INSTITUTIONAL PROGRAM REVIEW 2014 – 2015 Program Efficacy Phase: Instruction DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Monday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Pharmacy Technology

Name of Division

Science Division

Name of Person Preparing this Report

Susaniel Kesling

Extension

909-269-2510

Names of Department Members Consulted

Susan Bangasser, Todd Heibel

Name of Reviewers

Kay Weiss, Romana Pires

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	February 13, 2015	
Final draft sent to the dean & committee	April 10, 2015	
Report submitted to Program Review Team	April 10, 2015	
Meeting with Review Team	April 10, 2015	
Report submitted to Program Review co-chair	April 13, 2015	

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1	0	0
Faculty	0	0	5
Classified Staff	0	0	0
Total	1	0	5



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	382	351	281	335	194
FTEF	3.02	3.02	3.02	3.35	3.18
WSCH per FTEF	539	485	381	397	288



	09-10	10-11	11-12	12-13	13-14
Sections	12	12	12	14	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	12	6	13	6	20

Description:

The program prepares students to assist Pharmacists as Pharmacy Technicians in community or institutional pharmacies by providing medications and healthcare products to patients. The program also prepares students to pass the Pharmacy Technician Certification Board. A Pharmacy Technology certificate requires 21-33 units, including prerequisites of BIOL 155, ENGL 015, and MATH 090 with two semesters of pharmacy technology courses. The AS degree has the addition of general breadth requirements.

Assessment:

- FTES and enrollment have fluctuated due to the combined effects of decreased sections on campus, the end of the eligibility period for working techs to take certification classes, and curricular changes requiring additional prerequisites.
- Efficiency has declined as a result of smaller class sizes brought about by ASHP accreditation and curricular requirements.
- Success and retention have dramatically improved since 2011-2012.
- New curriculum started in fall, 2013, with prerequisites to help with retention and success. This has impacted enrollment.

Department Goals:

- Offer two sections each of first semester courses.
- Hire full time faculty, as load will increase, area job opportunities exist, and ASHP accreditation requires it.
- Continue development of an accreditation action plan.
- Active recruitment has begun utilizing program brochures.
- Offer the new PHT 021 and PHT 067 courses, as well as the modified PHT 062, PHT 070, and PHT 072 courses in 2015-2016.
- Offer our approved new PHT 063 pharmacology course to pre-health care professionals.
- Submit ASHP accreditation documents.
- Procure a faculty office and dedicated laboratory facility.
- Expand Community Pharmacy and Institutional Pharmacy clinical internship opportunities for students.
- Maintain laboratories with equipment and supplies needed for quality education.

Challenges & Opportunities:

- There are no full-time faculty for this program, although additional courses are required, and accreditation requirements demand it.
- Pharmacy Technology programs are now required to be accredited and will have increased needs, such as a licensed program director.
- We are competing with for-profit colleges that graduate students quickly, have fewer prerequisites, but are expensive and often not accredited.
- Our institution must provide greater job placement assistance.
- Lack of a dedicated faculty office and student laboratory jeopardizes data privacy, student success, and accreditation status.

Action Plan:

- Provide information sessions on the program and finalize an information packet.
- Hire a full time faculty and licensed program director in order to become the premier Pharmacy Technology program in the Inland Empire.
- Work with ASHP and PTEC to become fully accredited.
- Expand the advisory committee to establish a greater network for students and our graduates.
- Work with community and/or other CTE programs to provide presentations on soft skills.
- Create a pathway from high school to the Pharm Tech Program.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics: Pharmacy Technology

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2011-2012 to 2013-2014			
Demographic Measure	Program Pharmacy Technology	Campus-Wide	
Asian	13.9%	5.2%	
African-American	15.4%	14.2%	
Hispanic	52.0%	59.2%	
Native American	1.3%	0.3%	
Pacific Islander	1.3%	0.4%	
White	14.5%	16.8%	
Unknown	1.6%	3.9%	
Female	73.3%	54.8%	
Male	26.4%	45.1%	
Disability	6.8%	5.7%	
Age Min:	19	14	
Age Max:	59	84	
Age Mean:	29	29	

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Except for the Hispanic population of 52.0% to 59.2% campus, demographic data shows that the program attracts a higher group of minorities into the Pharmacy Technology program than the campus. In California, a strong minority presentation is within the pharmacy technician workforce. The *American Journal of Health-System Pharmacists*, Volume 64, 15 June 2007, identifies that "white Americans received 60% of the Pharm.D. degrees, ... Asian Americans received 23%, ...7.7% for blacks, 3.7% for Hispanics, and 0.4% for American Indians." Due to this representation report, there is no concern in the program's minority population mix.

Since the influx of female pharmacists entering the workforce in the 1980s, women have quickly integrated into the once "male dominated" pharmacy field. Since community and institutional pharmacy has become a 24/7 medical provider, shifts are available for female pharmacists who wish to cultivate a family and household. Policies have been *implemented that facilitate flexible schedules without hindering advancement*, from *The Impact of a Gender Shift on a Profession: Women in Pharmacy* by Stephanie F. Gardner and Cindy D. Stowe published by the Forum on Public Policy, 2006.

