

Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

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

Process

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

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

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

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

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

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

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

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

Basic Program Information

Department Name:

Biological and Health Sciences Division-Pharmacy Technology Program

Program Mission(s):

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

Program review team:

Name	Department	Position
Angela Su	PHT	Director/Full Time Instructor
Leonis Osterdock	PHT	Article 19 Full Time Instructor
Sandra Simon.	PHT	Part Time Instructor
Nancy Alvarez	PHT	Part Time Instructor
Charlie McKellar	PHT	Program Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Pharmacy Technology Program	Certificate with A.S degree option	-52 Units for Certificate -90 units for AS Degree

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

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

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

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
A.S. Degree Pharmacy Technology	14	19	19	11%

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Certificate of Achievement	6	9	5	-12%

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

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

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

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

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

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

Annual class average size 26-32 FT students with the number of applications for the Pharmacy Technology Program averaging 50-60 per year. Enrollment should remain stable due to high demand and limitations of clinical space and a safe student/teacher ratio for Clinical Skills Labs. There Foothill College is one of the only programs that is ASHP Accredited and provides ample hours of laboratory experience crucial to their success in the real world of pharmacy practice. Students who graduate from this

program are highly desirable. Student enrollment dipped slightly last year due to both academic and personal reasons. There is also an increasing rise in the number of Non-accredited Private Post Secondary School Pharmacy Technician Programs and Online Certification Programs that are shorter in length of program and may be more desirable than our 9 month program. However, because our program has an outstanding reputation for yield well trained Pharmacy Technicians who pass the National Boards (PTCE) on the first attempt, we expect enrollment to stay status quo due to the constant demand for well trained, Certified Pharmacy Technicians.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.)

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

Success on State and National Licensing Examinations: The program has an exceptional pass rate of 98-100% (on the first attempt) on the national Pharmacy Technician Certification Exam for the 11 years that the program has been in existence.

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

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

Three Year Average WSCH/Productivity numbers have increased over the past 3 years with the most recent year at 554. This meets the college's goal of a minimum of 554. The factors which affect productivity is based on the cap on the number of students accepted into the program and a lower attrition rate. The facility is very self-limiting as it can only accommodate 30-35 students max. Also, due to the multitude of laboratory classes in this program and need for lower student to instructor ratio, it has been increasingly difficult to not have overload hours or increase the need for more part time instructors. Also, the release time for program director is inadequate. A load of 50% would more accurately reflect the time required for the inordinate number of duties. Directors have to maintain complex teaching facilities; order for multiple labs; deal with the application and student selection process; proof and organize health records and other documentation required by clinical sites; accreditation requirements; director's meetings; grey bars and class scheduling; community outreach; advisory board meetings; clinical site requirements and student records and counseling. Faculty need help with maintaining equipment, laboratory exercises and individual practical skills examinations. With these duties, plus the demand to teach classes, there is a need to increase Part Time Instructor Load or increase Director Release Time.

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

The current prerequisites are:

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

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

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

PROGRAM REQUIREMENTS

UNITS REQUIRED FOR MAJOR: 90

UNITS REQUIRED FOR CERTIFICATE: 52

Fall Quarter

PHT 50 Orientation To Pharmacy Technology (3 Units)

PHT 51 Basic Pharmaceutics (4 Units)

PHT 52A Inpatient Dispensing (3 Units)

PHT 53 Ambulatory Pharmacy Practice (4 Units)

PHT 54A Dosage Calculations A (3 Units)

PHT 60A Retail Clinical (1.5 Unit)

or PHT 62A Hospital Clinical (1.5 Unit)

Winter Quarter

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

PHT 54B Dosage Calculations B (3 Units)

PHT 55A Pharmacology (6 Units)

PHT 56A Dispensing & Compounding A (4 Units)

PHT 60A or B Retail Clinical (1.5 Unit)

or PHT 62A or B Hospital Clinical (1.5 Unit)

Spring Quarter

PHT 55B Pharmacology B (6 Units)

PHT 56B Dispensing & Compounding B (3 Units)

PHT 61 Home Healthcare Supplies (3 Units)

PHT 60A or B Retail Clinical (1.5 Unit)

PHT 62A or B Hospital Clinical (1.5 Unit)

Enrollment Trends by Course:

