	Additional shelving and storage at Main Campus will be added to the new classroom to accommodate storage needs for program training supplies and equipment needs. Communication with Brenda pertaining to these needs have occurred and will be implemented Summer 2015.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
4. Increased Director's Release Time	No	In progress: 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.	It is with great hope the college could please re-consider the tremendous need for increased release time for Program Directors. 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.
5. Purchase software for prescription processing, unit dose, IV medications and Electronic Health Records	No	In progress	We have purchased the Medidose Software program and ESP-IV Hospital Software program by using Perkins funding. We have implemented a test software for the Electronic Health Care by Spring Charts and plan to purchase the complete software program this year.
6. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students.	No	In progress-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.
7. To seek out and secure alternate sources of funding to augment the existing funds.	No	In progress	I would like to initiate dialogue with drug companies and large retail pharmacies to provide additional funding to support other program needs. Due to inadequate release time, Director is unable to currently pursue this goal.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
8. To be good stewards of the resources provided.	No	In progress	It is important to evaluate true needs and expenditures necessary for the program. The program has been utilizing supplies, materials and equipment that is still usable and purchasing new items only when necessary with resources provided. A decrease in the overall funding of our program has required us to be extra cautious in spending resources.
9. Maintain program accreditation approval status. a. Faculty Development (Professional Development) b. Purchase equipment, hardware, supplies and ancillary items necessary to run pharmacy software programs	No	a. Completed and will be also continuous as required by ASHP and California Board of Pharmacy b. In progress	<p>Meeting ASHP Accreditation standards requires the program to continuously maintain the highest standard and practice requirements for Pharmacy Technician Training programs. This will be an on going process.</p> <p>a. The faculty has completed CE requirements in order to maintain not only their Pharmacy technician/Pharmacist license, but to meet the standards of ASHP. In addition, PT Time faculty have participated in continuing education via conferences, CE modules or Foothill Professional Growth Workshops this past year. We will continue to request and utilize Perkins funding for faculty development.</p> <p>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.</p> <p>b. Some equipment has already been purchased with Perkins and Lottery funding. This includes, thermal labels, label printers, various unit dose containers, IV labels, bar code scanners, and other necessary items to run the software. Pyxis Medstation and Kirby Lester Pill Counters will be purchased with the one time CTE Grant awarded in Fall 2014. Purchase must be made in conjunction with the move to Main Campus Summer 2015.</p>

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
<p>10. Provide adequate student support.</p> <p>a. Maintain PHT Coordinator position; need Middlefield Counseling dedicated to evaluations for degree completion.</p> <p>b. Part time faculty to provide supplemental instruction to students.</p> <p>c. Decrease attrition rate due to academic failure.</p> <p>d. Secure a pharmacy lab complete with retail pharmacy, hospital pharmacy and clean room set up.</p> <p>e. Computer lab adjacent to Pharmacy Lab or adequate computer terminals (at least 10) terminals in the Pharmacy lab for students to use.</p>		<p>a. In progress</p> <p>b. Completed</p> <p>c. Completed</p> <p>d. In progress</p> <p>e. In progress</p>	<p>The following specific areas address the needs to provide adequate student support. Although some of them have been completed, it is apparent that all areas will be a continuous goal for the program as students can only benefit from them.</p> <p>a. Charlie McKellar has been the PHT Program Coordinator is directly related to guiding prospective students from program application submission supporting the clerical needs of the program. His position is needed and the concern is the move to Main Campus in 2015 as to who will be fulfilling his role. A Counselor is needed to monitor students and provide guidance to ensure students have everything necessary for graduation requirements. 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 still necessary to cover missing elements. The counseling at Middlefield Campus has been extremely limited and service is inadequate to meet the needs of our students. As a result, they have had to go to Main Campus to seek counseling advice. It is with hopes the move to Main Campus will decrease the problems associated with the lack of counseling services.</p> <p>b. There was the need to provide supplemental instruction for students who struggle with math, English, related to pharmacology and basic pharmaceutics to prevent loss to attrition. We offered supplemental instruction Fall 2013 and Winter 2014 to our students with great success as it strengthened the student's ability and knowledge necessary to be competent and capable pharmacy technicians. We had zero attrition due to academic failure.</p> <p>c. Decreased attrition rate to zero in Math, Pharmacology and Basic Pharmaceutics.</p> <p>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</p>