For the pharmacy technician gender population, 88.4% are female and 11.6% are males from a survey of 3,200 certified pharmacy technicians in the United States, from the *Journal of the American Pharmacists Association*, 2005. Compared to our 73.3% female and 26.4% male student population, our program maintains a higher male population compared to industry because many of the male counter parts plan to continue into a Pre-Pharmacy program for Pharmacy School.

For many of our program's student population, pharmacy technology is an entry pathway to a higher healthcare profession, such as pre-pharmacy, nursing, medicine, etc. The program, also, attracts individuals training for a career change, such as former military or the elderly.

Compared to the campus, the youngest age of our program's students is 19. This is due to liability and legal age requirements for the State of California and Department of Justice's Drug Enforcement Administration need for only adults accessing narcotics and prescription medication.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Not only does the program attract minorities and individuals training for a career change, but single parents and four year university students join our Pharmacy Technology program. The program has adapted to our student needs by offering classes in the late afternoon and in the evening

- a) For those students that work during the day,
- b) For those students that are single parents who require babysitting but cannot afford daycare services, and
- c) For those students that are currently in a four year university program.

As more students join the program and demand increases, the program will have hybrid, distance/online courses, daytime, and weekend courses available.

We attract California State University San Bernardino students and University of California students that are in a Pre-Pharmacy Science curriculum. Since their school does not offer a Pharmacy Technology Program, they normally take one course per quarter, obtain their certificate during their junior year, take the Pharmacy Technician Certification Examination, and work as a pharmacy technician during the summer after their junior year. During the university student's senior year, they will apply for Pharmacy School or a Graduate Program and add professional pharmacy experience into their application.

Currently, there is a total of six courses which are offered every semester for a one year course for certification or part of an A.S. degree. The courses are

PHT060 Pharmacy System I covering Federal Laws, Pharmacy Regulations, and Community Pharmacy; PHT062 Pharmacology;

PHT064 Pharmacy Math Calculations;

PHT070 Pharmacy Systems II covering Institutional Pharmacy and advanced topics;

PHT072 Pharmacy Clinical Experience; and

PHT074 Pharmacy Seminar which prepares the student to take the PTCB.

The first semester courses are offered in the late afternoon with labs in the evening to accommodate our various students. The second semester courses are all scheduled on one day, Tuesday, to allow the students to fill the remainder of the week with their internship hours. This can prove challenging for the student that already maintains a fulltime work schedule.

Issues which the program is currently advocating are

1. A full time faculty to handle college administration issues, ASHP accreditation standards, and coordination with clinical pharmacy programs. There is difficulty providing courses during the day since all the courses are taught by adjunct faculty who work elsewhere.

2. A dedicated pharmacy laboratory with appropriate food grade ingredients for non-sterile compounding and I.V. compounding. Currently, the pharmacy students share the chemistry laboratory which causes scheduling issues, chemical safety hazards, and crowding due to increased student load in the chemistry department.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations		
	Does Not Meet	Meets	
Part II: Student Succes	s – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.	
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.	

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The last five years of the Pharmacy Technology program's retention dipped but has recovered.

The program had a 93% retention and 80% success rate in 2010 because that was the last year the State of California's Board of Pharmacy allowed pharmacy technicians to license with a certificate from a training program or only "on-the-job" training without a formal education. Currently, to qualify for a pharmacy technician license, the applicant must either

1. Graduate from a Pharmacy Technician program that has

- An Associate Degree in Pharmacy Technology;
- Any other course that provides a minimum of 240 hours of instruction as specified in Title 16 California Code of Regulation section 1793.6(c);
- A training course accredited by the American Society of Health-System Pharmacists (ASHP); or
- Graduation from a school of pharmacy accredited by the Accreditation Council for Pharmacy Education (ACPE).
- 2. A Certified Pharmacy Technician from the Pharmacy Technician Certification Board, PTCB.

3. Federal armed forces trained military pharmacy technician with a DD214 papers.

Locally, Loma Linda University Hospital Pharmacy Department required their technicians to be nationally certified by the Pharmacy Technician Certification Board, PTCB. This is the only national certification organization recognized by the California State Board of Pharmacy and local hospitals in the Inland Empire. The *Institute for the Certification of Pharmacy Technicians*, ICPT, is not recognized by the California State Board of Pharmacy Technicians.

From 2011 to 2012, retention and success dipped to a low of 66% success during the 2010 to 2011 school year and 78% retention in the 2011 to 2012 school year. Where previously, the majority of the students were working pharmacy technicians taking courses to pass the PTCB to make the grandfather deadline in 2010, the students now were mainly high school graduates with **no pharmacy experience nor college science classes** in their background.

By the 2012 to 2013 school year, success and retention improved because instruction techniques changed. Accepting the assumption that most Pharmacy Technology students had minimal pharmacy experience, the course utilized more reinforced homework and classroom drills in the PHT020 Introduction to Pharmacy, PHT030 Pharmacology, and PHT031 Pharmacy Calculation. Dramatic improvement in tests occurred when students were required to turn-in an outline of the chapter before lecture and practice writing their own test questions.

By the 2013 to 2014 school year, retention peaked to the highest level with a 91% success rate and a 97% retention rate. During this school year, the new curriculum added or expanded laboratory to include real world pharmacy practice of Community Pharmacy and Institutional Pharmacy. The practice of filling prescriptions and regular compounding was added.