- *Courses in each quarter must be taken in sequence. They are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking. It has been noted that students who are successful in completing Fall Quarter Classes, will most likely be successful in the rest of the classes offered in the program and will complete the entire program. Enrollment into Winter Quarter classes is strictly based on the student successfully completing all the Fall classes. Enrollment into Spring Quarter Classes is completely based on the student successfully completing all Winter Quarter Classes.*
- *The trend has been an overall decrease in enrollment in all winter classes due to students not being successful in PHT 54A Dosage Calculations or PHT 51 Basic Pharmaceutics in the Fall Quarter. This is because concepts taught in these classes are most difficult to master. It has been demonstrated that students who are not proficient in High School or Math 101, or placement into Math 105 on the Foothill College placement test will not succeed in the program. Also, PHT 51 is a law class which requires in depth understanding of pharmacy policy. Failure to grasp these concepts will not allow the student to succeed further in the program.*
- *If the student completes Fall quarter and is not successful in all of the Winter quarter classes, there is a decrease in enrollment for Spring Quarter classes. PHT 55A: Pharmacology is the most difficult class offered during Winter Quarter. If students cannot master Pharmacology, they are unable to complete PHT 55B offered in the Spring. They will not be able to successfully complete the program.*
- *Attrition seems to be highest in Fall Quarter as it weeds out the students who are unable to keep up with the rigorous work-load of the curriculum. However, it is one of the programs goals to select quality students for acceptance into the program so fewer students drop out due to lack of success.*

5. Curriculum and SLOs

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

The Program Director regularly and informally monitors all courses. This includes the instructor's content as it relates to the Course Outline of record. Faculty meet regularly to review curriculum, content & student progress and success. We regularly review our SLO's, our course outlines, and the textbooks/resources used in each course in

the program. Generally, instructors teach the same courses for a number of years. This means that there is a great deal of expertise and consistency on the part of the instructor in each course. Faculty performs Title V updates to all Course Outlines on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate and employer surveys, accreditation mandates, and advisory board suggestions.

b. Comment on program mapping and how it ties to the college Mission(s).

One of Foothill College's missions is to: provide access to career preparation. The Pharmacy Technician Program provides career preparation in the form of preparing students to become pharmacy technicians. Upon completion of the program, they qualified to obtain a California State License and pass the National Boards (PTCE) which makes them a highly qualified and competent Pharmacy Technician. All of the classes are taken in sequential order and are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking.

c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

The Pharmacy Technology Program is unique and is designed to meet ASHP Accreditation standards. Within our program, there are important concepts that are reinforced through the entire curriculum in order to provide constant exposure key concepts.

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

The program has an advisory board that meets twice a year and constant feedback from potential employers. Our ASHP accreditation requires site visits at pharmacies where students are doing their clinical rotations and will be potentially employed in the future. ASHP requires yearly evaluation of clinical sites and preceptors. Student and faculty follow up surveys are also used.

There has been a major curriculum changes to PHT 55A: Pharmacology A and PHT55B: Pharmacology B. to better reflect the appropriate breadth and depth of pharmacology taught to the Pharmacy Technician Students.

The addition of AH 200: Introduction to Allied Health should prove to be a tremendous asset in preparing students to succeed in the health science field. This course will emphasize all aspects of being a health care professional and reinforce "soft skills" necessary for their success both didactically and in the professional arena.

- e. **Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?**

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

6. **Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):**

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

7. **Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)**

The units successfully completed in the certificate program are transferable to CSU's.

8. **CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)**

According to Bureau of Labor Statistics (BLS), the following information supports the size of Foothill's annual class of approx. 24-30 graduates. Many of the graduates are subsequently employed at their last clinical training site. The median wage in 2010 for Pharmacy Technicians in California is \$37,280 annually, or \$17.77 hourly. The median wage for Pharmacy Technicians in San Jose-Sunnyvale Santa Clara Area is \$41,940 annually, or \$19.47 hourly. Please see data inset below.

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Occupation: Pharmacy Technicians (SOC code 292052)
Period: May 2010

Area name	Employment ⁽¹⁾	Hourly mean wage	Annual mean wage ⁽²⁾	Hourly 25th percentile wage	Hourly median wage	Hourly 75th percentile wage
San Jose-Sunnyvale-Santa Clara, CA	1350	20.16	41940	16.31	19.47	23.84

Footnotes:
 (1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
 (2) Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published, the annual wage has been directly calculated from the reported survey data.
 SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>
 Data extracted on December 16, 2011

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

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

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

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

Section 2. Learning Outcomes Assessment Summary
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2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See Attached

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

See Attached

What findings can be gathered from the Course Level Assessments?