			<p>complete labs essential for the training of pharmacy technician. Needs to include adequate storage, sinks, computers, printers, label printer and clean room with biological safety cabinets. We hope the move to Main Campus Summer 2015 should meet these needs.</p> <p>e. Pharmacy Software is loaded on computer terminals and prescription processing is completed via this software. At the moment, students must walk to another building to complete lab activity. This is extremely inefficient use of time and disrupts the learning prescription processing. The move to Main Campus Summer 2015 should provide Computer stations within the classroom to meet the needs of the program.</p>
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Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<p>1. New Accreditation Standards for Pharmacy Technician Education and Training Program will become effective January 15, 2015. Despite achieving re-accreditation in September 2013, all currently accredited programs are required to demonstrate and achieve the new standards by the January 15, 2015.</p>	<p>Beginning in May 2015, the ASHP/ACPE collaboration in the accreditation of pharmacy technician education and training programs will begin and the co-organized Pharmacy Technician Accreditation Commission will be the accreditation review body for both the ASHP and ACPE boards. In order to maintain accreditation, our program is required to respond to an electronic survey detailing, in a structured format, compliance with or plans for addressing five new expectations in the ASHP/ACPE accreditation standards. Changes that have been made will be detailed and plans for the changes will also identify the level of required approval, the estimated timeline, and the resource implications. This ultimately improves student success as these requirements are mandated by ASHP in order to align curriculum with industry standards.</p>	<p>After submission of our survey response and a satisfactory staff review that has assessed clarity and completeness, current ASHP accredited programs will be able to refer to themselves as "ASHP/ACPE accredited programs" and we will receive access to both the ASHP and ACPE logos to be displayed on student diplomas. Our accreditation will be preserved.</p>

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
PHT Program Coordinator	Goal #10a: Upon the move to Main Campus, the concern will be indentifying the individual who will be fulfilling the role as PHT Program Coordinator duties previously completed by Charlie McKellar. It is important for the PHT program to be adequately supported especially pertaining to the Program Admissions and application process. In addition, prospective students will benefit tremendously by being able to communicate directly with a person who is knowledgeable about the PHT program.	yes
Professional Development Funds for current faculty	\$7,000 Goals 9A. Not only is professional development an accreditation mandate, but it allows the program to maintain currency. This leads to student success and allows our graduates to be highly competitive in the job market.	YES THRU PERKINS

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time
Program Director	Goal #4 Will allow program director to do her duties as mandated by ASHP accreditation within reasonable time constraints. Also, can provide time to implement creative projects or changes within the curriculum or program that might otherwise no 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 5 and how this resource request supports this goal.
One time LOTTERY – software	\$2,000	
One time LOTTERY – disposable labeling supplies	\$1,000	Goal 10.b Using state of the art materials will increase the hiring

One time LOTTERY- materials to set up retail pharmacy in lab	\$3,000	potential for our students Goal 10.b Providing a “retail pharmacy” setting for students to practice delivery of medicines mimics the work setting and will provide better prepared Pharmacy Tech students.
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Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Storage Space, shelving, cabinets, rolling medication cart storage for pharmacy tech supplies and equipment.	Varies depending on which shelving/storage can be moved from Middlefield to be installed in Main Campus classroom.	Goal #3-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 move to Main Campus 2015 to see if additional equipment will need to be purchased.
Computer Terminals in the classroom	\$10,000	Goal #10e Pharmacy Software is loaded on computer terminals and prescription processing is completed via this software. Projected move to Main Campus may provide some in class terminals for this purpose. By having adequate funding to provide enough computer terminals, we are able to meet goal #10e.

Section 7: 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	Comments
<p>Dean:</p> <p>Areas of Concern: 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.</p> <p>Inadequate release time granted by the college has resulted in the</p>	<p>The saturation of the Pharmacy Technician job market and competition from other online and proprietary will always be of concern. However, it was made clear that despite these challenges, Foothill College PHT program has a very high reputation in the community is our graduates are continuously sought after. Numerous job openings have come our way specifically seeking graduates from our program. A Safeway Pharmacy Recruiter even held planned and held an interview session on our Campus for this reason. In addition, individuals at the SEIU-UHW West & Joint Employer Fund also reached out to have us teach classes through Contract Education. This was because they also heard about the quality and reputation of Foothill College Pharmacy Technician program. They felt</p>