The program continues to expand with the purchase of laboratory equipment. Currently, students are able to compound elixirs, suspension, ointments, and I.V. medications for advanced pharmacy practice.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The *Pharmacy Forecast 2015-2019, Strategic Planning Advice for Pharmacy Departments in Hospitals and Health Systems* by the American Society of Health-Systems Pharmacists (ASHP) is the industry trend report and provides guidelines for the future pharmacy industry.

For the next five years, pharmacy "technicians will be integrated into patient care teams" that will "include use of pharmacy technicians to obtain medication histories and pharmacists to support prescribing of medications at discharge or in clinics. It will be challenging, however, to shift responsibilities in the medication-use process across traditional professional boundaries," page 7. Within the last two decades, the pharmacist and the **pharmacy technician roles and duties have shifted and changed**. This began with the passage of the 1990 Omnibus Budget Reconciliation Act (OBRA '90) where pharmacists were required by federal law to counsel patients. With the passage of California's SB-493 in May 29, 2013, pharmacists have been given full provider status allowing them patient care privileges. Except for clinical counseling and direct patient care, pharmacy technicians perform all of the duties of a pharmacist. The recent passage of California's SB-1039 allows a licensed pharmacy technician acute care hospital duties formerly reserved for pharmacists and pharmacy school interns.

Per the Pharmacy Forecast 2015-2019, it states that at least somewhat likely that in 50% of hospitals over the next five years technicians will check the accuracy of dispensing by other technicians (item 6). ...This predicted rate of adoption of tech-check-tech, although strongly desirable from the perspective of optimal use of time and talent, seems extraordinary in that only about 16% of hospitals, in the 2013 ASHP national survey, reported having implemented tech-check-tech to any extent. ...Although more than 70% of hospital pharmacy technicians are PTCB certified, fewer than 10% of hospitals use primarily an ASHP-accredited program for training technicians. ...predicted that within the next five years it is very likely that in half of health systems all newly hired pharmacy technicians will have completed accredited training and PTCB certification (item 7). Beginning in 2020, to qualify for taking the PTCB exam applicants will have to first complete accredited training. There is nowhere near sufficient capacity among current accredited training programs to meet the demand that is implied by this 2020 requirement.

For the *Inland Empire's Centers of Excellence* report, Table 13, May 2012, by Lori Sanchez and Zhenya Lindstrom, local pharmacy technicians (29-2052) in 2011, lists 2,941 jobs available at \$16.28 hourly and 156 job openings annually. Appendix B provides an employment growth of 14% for the next five years for California's Inland Empire region.

From the United States Department of Labor Bureau of Labor Statistics, its *Occupational Outlook Handbook*, 2014-2015 Edition, identifies the employment outlook for 2012 to 2022 as a 20% growth in the United States for Pharmacy Technicians.

Even though these statistics are conservative, they were provided before the passage of the Federal Affordable Care Act, Covered California, California SB-493, and California SB-1039.

To meet these industry demands and changes for pharmacy technicians, the Advisory Committee meeting on Tuesday, May 5, 2015, will vote for an application for program accreditation from ASHP with expanded clinical experiential in Hospital Pharmacy. Courses are in place to meet the training needs for the changing technician duties.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See Strategic Goal 2.11

Course:	SLO Completed?	Plan to Complete by:
PHT060 Pharmacy System I	Yes	
PHT062 Pharmacology	Yes	
PHT063 Pharmacology for Pre- Health Care Professionals	No	Summer 2015
PHT064 Pharmacy Math Calculations	Yes	
PHT070 Pharmacy Systems II	Yes	
PHT072 Pharmacy Clinical Experience	No	Spring 2015
PHT074 Pharmacy Seminar	No	Spring 2015

The Pharmacy Technology faculty, all of whom are adjunct faculty, have collected Student Learning Outcomes for every class section, with the exception of PHT063, PHT072, and PHT074. SLOs for PHT063 will be collected when it is offered during the summer 2015 semester, and the PHT072 and PHT074 will be assessed at the end of the 2015 Spring Semester. As a department, we meet every semester to discuss the results of the outcomes and to strategize about how to improve instruction. All faculty members will participate in the SLO cloud data reporting system during the Spring 2015 semester.

CURRENT Pharmacy Technology Student Learning Outcomes

PHT 060 Pharmacy Systems 1

- 1. Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the delivery of services in the community/outpatient pharmacy setting.
- 2. Students will demonstrate the techniques and procedures of processing prescriptions and the management of outpatient pharmacy when assisting the pharmacist.

PHT 062 Pharmacology

- 1. Students will identify various groups of medications by classifications in body systems, functions, indications, and mechanisms of action with basic human anatomy and physiology.
- 2. Students will apply the various medications utilizing their brand/trade or generic names in drug dosages, drug forms, drug strengths, drug routes, and standard Signa with the various patient populations.

PHT 063 Pharmacology for Pre-Healthcare Professionals

- 1. Utilizing human anatomy and physiology, students will identify various groups of medications by classifications in the body systems, functions, indications, and mechanisms of action for the institutional/clinical settings.
- 2. Students will apply the various medications utilizing their brand/trade or generic names in drug dosages, drug forms, drug strengths, drug routes, and standard Signa with the various clinical patient populations.