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

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

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

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

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

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

The Program Director and faculty meet regularly to review curriculum, content & student progress and success. We regularly review our SLOs, our course outlines, and the textbooks/resources used in each course in the program. Assessment of SLOs and making reflections helps the program develop a curriculum which is solid. Generally, instructors teach the same courses for a number of years. This means that there is a great deal of expertise and consistency on the part of the instructor in each course. The faculty perform Title V updates to all Course Outlines on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate and employer surveys, accreditation mandates, and advisory board suggestions. All of this is done in order to improve student learning in the

2.3.b Program-Level SLO

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

The courses are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking. The findings show that our students have a 100% pass score taking the National PTCE (Pharmacy Technician Certification Exam). Also, many externship evaluations completed by preceptors states not only the successful competency of clinical skills of our students but focuses on the quality of our students. Also, graduate surveys have given feedback with regards to how extremely prepared to enter the workforce and have often been chosen over another applicant because they had graduated from our Program. All of the graduating student have applied for registration with the California State Board of Pharmacy and have been granted their licenses. Also, several students from our program continue

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

Since the program is ASHP Accredited, it is crucial to maintain industry standards as the accreditation process itself hold the program accountable to appropriate curriculum content as well as mandated competencies necessary for the success of the student. Improvement of the program is continuous as Pharmacy Technology is an evolving field and students must be equipped to not only demonstrate mastery of the subject matter but also, utilize their degree/certificate to secure a job in the

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

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

Section 3: Program Goals and Rationale

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

3.1 Program relation to college mission/core missions

One of Foothill College’s missions is to: provide access to career preparation. The Pharmacy Technician Program provides career preparation in the form of preparing students to become pharmacy technicians. This education will provide the student with a foundation to pursue life long learning. The goals are to continue to educate, train and graduate high quality Pharmacy technicians who are competitive in the labor market and prepared for advanced education and training.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Revise and update curriculum to better match the list of Essential Knowledge and Skills mandated by accreditation.	To be completed for implementation in 2012-13 school year.	PHT 55A and PHT 55B went through major curriculum changes and was approved by the curriculum committee. PHT 200L is now a prerequisite prior to applying into the program.	Complete
2. Maintain Full ASHP Accreditation: Self Study and Site Visit in Spring 2013.	To be completed prior Spring 2013	Self Study is on an on going process with extensive curriculum reviews to maintain and meet ASHP Accreditation standards.	In progress
3. Instructional Equipment and Supplies. Specific and critical need for A/V resources, and Software to support the Pharmacy Technician courses (Opus Ism)	To be ready for use Fall 2011.	Opus Ism Program, Server and Label Maker was ordered and installed into 35 computers at Middlefield Campus Lab. This has been a lengthy process as there are many glitches to the system to be up and running without it crashing. However, for the most part, students have been able to	Complete. However full implementation to accommodate 32 students to use the program the program at the same without crashing is still in programming progress.

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<p>1. Design new state of the art classroom and laboratory facilities to mimic hospital and retail pharmacy. Expand lab facilities with works space to accommodate at least 35 students. This will require an additional room for the new Middlefield Campus at the Onisuka Airforce Base.</p>	<p>Long term (Winter 2012 and on going until completion of project.</p>	<p>ASHP stated at our last accreditation visit that our facilities were not adequate to facilitate both lecture and lab. By the next visit, a plan MUST be in place or accreditation of our program may be denied.</p>	<p>Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>
<p>2. Hire Externship Coordinator/Part Time Instructor</p>	<p>Short term (Fall 2012)</p>	<p>To facilitate and arrange specific externship sites for students in the program. Increases the frequency of on site visits and communication with preceptors.</p>	<p>SI #1: Access Into Action (Outreach)</p>
<p>3. Purchase Pyxis system equipment and other automated drug processing devices for PHT 52 A course. Expand pharmacy reference library storage facilities and storage for supplies.</p>	<p>Long Term Fall 2012</p>	<p>To give students more practical experience at inpatient filling with current automated devices used in practice. The goal is to stay current in our field and to ensure that the students are provided with the most up to date information and training on state-of-the-art equipment.</p>	<p>Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)</p>
<p>4. To be good stewards of the resources provided and remain student centered. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students. To seek out and secure alternate sources of funding to augment the existing funds.</p>	<p>Long term-continuous</p>	<p>The goals will be assessed and measured by the various outcomes assessments regularly administered to the students, graduates and employers. It is to provide students the items necessary for the best learning experience in pharmacy.</p>	<p>Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)</p>
<p>5. Increased Director's Release Time</p>	<p>Long Term</p>	<p>To provide adequate time for management of the PT Program that does not interfere with teaching assignments and does not lead to excessive stress and burn out. To provide the required time to prepare annual reports, Accreditation Self Study Document and plan site visit.</p>	<p>Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>