<p>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.</p> <p>Recommendation: Continue implementation of strategies that enhance student success including early identification of academic deficits and focused intervention.</p>	<p>we would be able meet their needs to ensure 100% passing rates on the PTCB for working technicians who have not passed the exam yet. This was a big step toward infiltrating the current Pharmacy Technician job market as it is projected in the next 5-10 years, the State Boards of Pharmacy will make passing the PTCB Exam a mandatory requirement for licensing. The Contract Ed Class with Good Samaritan Hospital resulted in a 100% pass rate for all their students who took the exam.</p> <p>Securing a position in a desirable pharmacy can be a challenge. However, in recent months, we have had numerous emails and phone calls asking us to refer our graduates to them. We attribute this to the possible rise in the pharmacy technician job market due to activation of Obama care and the increase in number of pharmacies opening in the Bay area to accommodate the increase in patient load. This could be a positive change in the current market so our students will be able to secure employment sooner.</p> <p>It is with hopes the college is willing to re-consider increasing the current Director Release Time for the program Director. The amount of additional personal time sacrificed to ensure the PHT program maintains an impressive record of student achievement and accreditation with ASHP is insurmountable. In addition, the implementation of strategies to further elevate the program is extremely time consuming. We have demonstrated the success of our program and hope the college can recognize the much needed additional release time to accomplish this. This is definitely unsustainable and inconsistent with recommendations from ASHP.</p> <p>This year, our program successfully achieved unparalleled student success; no students were lost to attrition due to academic failure. This was the direct result of the active implementation of strategies including early identification of academic deficits and focused intervention to assist students in need. It required additional time and extra work from all members of the department. This accomplishment is a triumph as it demonstrates students can indeed succeed if provided the resources, support, mentorship and encouragement they need. It was also a humbling moment for our program when the Chancellor selected a student from our program to share with the district on Opening Day. She felt it was important to tell his story and how he is truly a testament of success despite all the personal challenges he faced while in our program. Her recognition of our student and our program was a good reminder of the reasons why we are in education. Their success in our program is reflection our success. We celebrate and honor their accomplishments by continuously evaluating and improving our program. We plan to continue with the not only meeting ASHP accreditation program requirements, but also to graduate competent and capable pharmacy technicians highly sought after in our community.</p>
<p>Vice President:</p> <p>Areas of Concern: 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.</p> <p>The tightening labor market and the</p>	<p>The Pharmacy technician program is extremely proud of the changes and interventions implemented in 2013-14. These changes included curriculum pacing and revision, changes in the instructor of record, scheduling and sequencing of classes, and entire course series curriculum revision. In addition, we had also implemented methods to identify students who were struggling with courses early in the quarter so we were able to provide them the academic assistance (supplemental instruction) they needed to succeed.</p> <p>The program was extremely successful as we reached our goals of increasing retention and increasing productivity. We had zero attrition related to academic failure this past school year. The program is particularly proud of the achievements of all the instructors who worked</p>

<p>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.</p> <p>Recommendation: 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.</p>	<p>closely with students to ensure they would keep up with the rigorous workload of the curriculum. We graduated 24 students this past year-16 students receiving their AS Degree in Pharmacy Technology and 8 with Certificates of Achievement. We started the program with 26 students; lost one student to struggling with personal issues and another student with a disability which could not be overcome despite efforts made by both the instructors and student. We are still unable to completely prevent attrition associated with unforeseen or unresolvable student personal issues, financial problems and dismissal for academic dishonesty. Despite losing only two students from the program, we are still pleased with our achievements of student success and increased retention. In addition, the Class of 2014 made history; never before had we had over half the class (15 students) take AND pass the National Pharmacy Technician Certification Board prior to graduation. The Class of 2014 even amazed the instructors as we are so very proud of this unprecedented accomplishment.</p> <p>The program also increased productivity by the addition of two classes to the curriculum. We hope to see an even higher productivity number for 2014-15 and plan to continue with the positive momentum established last year to keep productivity numbers higher. This includes the continuous assessment and refinement of every course in the program as we know this is the way to evaluate student outcomes and student success to benefit.</p> <p>Lastly, this was the first time our program participated in Contract Education. This was an extremely successful course and Foothill College continues to maintain its reputation in the pharmacy profession. We hope our exposure with this Contract Education class to the pharmacy community will create more opportunities in the future. This would not only be a benefit to our program, but also, a financial gain for Foothill College. Due to the increased numbers of students completing our Pharmacy Technician program for the purpose of pursuing Pharmacy School, meetings with the Admission's Directors at both UCSF and UOP Pharmacy School have occurred to discuss the possibility of our ASHP accredited program being a bridge to pharmacy school. This is still in its preliminary stages of discussion as the minimum educational requirements for pharmacy school is a Bachelor's of Science degree. We are exploring other areas where the completion of an accredited pharmacy technician program may increase the applicant's chances for admission as it would be a tremendous asset for their future success in pharmacy school. Another possibility would be for students (who were either waitlisted or denied admissions), to complete an accredited pharmacy technician program as a conditional component toward their future admission. We plan to continue our discussions with the schools of pharmacy to address these possibilities.</p>
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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 have managed to provide outstanding and quality education to our students especially with only working with what we have. We are so very excited to know our program will finally be moving to Main Campus during Summer 2015. Besides having a new lab/classroom, this move will also provide an opportunity for the pharmacy technology students to interact with other allied health students at Main Campus. This will be a tremendous benefit for both students and faculty alike as it will foster collaboration amongst all the allied health programs.

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. However, in October 2014, we were notified of the new accreditation standards to be enacted in January 2015. Despite our recent re-accreditation in the previous year, our program is now required to complete another self-study report to demonstrate our curriculum indeed meets new accreditation standards. This report is due January 2015 and we hope to receive notification of our updated re-accreditation by May of 2015.