PHT 064 Pharmacy Calculations

- 1. Students identify various pharmaceutical measurement systems.
- 2. Students apply various pharmaceutical measurement systems into calculations for processing prescription and medication orders.

PHT 070 Pharmacy Systems, II

- 1. Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the Inpatient/institutional pharmacy setting.
- 2. Students will apply advanced distribution techniques and methods in processing medication orders, stock production, and pharmacy management utilizing aseptic techniques while assisting the pharmacist.

PHT 072 Pharmacy Clinical Experience

- 1. Students will apply the processing of medications and the management of pharmacy through clinical experience in a pharmacy as demonstrated by the performance evaluation of a Pharmacist.
- 2. Students will interact with the public through readings and discussion of communication and culture as demonstrated by performance evaluation of a Pharmacist.

PHT 074 Pharmacy Seminar

- 1. Students will articulate and discuss the duties in the outpatient pharmacy, inpatient pharmacy, and pharmacy management while assisting the pharmacist through reflection on past content and current skills.
- 2. Students will demonstrate readiness for board certification as demonstrated by classroom assessments such as earing a score of a minimum of 80% on a mock exam.

Faculty Name: Susaniel Kesling	Course: PHT060
Department: Science Division, Pharmacy Technology	Section: -01
Semester/Year Assessed: Spring 2014	Units: 3.0

Outcomos	I FCTURE.
outcomes	Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the delivery of services in the community/outpatient pharmacy setting.
	LABORATORY: Students will demonstrate the techniques and procedures of processing prescriptions and the management of outpatient pharmacy when assisting the pharmacist.
Assessment Methods	LECTURE: Student Learning Outcomes was assessed by integrating the questions into the comprehensive final examination. Topics tested encompassed 1. Pharmacy History; 2. Pharmacy Laws and Regulations; 3. Pharmacy Ethics; 4. Pharmacy Associations; 5. Pharmacy Acronyms, Abbreviations, Prefixes, Suffixes, and Base Words for Prescription Translations; 6. Pharmacy Drug Information References; 7. Prescription Processing; 8. Complementary and Alternative Medicine; 9. Herbal Medications; 10. Pharmacy Repackaging and Compounding; 11. Pharmacy Business Management; and 12. Pharmacy Medication Safety and Error Prevention. LABORATORY: Student Learning Outcomes was assessed by a laboratory skills examination where the student performed specific tasks in filling an outpatient prescription. These tasks included 1. Work Station Preparation and Set-Up, 2. Patient Profile Interviews, 3. Translating a Prescription, 4. Utilizing Pharmacy Management Software by Typing and Printing a Prescription Label. 5. Measuring Medications Utilizing an Analytical Balance, Counting Tray, and Graduated Cylinder.

Criteria – what is "good	LECTURE: A score of above 80% is adequate for the Student Learning
enough"? (Attach department or	Outcomes in this class. The criteria was increased from 65% because
faculty rubric or use the generic	the Pharmacy Technician Certification Board requires above a 87.5%
rubric below)	score for passage. Also, 86.7% of the material tested in the PTCB is
-	taught in PHT060 Pharmacy Systems I.
	LABORATORY: A score of above 80% passes the student for the Student Learning Outcomes.

Enter the distribution of student	LECTURE:
SLO assessment results. Is this	Percentage is based on the five students that actually assessed for
distribution satisfactory?	the SLO. From the five students that tested,
	00% received 90% to 100%,
	80% received 80% to 89%, and
	20% received 70% to 79% providing a distribution of
	80% average score and
	80% median score.
	LABORATORY:
	Percentage is based on the five students that actually assessed for the
	SLO. From the five students that tested for the SLO Skills Examination,
	80% received 90% to 100%, and
	20% received 80% to 89%, providing a distribution of
	93.6% average score and
	95% median score.

Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.	Total number of students enrolled in the class as of <i>census date</i> , 02-03-2014 .	Number of students who met the SLO	Number of students who did not meet the SLO	Number of students who did not assess
SLO 1	8	5	0	3
SLO 2	8	5	0	3

Reflect and comment on the	LECTURE:
successes and challenges in this	After several semesters, examination performance has increased
class. Did you:	with the increased exposure to the pharmacy material. Required
• Try new strategies?	reading and outlining of textbook content before lecture resulted in
Add content?	more comprehensive questions and understanding of the material.
See notable improvement in	Lower test scores this semester will require more group activities to
class performance?	reinforce lecture material.
 Identify any learning gaps? 	
	LABORATORY:
In future will you	Last semester the students performed very well. This semester,
• If y new strategies	laboratory activities were streamlined enough that the students were
 Make recommendations for content accommendations for 	efficient in finishing their activities. This allowed the students more
modification	time to practice their prescription filling skills which resulted in high
mouncation	performances in the skills tests.

For Fall 2014, more compounding, informatics, and medical billing will be added to the laboratory curriculum which are adjustments to the Pharmacy Technician Certification Examination's new examination.