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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Part Time Instructor(s)	TBA	Goal #2	Measure A
Laboratory Teaching Assistant	\$2,000	Need TA for several labs	Perkins

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
none			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
114000 141111 122100	\$4,000	Goal #1 and #3	Lottery, Perkins

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Listing is not feasible because the building is outdated, too small, and owned by the city of Palo Alto.	??? Will cost a significant amount – estimate will need to be made after cost research analysis is complete	Goal #1, #3, and #4	Measure C
1. Separate laboratory and lecture facilities with attached office	??? Will cost a significant amount – estimate will	Goal #1, #3, and #4	Measure C

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<p>spaces and easy access storage. Durable furniture and equipment will be needed</p> <p>2. Larger laboratory physical plant and facilities.</p> <p>3. Clean room to meet ASHP 797 standards</p> <p>Measure C funds have been made available for these facilities.</p>	<p>need to be made after cost research analysis is complete</p>		

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Release time	\$5,000	Goal #5	Perkins, B Budget
Training	\$2,500	Goal #5	Perkins, B Budget

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<p>The program is comprised of dedicated faculty members who are focused on the life long learning skills of the students in the program.</p> <p>All faculty members are mentors to the students and have always gone above and beyond to assist the student in any way they can.</p> <p>Charlie McKellar, is also invaluable for potential applicants to all the allied health programs at Middlefield. The best measurement of success is the number of students who have counseling appointments and the</p>	<p>The reputation of the Foothill Pharmacy Program and the program externs and graduates in the Greater Bay Area is outstanding due to the rigorous education and training the students receive. Many programs are not accredited and substandard to ASHP requirements.</p> <p>This ensures that they are highly competitive and that they are clearly distinguished from other program graduates.</p> <p>PHT students are regular recipients of: Kaider Scholarships awards, Kahn</p>

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	<p>number of applicants to programs. Middlefield Campus provides a “family” like atmosphere for the both faculty and students which conducive to teaching and learning. The most important strength is our program is ASHP Accredited and nationally recognized for the solid curriculum and training we provide out students.</p>	<p>Scholarship, and the Long’s Scholarship for Pharmacy Technicians. An average of 5-6 graduates from each year continue on to Doctor of Pharmacy Programs and earn a Pharm D Degree. Many graduates have risen to positions of leadership in the profession such as: Lead Technicians, District Coordinators, Pharmaceutical Representatives, and Pharmaceutical Equipment Representatives</p>
<p>Weaknesses</p>	<p>1. Program is at Middlefield Campus away from BHS Division in Main Campus. Difficult to acquire administrative support and/or guidance. This is due to the need to meet the requirement of having health care program out accessible out in the community for Measure C funding to be used. This weakness can be addressed with more proactive communication and participation from both the Program Director and BHS Division.</p> <p>2. Inadequate facility and instructional equipment and Supplies for students to learn and practice essential clinical skills and procedures. Laboratory facilities do not meet standards. Lecture room size is inadequate as it is difficult for students to have a clear view of projector screens. These buildings are over 50 years old and never updated. Until new buildings are in place we definitely cannot expand student capacity. It is way too crowded</p> <p>Laboratory facilities are completely inadequate and crowded. It is very difficult to conduct labs in this environment.</p> <p>3. Lab Instructor to student ratio is too low. One instructor cannot oversee a 35 person lab and effectively teach and manage lab activities which require demonstration of competency with lab practical exam.</p>	<p>Basic math and ESL issue pose a big problem for students admitted into the program. Level of competency these to be inconsistent and ineffective at ensuring that the student has college level skills in ESL (especially speaking and active listening); English (especially critical reading, effective writing including grammar, spelling, sentence writing, paragraph construction; summarizing and outlining.) Math (shocking lack of basic math knowledge and computational ability in many students...)</p> <p>Huge dichotomy of competency in the class. Student background ranges from Ph.D. to GED. Also, wide range in age along with other issues of diversity. Although it is good to have diversity, it poses a big challenge to teach such a wide range.</p>
<p>Opportunities</p>	<p>1. Program is moving into a new campus with a custom building designed specifically to meet all the</p>	<p>1. Our Pharm tech program’s solid reputation supersedes itself and certain pharmacies will only take</p>