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. We can say with confidence the reputation of the Foothill Pharmacy Program and the program externs and graduates in the Greater Bay Area continues to be outstanding as the quality of Foothill students is unparalleled and is definitely appreciated and recognized by the pharmacy community.

Section 8: Deans 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:

The Pharmacy Technology Program continues to have exemplary success rates and completion rates, far in excess of the college goals. From a student equity perspective, all students succeed independent of ethnicity. The program director has done an exceptional job of addressing the attrition rate due to academic failure. Thru quick identification of students struggling in math, the program director and faculty have implemented a focused tutoring program and supplemental instruction which has been very successful and no student was lost last year due to academic failure.

B) Areas of concern, if any:

Maintaining a program at this high level of accomplishment requires a huge time commitment from the program director. The chronic stress and fatigue experienced by the program director is a concern.

The decline in the number of applicants to the Pharmacy Technology program is also a concern. Recommendations to address this are below

C) Recommendations for improvement:

Continued discussions with UCSF and UOP Pharmacy Schools regarding the possibility of linking an ASHP accredited pharmacy technician program to a School of Pharmacy should be a priority.

Given the number of students who decline the acceptance, perhaps admitting an additional 5-7 students would be prudent to ensure that you end up with a class size close to 35. Discussions with other accredited PHT programs are also warranted to identify strategies that might increase the number of accepted students who ultimately enter the program.

D) Recommended next steps:

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended

Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and 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 affective 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
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a grade 75% or higher based on the paper content rubric grade and oral presentation</p>	<p>08/22/2014 - 100% of the students scored a 90% or higher on a 100 point rubric scale.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: oral presentation and discussion on research</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of student will receive a grade of 75% or higher on 100 point rubric scale</p>	<p>08/15/2014 - 100% of the students received a grade of 75% or higher on a 100 point rubric scale. All students participated in the research assignment, presented material at a satisfactory level and found the project to be extremely helpful in learning about the pharmacy technician profession</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 50 - ORIENTATION TO PHARMACY TECHNOLOGY - SLO 1 - Responsibilities - State all the technician's primary job</p>	<p>Assessment Method: Midterm (multiple choice, T/F & fill in the blanks) 100 points</p> <p>Final Exam (multiple choice, T/F & fill in the</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. 25 students: 17 A's, 8 B's, 0 C's, 0 D's, 0 F's</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>responsibilities, the duties falling under each job, and how their jobs differ from the primary responsibilities of the pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Assignments (various research assignments) 50 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 50 - ORIENTATION TO PHARMACY TECHNOLOGY - SLO 2 - Application of knowledge - Interpret, read, write, understand, communicate and define medical and pharmaceutical terminology as used in retail and hospital pharmacy. (Created By Department -</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment Strategy: Midterm (multiple choice, T/F & fill in the blanks) 100 points Final Exam (multiple choice, T/F & fill in the blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Assignments (various research assignments) 50 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 75% or higher on assessments</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. Total 25 students: 17 A's and 8 B's, 0 C', 0 D's and 0 F's</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 1 - Knowledge - Identify and utilize the naming systems, source, use, biotransformation and biodynamics, variables in drug responses and record keeping of available pharmaceutical supplies. (Created By Department - Pharmacy Technology (PHT))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 50 points Assignments 50 points</p> <p>Assessment Method Type:</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. 26 students: 8 A's, 14 B's, 4 C's, 0 D's, 0 F</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>80% of the students will receive a 75% or higher on all methods of assessment</p>		
<p>Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 2</p> <p>- Application of knowledge - Demonstrate handling and mandatory record keeping for drugs requiring special handling(scheduled drugs,BTC's,IND's,etc.). (Created By Department - Pharmacy Technology (PHT))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points</p> <p>Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points</p> <p>Quizzes (multiple choice, T/F & fill in the blanks) 50 points</p> <p>Assignments 50 points</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>80% of the students will receive a 75% or higher on all methods of assessments stated above</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. 26 students:8 A's, 14 B's, 4 C's, 0 D's, 0 F</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 1</p> <p>- Knowledge - Demonstrate proficiency in inventory, purchasing, automated and manual drug processing and compounding procedures in the inpatient pharmacy setting. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>Midterm #1 (Lecture) 100 points</p> <p>Midterm #2 (LAB) 100 points</p> <p>Final Exam (Lecture & LAB) 200 points</p> <p>Quizzes/Assignments 100 points</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. 26 students: 6 A's, 20 B's, 0 C's, 0 D's and 0 F's</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 2</p> <p>- Responsibilities - Maintain required legal</p>	<p>Assessment Method:</p> <p>Midterm #1 (Lecture) 100 points</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>records of controlled substances, compounded medications, inventory, recalls, IND's and other specialized products in an inpatient pharmacy. (Created By Department -</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Midterm #2 (LAB) 100 points Final Exam (Lecture & LAB) 200 points Quizzes/Assignments 100 points</p> <hr/> <p>TOTAL POINTS 500 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>26 students: 6 A's, 20 B's, 0 C's, 0 D's and 0 F's</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>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))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm #1 (2/09/12) 100 points Midterm #2 (3/08/12) 100 points Final Exam (Lecture & LAB) (3/29/12) 200 points Laboratory Assignments/Tests 200 points Quizzes/Assignments 50 points</p> <hr/> <p>TOTAL POINTS 650 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>03/31/2014 - 100% of the students received a C or better Breakdown: 17As, 6Bs, 2Cs, 0Ds, 0Fs</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV PREPARATION - SLO 2 - Knowledge - introduction to aseptic compounding principles, techniques, precautions, and regulations governing preparation of sterile compounds (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 01/09/2012</p>	<p>Assessment Method: Midterm #1 (2/09/12) 100 points Midterm #2 (3/08/12) 100 points Final Exam (Lecture & LAB) (3/29/12) 200 points Laboratory Assignments/Tests 200 points Quizzes/Assignments 50 points</p> <hr/> <p>TOTAL POINTS 650 points</p>	<p>03/31/2014 - 100% of the students received a C or better Breakdown: 20As, 6Bs, 0Cs, 0Ds, 0Fs The final class average grade was a 92%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>03/31/2014 - 100% of the students received a C or better Breakdown: 17As, 6Bs, 2Cs, 0Ds, 0Fs</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	Result: Target Met Year This Assessment Occurred: 2013-2014	
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 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	01/31/2014 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: 20 A's and 6 B's 0 C's, 0 D's and 0 F's Result: Target Met Year This Assessment Occurred: 2013-2014	
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 Assessment Method Type: Exam - Course Test/Quiz Target for Success:	01/31/2014 - 100% of the students completed the course with a total final grade of 75% of higher. 26 students: 20 A's and 6 B's 0 C's, 0 D's and 0 F's Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>80% of the students will receive a 70% or higher on all methods of assessment</p>		
<p>Department - Pharmacy Technology (PHT) - PHT 54A - DOSAGE CALCULATIONS A - SLO 1 - Knowledge - Review basic mathematical functions as required for calculations of pharmaceutical dosages, temperatures, and measurements. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Written assignments 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. Class Average was a 94%. 26 students: 23 A's, 2 B's, 1 C's, 0 D's, 0 F</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continued need for Perkin's funding to provide math tutoring for students</p>	
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Written assignments 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. Class Average was a 94%. 26 students: 23 A's, 2 B's, 1 C's, 0 D's, 0 F</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continued need for Perkin's funding to provide math tutoring for students</p>	
<p>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</p>	<p>Assessment Method: 2 Midterm (multiple choice, T/F & fill in the blanks) @100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks) 200 points Written assignments 100 points</p>	<p>03/31/2014 - 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. Final Class</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technology (PHT)) 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	Average: 90% Breakdown: 14As, 10Bs, 1Cs, 0Ds, 0Fs Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Continued need for Perkin's funding to provide math tutoring for students	