Faculty Name: SURAJ LAVINGIA	Course: PHARMACOLOGY
Department: SCIENCE DIVISION	(PHT)
Semester/Year Assessed: SPRING 2014	Section: 062
	Units: 3 UNITS

Outcomes	 Students will be able to describe and analyze the mechanisms of action, adverse reactions and therapeutic uses of medications within broad classifications through reading assignments, lecture and classroom presentations as demonstrated in written exams or assignments. Students will be able to identify common drug dosages and forms, and analyze drug orders for inaccuracies through comparison with pharmacology references, reading assignments and classroom discussions as demonstrated in written exams or classroom presentations.
Assessment Methods	 Class was set up as a pharmacy and students were given 3 prescriptions. On this prescription, students were supposed to identify Generic and Classification of 3 different drugs. All students were given a time limit of 15 minutes for all 3 prescriptions. The time limit was given to demonstrate how well students could identify his/her generics and explain what the indication and class are of each medication. Having students timed showed me how well each student could RECOGNIZE generics. This exercise also helped students recognize his / her weak areas.
Criteria – what is "good enough"? (Attach department or faculty rubric or use the generic rubric below)	Any student scoring over 75 %, passed. This showed that students are able to recognize and identify majority of all common drugs prescribed. Any student who scored below 75 %, showed that they weren't able to recognize or identify common drugs prescribed and would have to really practice a lot harder to succeed in this field. In pharmacy, time is limited and it is really important to master common drug generics, classification, dosages, etc.
Enter the distribution of student SLO assessment results. Is this	As seen below, out of 16 students, 3 did not take the SLO exam. Therefore out of 13 students, 2 did not do well, but 11 did extremely well scoring over 80 %. This distribution is highly satisfactory. Students

distribution satisfactory?	showed that they were able to identify drugs faster when there is a time		
	constraint versus having no time constraint		

Draft: Generic Rubric for use if	Total number of	Number of	Number of	Number of
Departmental or Faculty Rubric	students	students who	students who did	students who did
is Not Available.	enrolled in the	met the SLO	not meet the	not assess
	class		SLO	
	4.0		•	
SLO I	16	11	2	3
SLO 2	16	11	2	3

Reflect and comment on the	1. Compared to last year, this was something different I
successes and challenges in this	tried. Having time constraints proved my outcome of this
class. Did you:	SLO.
T	2. Students who attend class and practice did very well,
• Iry new strategies?	those who missed more than 4 classes explained why
Add content? See notable improvement.	he/she did not do so well
• See notable improvement	3. Lab was used to help students practice and identify
 Identify any learning 	4. In the future, I will continue with the same method. I had
gaps?	asked my current class there input on the SLO
In future will you	examination. They all had the same answer, "Professor,
• Try new strategies	this actually helped push me to study and I was able to
Make recommendations	identify more drugs than I thought."
for content, assessment,	5. This was a new strategy I tried this year and will continue
or SLO modification	to enhance every semester
	to emance every semester.

Faculty Name: Doris Chota	Course: PHT 064
Department: Science Division, Pharmacy Technology	Section: 01
Semester/Year Assessed: Fall 2014	Units: 3

Outcomes	SLO 1: Students will identify various pharmaceutical measurement systems. SLO 2: Students will apply various pharmaceutical measurement systems in calculations for processing prescription and medication orders.
Assessment Methods	 Students were assessed by taking the Final exam for this course. The Final exam was cumulative which tested over all the material covered during the semester, which includes: Conversions between and within household & metric systems Identification, interpretation of medical terms & abbreviations, and calculations of prescription & medication orders and drug manufacturer labels Calculations of pediatric dosages based on weight, height, body surface area and specific dosing calculations (mg/kg/frequency) Calculations of Intravenous admixtures, percentage strengths and stock solutions Calculations of Total Parenteral Nutrition (TPN) Calculations of Prescriber Drug Enforcement Agency Number Verification
Criteria – what is "good enough"? (Attach department or faculty rubric or use the generic rubric below)	A score of 70% or higher on the final exam was considered passing and "good enough" for the course.
Enter the distribution	There were 26 students enrolled in this course by the last day to add a course. By the last day to drop this course only 22 students remained enrolled. Out of those 22 students still enrolled in course 16 (72.7%) met both of the SLO's. The Final exam was worth 212 points (106 questions, 2

of student	points each) but was reduced to 206 points due typographical errors on three problems. It was					
SLO	possible to score over 100%, due to accounting for the curved down score and an extra credit					
assessment	guestion. Please see the chart below for assessment results.					
reculte	question. Theuse see the churt below for assessment results.					
results. Is						
this			Column Final Exan	n - Cumulative (Test) <		
distribution	Column Details					
satisfactory	Column	Final Exam - Cumulative (Test)				
2	Points Possible	206				
•	Description					
	Statistics		Status Distribution		Grade Distribution	
	Statistics		Status Distribution		Grade Distribution	
	Count	[22]	Null	0	Greater than 100	
	Minimum Value	92.00	In Progress	0	90 - 100	
	Maximum Value	212.00	Needs Grading	0	80 - 89	
	Range	120.00	Exempt	0	70 - 79	
	Average	170.00			60 - 69	
	Median	179.75			50 - 59	
	Standard Deviation	33.63			40 - 49	
	Variance	1130.86			30 - 39	
					20 - 29	
					10 - 19	
					0-9	
					Less than 0	