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	<p>facility needs of the Pharmacy Technology Program.</p>	<p>Foothill College Students as externs. 2. Kaiser Permanente has increased the number of students they will take from our program for externship. 3. Smaller mom and pop shops are willing to</p>
<p>Threats</p>	<p>1. Measure C Budget: New facility may take too long and we may not be able to meet ASHP reaccreditation standards 2013. 2. A-Budget: Need additional funds for hiring part time lab assistants and tutors. PHT 52 A&B and PHT 54A&B labs require additional supervision by laboratory assistant. Tutors would contribute to student success. 3. B-Budget: Inadequate. Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. Funds for mileage and travel to meet contractual and accreditation requirements for hospital and retail site visits are required. The program is supplementing the “B” budget with the Lottery Budget and Perkins Grants. 4. Perkins Fund is extremely limited and unpredictable as to the year allotment and is limited for use in specific budget codes. 5. Foundation Funds have decreased without current prospective of future donations. 6. Lottery Funds is also extremely limited and there is a downward trend the amount awarded.</p>	<p>1. Private post secondary schools offering shorter Pharm Tech Certification programs even though they are not accredited. Some students are willing to pay more for a shorter program. 2. Emerging all online programs for Pharm tech. 3. Externship sites are limited due to other local area schools placing externs at the same site. 4. Limited hospital pharmacy sites due 5. Pharmacy job market is tighter due to hiring freezes and limited windows of opportunities that arise without adequate notification time.</p>

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

ASHP Accreditation is in Spring 2013. Any accreditation year will be extremely time consuming and stressful. Adding this to an already overloaded teaching and hectic administrative schedule is very daunting. Program director load does not reflect the hours required for this function. The work required to maintain the program and meet accreditation far exceeds the allotted load. The major challenge is finding what is considered to be a balanced schedule. It is with hopes there are methods to allocate enough time in a day to accomplish these tasks and perhaps there will be funding to hire a part time instructor to cover some of the load.

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Also, plans it is exciting to know the plans for the new Middlefield Campus is in the works. It will be crucial to work with engineers to design a pharmacy that would be the “dream” teaching facility for our students. This will be a big task and careful consideration of the budget and how it will be allocated will dictate the success of the new facility. I expect this too will take a great deal of time and it is with hopes faculty release time can be worked into these up and coming large projects.

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

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

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

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

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

The Pharmacy Technology program has dedicated, innovative and experienced teaching faculty with excellent administrative support staff. The program has a dedicated classroom that simulates actual pharmacy settings, both inpatient and outpatient, giving the students practical classroom training.

The program is the only curriculum-based pharmacy technology program in the Santa Clara/San Mateo county areas, allowing students to obtain an AS degree

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and transfer to a four year college. A number of our students intend to obtain higher degrees in Pharmacy and become registered pharmacists.

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

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

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

The recent addition of the PHT200L prerequisite has proven to be valuable to student success rate, but is reducing the number of applicants and will become a recommendation for 2012-13. The addition of the new AH200 class will be a tremendous asset for our students as it will provide an opportunity for them to mingle with other allied health students at Main Campus. It will also streamline many of the topics covered across the board in the health profession.

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

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

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

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

At the present time, there is no "State qualifying" test and the National Pharmacy Technician Certification Exam is not mandatory. Also, state guidelines are obscure; however, students are encouraged to take the national exam because most employers are now requiring it as a condition of employment. The program currently enjoys a 100% pass rate (the first attempt) on this national exam.

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Excellent English skills, constant changes in technology, and an increasing demand from the workplace for improved keyboarding and computer skills requires us to constantly reevaluate curriculum requirements and provide the best teaching and learning environment for our students.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

Success on State and National Licensing Examinations: The program has an exceptional pass rate of 98-100% (on the first attempt) on the national Pharmacy Technician Certification Exam for the 11 years that the program has been in existence. The program is highly respected by retail pharmacists and hospitals in the surrounding communities, who recognize the quality of the student externs and the graduates.