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	03/31/2014 - 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. Final Class Average: 90% Breakdown: 14As, 10Bs, 1Cs, 0Ds, 0Fs Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Continued need for Perkin's funding to provide math tutoring for students	
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:	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	01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. Total class average of final grades: 84% = B 26 students: 16A's, 6 B's, 4 C's, 0 D, 0 F's Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
03/30/2012 Course-Level SLO Status: Active	higher on all methods of assessment		
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	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes 100 points Assignments 30 points Comprehensive Final Exam 200 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>01/10/2014 - 100% of the students completed the course with a total final grade of 75% or higher. Total class average of final grades: 84% = B 26 students: 16A's, 6 B's, 4 C's, 0 D, 0 F's</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Pharmacy Technology (PHT) - PHT 55B - PHARMACOLOGY B - SLO 1 - Knowledge - Describe the basic anatomy and physiology of body tissues and membranes, integumentary, and skeletal systems (Created By Department - Pharmacy Technology (PHT)) Start Date: 04/09/2012 End Date: 06/28/2012 Course-Level SLO Status: Active	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points</p> <p>TOTAL 550 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>03/31/2014 - 100% of the students received a C or better Breakdown: 10As, 13Bs, 2Cs, 0Ds, 0Fs The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Pharmacy Technology (PHT) - PHT 55B - PHARMACOLOGY B - SLO 2 - Knowledge - Identify common pathophysiology of body tissues and membranes, integumentary, muscular, skeletal and	<p>Assessment Method: Midterm #1 100 points Midterm #2 100 points Quizzes & Presentation 100 points Assignments 50 Comprehensive Final Exam 200 points</p>	<p>03/31/2014 - 100% of the students received a C or better Breakdown: 10As, 13Bs, 2Cs, 0Ds, 0Fs The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up																					
<p>remedies, side effects and dosages (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>																						
<p>Department - Pharmacy Technology (PHT) - PHT 55C - PHARMACOLOGY C - SLO 1 - Knowledge - Describe the basic anatomy and physiology of the cardiac, vascular, respiratory and lymphatic systems. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <table> <tr> <td>Quest #1</td> <td>50 points</td> <td rowspan="10" style="vertical-align: middle; text-align: center;">40 points</td> </tr> <tr> <td>Quest #2</td> <td>50 points</td> </tr> <tr> <td>Midterm</td> <td>100 points</td> </tr> <tr> <td>Homework</td> <td>60 points</td> </tr> <tr> <td>QOM 1</td> <td>40 points</td> </tr> <tr> <td>QOM 2</td> <td>40 points</td> </tr> <tr> <td>QOQ</td> <td>60 points</td> </tr> <tr> <td>Prezi</td> <td>100 points</td> </tr> <tr> <td>NDI</td> <td>50 points</td> </tr> <tr> <td>DPs</td> <td>70 points</td> </tr> </table> <p>Comprehensive Final Exam 200 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of the students score a 75% or better on all forms of assessments</p>	Quest #1	50 points	40 points	Quest #2	50 points	Midterm	100 points	Homework	60 points	QOM 1	40 points	QOM 2	40 points	QOQ	60 points	Prezi	100 points	NDI	50 points	DPs	70 points	<p>06/30/2014 - 100% of the students received a C or better Breakdown: 12As, 12Bs, 0Cs, 0Ds, 0Fs The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material.</p> <p>Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Quest #1	50 points	40 points																						
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DPs	70 points																							
<p>Department - Pharmacy Technology (PHT) - PHT 55C - PHARMACOLOGY C - SLO 2 - Knowledge - Identify common pathophysiology of the cardiac, vascular, respiratory and lymphatic systems and prescription/non-prescription remedies, side effects and dosages (Created By Department -</p>	<p>Assessment Method:</p> <table> <tr> <td>Quest #1</td> <td>50 points</td> <td rowspan="10" style="vertical-align: middle; text-align: center;">40 points</td> </tr> <tr> <td>Quest #2</td> <td>50 points</td> </tr> <tr> <td>Midterm</td> <td>100 points</td> </tr> <tr> <td>Homework</td> <td>60 points</td> </tr> <tr> <td>QOM 1</td> <td>40 points</td> </tr> <tr> <td>QOM 2</td> <td>40 points</td> </tr> <tr> <td>QOQ</td> <td>60 points</td> </tr> </table>	Quest #1	50 points	40 points	Quest #2	50 points	Midterm	100 points	Homework	60 points	QOM 1	40 points	QOM 2	40 points	QOQ	60 points	<p>06/30/2014 - 100% of the students received a C or better Breakdown: 12As, 12Bs, 0Cs, 0Ds, 0Fs The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material.</p> <p>Comprehension of this material is also required for success on the national certification exam.</p>							
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Pharmacy Technology (PHT)) Start Date: 04/09/2012 End Date: 06/29/2012 Course-Level SLO Status: Active	Prezi 100 points NDI 50 points DPs 70 points Comprehensive Final Exam 200 points <hr/> TOTAL 820 points	Students have been 100% successful on the first attempt on the national certification exam. Result: Target Met Year This Assessment Occurred: 2013-2014	
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 for Success: 100% of students score a 75% or better on all forms of assessments	06/30/2014 - 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: 24As, 0Bs, 0Cs, 0Ds, OFs Result: Target Met Year This Assessment Occurred: 2013-2014	
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:	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	06/30/2014 - 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: 24As, 0Bs, 0Cs, 0Ds, OFs	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>03/30/2012 Course-Level SLO Status: Active</p>	<p>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</p>	<p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 56B - DISPENSING & COMPOUNDING B - SLO 1 - Application of Knowledge - Accurately utilize common pharmaceutical measuring, weighing and compounding devices to compound topical, transdermal, rectal, vaginal, ophthalmic and otic dosage forms using prescription orders. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012 End Date: 06/29/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks-includes lab) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 100 points Laboratory Assignments (practicum) 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/30/2014 - 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, 12s, 1Cs, 0Ds, 0Fs</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 56B - DISPENSING & COMPOUNDING B - SLO 2 - Application of knowledge - Accurately apply required record keeping functions, labeling, storage and packaging to compounded topical, transdermal, rectal, vaginal, ophthalmic and otic prescriptions (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/09/2012 End Date: 06/29/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: 2 Midterms (multiple choice, T/F & fill in the blanks) @ 100 points Comprehensive Final Exam (multiple choice, T/F & fill in the blanks-includes lab) 200 points Quizzes (multiple choice, T/F & fill in the blanks) 100 points Laboratory Assignments (practicum) 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/30/2014 - 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, 12s, 1Cs, 0Ds, 0Fs</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 60 - RETAIL CLINICAL - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the retail pharmacy and prescription dispensing. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/30/2014 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 60 - RETAIL CLINICAL - SLO 3 - Application of Knowledge - Practice assisting the pharmacist in all functions of the retail pharmacy to include collection of information,distribution of medications,billing, third party collections, inventory and file maintenance. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>06/30/2014 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 60 - RETAIL CLINICAL - SLO 2 - Application of knowledge - Observe legal and ethical guidelines while dispensing retail prescriptions, recording patient information and communicating with patients and pharmacy personnel. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date:</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/30/2014 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better in this class</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>03/29/2012</p> <p>Course-Level SLO Status: Active</p> <p>Department - Pharmacy Technology (PHT) - PHT 60 - RETAIL CLINICAL - SLO 4 - Application of knowledge - Effectively interview patients, their representatives, or their care-givers to collect pertinent information for use by the pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: Target for Success:80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>06/30/2014 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better in this class</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 60A - RETAIL CLINICAL I - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the retail pharmacy and prescription dispensing. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>		