Draft: Generic Rubric for use if	Total number of	Number of	Number of	Number of
Departmental or Faculty Rubric	students	students who	students who did	students who did
is Not Available.	enrolled in the	met the SLO	not meet the	not assess
	class		SLO	
SLO 1	26	16	6	4
SLO 2	26	16	6	4

Reflect and comment on the	This is now the fourth semester that I have taught this course. I continued			
successes and challenges in this	this semester, like previously in Spring 2014 to dedicate an additional			
class. Did you:	week for review on Chapters 10-13 of the text book as this section tends			
	to be one of the most difficult sections for the majority of the students as			
• Try new strategies?	they deal with intravenous admixture calculations, stock solution			
• Add content?	calculations and percentage strength calculations. Another strategy I			
• See notable improvement	continued to implement was to hold an in-class review session before			
in class performance?	each exam to answer any remaining questions			
• Identify any learning	eden exam to answer any remaining questions.			
gaps?				
In future will you	Class performance this semester compared to the last semester was			

• Try	v new	strategies	
- 11		bulutogios	

•	Try new strategies	poorer. Last semester the percentage of students meeting SLO
•	Make recommendations	expectations was 86.7%. The students that failed to meet the
	for content, assessment,	expectations this semester continuously struggled throughout the
	or SLO modification	semester, failed to seek help and missed one or more class periods or
		would leave early. One reason for poorer performance could be that we
		did not have a regular Pharmacy Tech Math tutor and previous semesters
		students had the opportunity to get additional one-on-one tutoring
		throughout the week and they also had the incentive of extra credit
		points to attend tutoring sessions. For Spring 2015, I look forward to
		having the new Pharmacy Tech assistant that can perhaps help the
		students during the week or during open makeun lab sessions.
		One new strategy that I'd like to implement as suggested by my peer evaluator this semester is while I currently have the students do breakout sessions during class, instead of myself explaining to the class the work they did is to have the students come up to the board and explain to the class how they reached their conclusion.
		As far as for recommendation on content, assessment or SLO modifications. I like the publisher of this book, but if a new book were to be available I would be open to the idea, specifically if they have a better explanation section on IV calculations. For the assessment or SLO modifications, the SLO 1 & 2 that was written for this course fits appropriately to the American Society of Health-System Pharmacists model guidelines.

Faculty Name: Yvonne J. Furr	Course: Pharmacy Systems II
Department: Science Department	(PHT-070)
Semester/Year Assessed: Fall Semester/2014	Section: 01
	Units: 3

Outcomes	
	One student, Final Exam. = 82%
	One student. Final Exam. = 86%
	Three students, Final Exam. = 80%
	One student, no show for Final Exam.
Assessment Methods	SLO 1 was incorporated into the Comprehensive Final Examination.
Criteria – what is "good enough"?	80% is good enough.
(Attach department or faculty	
rubric or use the generic rubric	
below)	
Enter the distribution of student	The distribution is satisfactory.
SLO assessment results. Is this	
distribution satisfactory?	

Draft: Generic Rubric for use if	Total number of	Number of	Number of	Number of
Departmental or Faculty Rubric	students	students who	students who did	students who did
is Not Available.	enrolled in the	met the SLO	not meet the	not assess
	class		SLO	
SLO 1	6	5	0	1
SLO 2				
SLO 3				

Reflect and comment on the	• Yes Added two oral presentations for students to present to			
successes and challenges in this	class from chapters from a Hospital Pharmacy Practice			
class. Did you:	The students enjoyed it. This helped boost their confidence			
T	talking in front of an audience.			
 Iry new strategies? Add content? 	• Students enjoyed question and answer games. They felt it			
• Add content?	helped them learn the material better.			

 See notable improvement in class performance? Identify any learning gaps? In future will you Try new strategies Make recommendations for content, assessment, or SLO modification 	 No learning gaps. Students performed well and showed interest by attending all classes. No recommendations for content, assessment, or SLO modification.
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Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged).

See Strategic Goal 2.11

Pharmacy Technology AS Degree and Certificate PLO Mapping	Pharmacy Technology AS Degree and Certificate	calculation of medication dosages and concentrations	articulate action and use of medications	preparing, mixing, dispensing and labeling medications and solutions	
CLASSES					
РНТ 060				SLO #1	
PHT 062			SLO #1	SLO #2	
PHT 063			SLO #1		
PHT 064		SLO #2			
РНТ 070				SLO #2	
PHT 072				SLO #1	
PHT 074				SLO #1	

Pharmacy Technology's new curriculum has not yet assessed its Program Learning Outcomes, but plans to at the end of Spring 2015. The current chart is intended to simulate how course level SLOs will be mapped.