Program will be undergoing accreditation self-study & site visit, so director is requesting additional release time.

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

Facilities are currently inadequate. Plans to locate PHT program in new Onizuka campus site.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Phyllis Spragge, BHS Dean 1/5/12

Unit Assessment Report - Four Column

Foothill College

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & 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>Year PL-SLO implemented: 2010-2011</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/25/2012</p> <p>PL-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>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>Year PL-SLO implemented: 2010-2011</p> <p>Start Date: 09/20/2010</p> <p>End Date: 06/29/2015</p> <p>PL-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>		

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

Unit Course Assessment Report - Four Column

Foothill College

Department - Pharmacy Technology (PHT)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/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>Assessment Cycles: 2011-2012 2012-2013</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>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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 50 - ORIENTATION TO PHARMACY TECHNOLOGY - SLO 1 - Responsibilities - State all the technician's primary job</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 51 - BASIC PHARMACEUTICS - SLO 2</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- Application of knowledge - Demonstrate handling and mandatory record keeping for durgs requiring special handling(scheduled drugs,BTC's,IND's,etc.). (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 1 - Knowledge - Demonstrate proficiency in inventory, purchasing, automated and manual drug processing and compounding procedures in the inpatient pharmacy setting. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 52A - INPATIENT DISPENSING - SLO 2 - Responsibilities - Maintain required legal records of controlled substances,compounded medications,inventory,recalls,IND's and other specialized products in an inpatient pharmacy. (Created By Department -</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 52B - ASEPTIC TECHNIQUE & IV</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active			
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 Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
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)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
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.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 54B - DOSAGE CALCULATIONS B - SLO 2 - Application of knowledge - Accurately calculate and utilize the required ingredients for compounding pharmaceutical products from the various physician orders. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 55A - PHARMACOLOGY A - SLO 1 - Knowledge - Describe the basic anatomy and physiology of the nervous, endocrine, digestive, urinary, and reproductive systems. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 55A - PHARMACOLOGY A - SLO 2 - Application of knowledge - Identify common pathophysiology of the nervous, endocrine, digestive, urinary and reproductive systems and the prescription and non-prescription</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
remedies,problems and dosages of the treatments. (Created By Department - Pharmacy Technology (PHT)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Pharmacy Technology (PHT) - PHT 55B - PHARMACOLOGY B - SLO 1 - Knowledge - Describe the basic anatomy and physiology of body tissues and membranes,integumentary, skeletal,muscular,cardiac,vascular, respiratory and lymphatic systems. (Created By Department - Pharmacy Technology) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Pharmacy Technology (PHT) - PHT 55B - PHARMACOLOGY B - SLO 2 - Knowledge - Identify common pathophysiology of body tissues and membranes, integumentary,muscular,skeletal,cardiac,vascular,respiratory and lymphatic systems and prescription/non-prescription remedies,side effects and dosages (Created By Department - Pharmacy Technology) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Pharmacy Technology (PHT) - PHT 56A - DISPENSING &			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>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 - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 56B - DISPENSING & COMPOUNDING B - SLO 2 - Application of knowledge - Accurately apply required record keeping functions, labeling, storage and packaging to compounded topical, transdermal, rectal, vaginal, ophthalmic and otic prescriptions (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Pharmacy Technology (PHT) - PHT 60B - RETAIL CLINICAL II - SLO 1 - Application of Knowledge - Practice assisting the pharmacist in all functions of the retail pharmacy to include collection of information,distribution of medications,billing, third party collections, inventory and file maintenance. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 60B - RETAIL CLINICAL II - SLO 2 - Application of knowledge - Effectively interview patients, their representatives, or their care-givers to collect pertinent information for use by the pharmacist. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 61 - HOME HEALTHCARE SUPPLIES - SLO 1 - Application of Knowledge - Demonstrate skill in assisting patients with conditions that require pharmacist attention and competently assist pharmacist with test and devices available for those conditions or health screening. (Created By Department - Pharmacy Technology (PHT))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Pharmacy Technology (PHT) - PHT 61 - HOME HEALTHCARE SUPPLIES - SLO 2 - Knowledge - Define alternative forms of health care and supplements and their place in the total health care picture. (Created By Department - Pharmacy Technology (PHT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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 Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			