<p>Department - Pharmacy Technology (PHT) - PHT 60A - RETAIL CLINICAL I - SLO 2 - Application of knowledge - Observe legal and ethical guidelines while dispensing retail prescriptions, recording patient information and communicating with patients and pharmacy personnel. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 03/29/2012 Course-Level SLO Status: Inactive	80% of the students will receive a 70% or higher on all methods of assessment		
Department - Pharmacy Technology (PHT) - PHT 60A - RETAIL CLINICAL I - SLO 2 - Application of knowledge_1 - 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: Inactive
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))	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		
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	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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technology (PHT)) Start Date: 04/08/2012 End Date: 06/28/2012 Course-Level SLO Status: Inactive	Assessment Method Type: Field Placement/Internship Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment		
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: Inactive			
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	06/30/2014 - 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: 24As, 0Bs, 0Cs, 0Ds, 0Fs Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Pharmacy Technology (PHT) - PHT 61 - HOME HEALTHCARE SUPPLIES - SLO 2 - Knowledge - Define alternative forms of health care and supplements and	Assessment Method: Midterm 100 points Final exam 200 points Laboratory Assignments 200 points	06/30/2014 - 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
<p>their place in the total health care picture. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Quizzes 100 points</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>	<p>Comprehension of this material is also required for success on the national certification exam.</p> <p>Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better Breakdown: 24As, 0Bs, 0Cs, 0Ds, OFs</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62 - HOSPITAL CLINICAL - 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))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade</p> <p>Student weekly reports 30% of your grade</p> <p>Preceptor evaluation 40% of your grade</p> <p>Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 75% or higher on all methods of assessment</p>	<p>06/30/2014 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62 - HOSPITAL CLINICAL - SLO 2 - Application of knowledge - Assist the pharmacist, at the discretion of the pharmacist, in collecting, organizing, and evaluating information for patient care, drug use review, purchasing, storage, dispensing, and departmental management. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade</p> <p>Student weekly reports 30% of your grade</p> <p>Preceptor evaluation 40% of your grade</p> <p>Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of students will receive a 75% or better on all forms of assessment</p>		
Department - Pharmacy Technology (PHT) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PHT 62 - HOSPITAL CLINICAL - SLO 3 - 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))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of students will receive a 75% or better on all forms of assessments</p>	<p>06/30/2014 - Students have been 100% successful on the first attempt on the national certification exam. 100% of the students received a C or better</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Pharmacy Technology (PHT) - PHT 62 - HOSPITAL CLINICAL - SLO 4 - Application of knowledge - Calculate, compound, label, document, dispense and/or store parenteral and other products requiring aseptic preparation, at the discretion of the preceptor pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 01/06/2014</p> <p>End Date: 06/30/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of students will receive a 75% or better on all forms of assessments</p>		
<p>Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 1 - Knowledge - Understand and practice the structure, policies and procedures of the in-patient pharmacy and distribution of prescriptions (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date:</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>09/25/2011 End Date: 03/29/2012 Course-Level SLO Status: Inactive</p>	<p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p> <p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>		
<p>Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 2 - Application of knowledge - Assist the pharmacist, at the discretion of the pharmacist, in collecting, organizing, and evaluating information for patient care, drug use review, purchasing, storage, dispensing, and departmental management. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011 End Date: 03/29/2012 Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p> <p>Assessment Method: Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 62A - HOSPITAL CLINICAL I - SLO 1 - Knowledge_1 - Understand and practice the structure, policies and procedures of the in-patient pharmacy and distribution of prescriptions (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 09/25/2011</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 62B - HOSPITAL CLINICAL II - SLO 1 - Application of Knowledge - Extend practice of assisting the pharmacist in collecting, organizing, and evaluating information for patient care, drug use review, and departmental management and drug distribution and storage systems while in full compliance with federal, state, and local laws, regulations and professional standards.. (Created By Department - Pharmacy Technology (PHT))</p> <p>Start Date: 04/08/2012</p> <p>End Date: 06/28/2012</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: PHT 62B - HOSPITAL CLINICAL II - SLO 1 - Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of the students will receive a 70% or higher on all methods of assessment</p>		
<p>Department - Pharmacy Technology (PHT) - PHT 62B - HOSPITAL CLINICAL II - SLO 2 - Application of knowledge - Calculate, compound, label, document, dispense and/or store parenteral and other products requiring aseptic preparation, at the discretion of the preceptor pharmacist. (Created By Department - Pharmacy Technology (PHT))</p>	<p>Assessment Method: PHT 62B - HOSPITAL CLINICAL II - SLO 2 - Regular weekly attendance 20% of your grade Student weekly reports 30% of your grade Preceptor evaluation 40% of your grade Self evaluation 10% of your grade</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 04/08/2012 End Date: 06/28/2012 Course-Level SLO Status: Inactive	Assessment Method Type: Field Placement/Internship Target for Success: 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: Inactive
Department - Pharmacy Technology (PHT) - PHT 63 - PHARMACY TECHNICIAN CERTIFICATION EXAM (PTCE) REVIEW COURSE - SLO #1 - Students will successfully pass the National Pharmacy Technician Exam with a 70% or higher. (Created By Department - Pharmacy Technology (PHT))	Assessment Cycles: End of Quarter	Start Date: 06/30/2014 End Date: 06/29/2015 Course-Level SLO Status: Active	
Department - Pharmacy Technology (PHT) - PHT 63 - PHARMACY TECHNICIAN CERTIFICATION EXAM (PTCE) REVIEW COURSE - SLO #2 - Students will complete			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>the California State License requirements and be granted their license no later than six months from the time of submission. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 06/30/2014</p> <p>End Date: 06/29/2015</p> <p>Course-Level SLO Status: Active</p>			