Institutional SLOs/Core Competencies. Complete the <u>Core Competency grid</u> below. Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See Strategic Goal 2.11

	San Bernardino Valley College	PHT 06	PHT 06	PHT063	PHT 06	PHT 07	PHT 07:	PHT 07-	
	For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	0	2		4	0	2	4	
	1.1 Read and retain information	Х	Х	Х	Х	Х	Х	Х	
	1.2 Write clearly	X				Х	х		
mmun.	1.3 Speak clearly	Х	Х	Х		Х		х	
ö	1.4 Employ vocabulary of the subject studied	Х	Х	Х	Х	Х	Х	Х	
	1.5 Demonstrate active listening skills	X	Х	Х		Х		Х	
	2.1 Find and interpret information	Х	Х		х	Х			
	2.2 Evaluate authority and bias of information					х	х	х	
onmp	2.3 Utilize technology to organize and present information	х	Х			Х			
Info C	2.4 Demonstrate working knowledge of basic computer function	х				х	х	х	
	3.1 Evaluate strengths, weaknesses and fallacies of logic	Х				Х	Х		
f	3.2 Locate, evaluate and select evidence to support or discredit an argument	Х				Х		х	
hinking	3.3 Construct a persuasive argument	Х				Х			
tical T	3.4 Apply learned knowledge to new situations				Х	Х	Х	Х	
Ċ	3.5 Apply principles of scientific reasoning to solve problems		Х		Х	Х	Х	Х	
	3.6 Defend a logical hypothesis to explain observed phenomenon					х		Х	
	4.1 Accept responsibility for own actions	Х	Х	Х	Х	Х	Х	Х	
	4.2 Demonstrate respect for a diversity of ideas and the rights of others	х	Х	х	х	Х	х	Х	
	4.3 Exhibit personal, professional and academic honesty	Х	Х	х	х	Х	х	Х	
Ethics	4.4 Display behavior consistent with ethical standards w/in a discipline	Х	Х	х	х	Х	х	х	
Ξ	4.5 Apply lessons from the past to ethical issues faced in the present					х	х	х	
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas					х	х	х	
	4.7 Assume civic, political or social responsibilities					Х	Х	х	

	5.1 Recognize own strengths and weaknesses		-				Х	Х	
SS	5.2 Recognize own biases and values						Х	Х	
varene	5.3 Recognize own learning style						Х	Х	
Self Av	5.4 Give and receive constructive feedback						Х	Х	
sion &	5.5 Develop time management skills	Х	Х			Х		Х	
Express	5.6 Set goals for educational, personal and professional development		Х			х	Х	х	
ative E	5.7 Set goals to create balance in personal and professional life	Х	Х	х	х	х	Х	х	
Cre	5.8 Evaluate diverse artistic works								
	5.9 Demonstrate creative thought through original expression								
cural	6.1 Demonstrate etiquette in face-to-face and written interactions	Х				Х	Х	Х	
& Cult	6.2 Work effectively in group settings	Х	Х	х	х	х	Х	х	
action	6.3 Utilize conflict resolution skills						Х	х	
al Inter D	6.4 Demonstrate knowledge of and respect for other cultures	Х	х	х	х	х	Х	х	
Soci	6.5 Demonstrate knowledge of and respect for one's own culture	Х	Х	х	х	х	Х	х	

Pharmacy Technology's core competencies cultivate the student's discipline, knowledge, and skills in developing their learning experience into the pharmacy industry.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations							
	Does Not Meet	Meets						
Part III: Institutional Effectiveness - Rubric								
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.						
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.						
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.						

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

San Bernardino Valley College prepares the pharmacy technician student to assist the pharmacist in medicinally caring for the community in a diverse healthcare environment.

How does this purpose relate to the college mission?

Realizing that our program attracts a diverse demographic population, the Pharmacy Technology Program's mission statement identifies the need for extensive education and skills to accommodate the increasingly diversified duties of the 21st century pharmacy technician. As the pharmacist moves into the direct patient care environment, the technician continues to assist the pharmacist by fulfilling former duties previously conducted by pharmacists.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.



FTES and enrollment have fluctuated due to the combined effects of decreased sections on campus, the end of the eligibility period for working techs to take certification classes, and curricular changes requiring additional prerequisites. Efficiency has declined as a result of smaller class sizes brought about by ASHP accreditation and curricular requirements. The new curriculum launched in Fall 2013 with prerequisites to assist with retention and success and ASHP accreditation requirements. This, unfortunately, has impacted enrollment.

WSCH per FTEF and FTES are low due to the new laboratory section requirements and ASHP Curriculum Standard Requirements with a maximum of 20 laboratory students per instructor.

The number of certificates and degrees awarded has rebounded substantially since the 2012-13 academic year. This number should remain at an acceptable level for the foreseeable future, as retention and success rates are high and academic rigor has increased.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from CurricUnet.

The Content Review Summary from CurricUnet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Pharmacy Technology's courses are current to the present 2014-2015 school year.

Scienc	Science					
Pharmacy Technology						
0	Course	Status	Last Content Review	Next Review Date		
F	PHT060 Pharmacy Systems I	Active	11/25/2013	11/25/2019		
F	PHT062 Pharmacology	Active	03/13/2012	03/13/2018		
F F	PHT063 Pharmacology for Pre-Health Care Professionals	Active	04/16/2012	04/16/2018		
F	PHT064 Pharmacy Calculations	Active	03/13/2012	03/13/2018		
F	PHT070 Pharmacy Systems II	Active	03/13/2012	03/13/2018		
F	PHT072 Pharmacy Clinical Experience	Active	11/25/2013	11/25/2019		
F	PHT074 Pharmacy Seminar	Active	11/25/2013	11/25/2019		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
PHT060 Pharmacy Systems I	Х	Х
PHT062 Pharmacology	Х	Х
PHT063 Pharmacology for Pre- Health Care Professionals	Х	Х
PHT064 Pharmacy Calculations	Х	Х
PHT070 Pharmacy Systems II	Х	Х
PHT072 Pharmacy Clinical Experience	Х	X

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

This is a CTA program, therefore there are no courses above 100 which would articulate to a four year university curriculum.