Unit Assessment Report - Four Column

Foothill College

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BHS-PHT) - Pharmacy Technician AS/CA - 1. Fundamental Knowledge, Critical Thinking and Student Attitude - 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.</p> <p>Start Date: 09/26/2011</p> <p>End Date: 10/30/2018</p> <p>SLO Status: Active</p>	<p>Assessment Method: Multiple course exams and lab practical exams. Preceptor evaluation form Employer evaluation form</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will have performed >70% all lecture and lab practical exams and have a A >90% favorable/positive comments from externship preceptors pertaining to the student's performance competency at the clinical site. Evidence that preceptors and employers are also very satisfied with the knowledge, skills and attitudes of the graduates.</p>	<p>06/30/2014 - 100% of the students have indeed performed >70% of all lecture and lab practical exams. 100% of the students have had a >90% favorable response from externship preceptor with their progress.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: continued need to more lab TA or instructors to provide better teaching of lab skills</p>	<p>07/01/2013 - We would like to increase the percentage of students who perform greater than 70% on ALL lecture and lab practical exam. The way to do this is to decrease attrition rates in Fall quarter due to academic failure. Changes pertaining to Curriculum and class sequencing and provision of supplemental instruction are in progress and will be implemented in Fall 2013.</p>
<p>Program (BHS-PHT) - Pharmacy Technician AS/CA - 2. Clinical Skills Competency - Upon completion of the Pharmacy Technology Program, graduates will demonstrate competency with entry-level clinical skills in accordance with ASHP Accreditation requirements</p> <p>Start Date: 09/20/2010</p> <p>End Date: 06/29/2015</p> <p>SLO Status: Active</p>	<p>Assessment Method: 1. National PTCE (Pharmacy Technician Certification Exam) Passing Scores 2. Externship evaluations by preceptors stating competency of clinical skills. 3. Graduate Survey 4. Employer Survey</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: Students who elect to take the National PTCE exam pass. A >90% favorable/positive comments on all questions pertaining to the competency of the student. Evidence that graduates are very satisfied with the program curriculum. Evidence that employers and students are also very</p>	<p>06/30/2014 - 100% of the students who have elected to take the PTCE has successfully passed the first time.</p> <p>Feedback from preceptors continue to be positive and support the continued preceptorship with Foothill college students because they are well prepared.</p> <p>Graduate surveys have favored the program positively.</p> <p>Employer survey has demonstrated hiring more Foothill College Students compared to other students who have graduated from other programs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>satisfied with the knowledge, skills and attitudes of the graduates.</p>	