Currency

Follow the link below and review the last college catalog data. http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The course description in the catalog is accurately current.

Part IV: Planning

Strategic Initiative	Institutional Expectations						
	Does Not Meet	Meets					
Part IV: Planning - Rubric							
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.					
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.					
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.					

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The *Pharmacy Forecast 2015-2019, Strategic Planning Advice for Pharmacy Departments in Hospitals and Health Systems* by the American Society of Health-Systems Pharmacists (ASHP) is the industry trend report and provides guidelines for the future pharmacy industry. In the Health-System Work Force analysis in pages 27-28, the strategic recommendations for Practice Leaders, counsels that the Pharmacy Technician education directives require that states:

1. Build a coalition in your state to pursue regulatory authority (if it does not already exist) to permit PTCB-certified pharmacy technicians to prepare and check unit doses. In view of the favorable economics and safety of this practice, include high-profile health-system executives and consumer advocates in this advocacy initiative.

2. Give high priority to collaborating with key stakeholders in your geographic area to expand accredited pharmacy technician training to ensure that an adequate number of graduates will be available to pursue PTCB certification by the 2020 mandate for accredited training as a prerequisite for certification. Bring into this collaboration leading hospitals, chain drugstore corporations, and technical/community colleges.

In the California, the State Board of Pharmacy already lists ASHP Accreditation and PTCB certification as a requirement for licensing of a pharmacy technician. Since the passage of California SB-493 and California SB-1039, Item-1 of Pharmacy Forecasts recommendation has been fulfilled. To maintain a competitive pharmacy technician education program, San Bernardino Valley College must obtain accreditation as soon as possible. We are losing students to regional schools that are already ASHP accredited or have a current ASHP application on file.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Pharmacy Technology program has utilized the Carl Perkins Grant Funding and the CTE Enhancement Funding to provide pharmacy equipment to simulate a community pharmacy and institutional pharmacy setting.

Student success, retention, degrees, and certificates have improved dramatically with the addition of laboratory simulations.

To meet these industry demands and changes for pharmacy technicians, the Advisory Committee meeting on Tuesday, May 5, 2015, will vote for an application for program accreditation from ASHP with expanded clinical experiential in Hospital Pharmacy. Courses are in place to meet the training needs for the changing technician duties.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Challenges & Opportunities:

- 1. There are NO full-time faculty for this program. A dedicated, licensed program chair is required for ASHP Accreditation Maintenance, for coordinating with clinical sites, for qualified student recruitment, and for program/course development.
- 2. The program chair MUST be licensed under the California State Board of Pharmacy.
- 3. Pharmacy Technology programs are now required to be ASHP accredited with the new Curriculum Standards.
- 4. We are competing with for-profit colleges that graduate students quickly, have fewer prerequisites, but are expensive and often not accredited.
- 5. Our institution must provide greater job placement assistance.
- 6. Lack of a dedicated faculty office and student laboratory jeopardizes data privacy, student success, and accreditation status.

In order to address these challenges, the Pharmacy Technology Department regularly participates in the Program Review Needs Assessment process. Specifically, the Department has requested a full-time faculty member and will continue to do so until this position is filled. In addition, the Department has requested a permanent, institutionally supported budget to demonstrate financial continuity. As soon as these strategic needs are met, the program can be ASHP accredited.

As a stop-gap measure, Perkins and CTE funds are currently used to purchase crucial laboratory equipment, software, and library materials. As it pertains to curricular rigor, courses are steadfastly maintained and updated to reflect the latest ASHP Standards. In addition, new courses, including PHT067: Pharmacology II and PHT021: Introduction to Pharmacy will be launched in fall 2016.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations		
	Does Not Meet	Meets	
Part V: Tech	nology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.	
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.	

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology:

In an effort to meet campus strategic initiatives and Pharmacy Forecast 2015-2019 Technology Applications (pp. 19-20), students must be trained in mobile device, health related applications, utilize real-time physiological and biometric monitoring devices, utilize complex EHR technology systems, handle patient-specific physiologic data, and data analytics (informatics).

Partnerships:

Currently, the program is in the preliminary stages of articulating with

- 1. Redlands East Valley High School,
- 2. Colton High School,
- 3. Bloomington High School, and
- 4. Grand Terrace High School.

Campus Climate:

The Pharmacy Technology Department is involved with the

- 1. Science and Technology Day,
- 2. Women in Math and Science, and
- 3. Health Fair Activities.

After ASHP Accreditation, the program would like to establish a CSHP Student Charter that can assist graduating pharmacy technicians in the search for jobs and career support.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Previous efficacy report did not indicate any areas of **Does Not Meet**.