

Program Efficacy Report Spring 2015

Name of Department: Pharmacy Technology

Efficacy Team: R. Pires and K. Weiss

Overall Recommendation (include rationale):

Continuation

The Pharmacy Technology program over the last few years has undergone major curriculum changes and fluctuations in its student success indicators due to external mandates and legislation as well as changes within the field and duties of the pharmacy technician. The SBVC pharmacy technology program is commended as it continues to operate without a full time instructor and thus far has been able to adopt to the new mandates by making changes to its curriculum and instruction, and consequently student success rates have improved. By 2020, the program will need to be accredited to meet a mandate requiring students to receive training from an accredited institution in order to become certified. While the program plans to seek accreditation status, it is unclear if it will qualify due to a lack of a licensed program chair and budget limitations. It is unclear if the program in its present state meets satisfactory productivity as this section of the report did not address this in detail. The program efficacy report lacks evidence that it evaluates SLOs and PLOs on a continual basis as the emphasis was on the current assessment cycle. The program shows discrepancies between program and campus demographics in areas of gender and Hispanic students and while these are not areas of concern for the program, it is advised that the program discuss strategies to attract more male and Hispanic students. The program attempts to schedule courses that meet student needs however there are some limitations due to external factors.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<p><i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i></p> <p><i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i></p>
Efficacy Team Analysis and Feedback: Meets The program reports that pharmacy technology is an entry level field to other healthcare professions and attracts individuals who desire to make career changes. The program reports a higher than campus average of female students and explains this variance by providing trends within the field. The program also has a 7% discrepancy in attracting Hispanic students but does not interpret this as an issue of concern due to trends within the field. However since SBVC is a designated Hispanic serving campus, the reviewers believe that the program should discuss plans or activities to recruit a higher number of Hispanic as well as male students into the program.		
Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<p><i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</i></p> <p><i>If warranted, plans or activities are in place to meet a broader range of needs.</i></p>
Efficacy Team Analysis and Feedback: Meets The program demonstrates efforts to meet the needs of students by scheduling courses in late afternoons and evenings. During the second semester of the program, being cognizant of internship requirements, all courses are scheduled on one day of the week but this may be challenging to those students who are employed full time or unavailable during day hours. There are several external issues that prevent the program from meeting the needs of the students in the program and these are related to staffing, space, and equipment.		
Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<p><i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.</i></p> <p><i>If applicable, supplemental data is analyzed.</i></p>
Efficacy Team Analysis and Feedback: Meets The program provides a detailed analysis of the EMP data and narrative and includes supplemental data and analysis. The analysis explains the fluctuation in retention and success rates due to changes in student population. The program has adjusted its curriculum, instruction techniques, and purchased additional laboratory equipment and subsequently its retention and success rates have improved. The job outlook for pharmacy technicians indicates growth. There is not enough capacity to meet student demand among current accredited training programs to satisfy new requirements that reflect changes in the responsibilities and duties of pharmacy technicians.		
Student Learning Outcomes and/or Student Achievement Outcomes	<i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>	<i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>

Efficacy Team Analysis and Feedback: Does Not Meet The program reports faculty having collected SLOs for all sections with the exception of three program pharmacology courses. While there are plans to collect student data for these courses during spring and summer 2015 semesters, it is unclear if SLOs were assessed and evaluated in previous cycles. Although it is not indicated as such, it is being assumed by the reviewers that these three courses are new or modified courses, however the program needs to demonstrate that it continually evaluates student learning outcomes and uses the data to implement changes. The program also reports that PLOs have not been assessed for the new curriculum however it does not provide any information regarding previous efforts to assess program level outcomes. The program reports that faculty meet every semester to discuss SLO results and strategize how to improve instruction, but there are no examples provided to illustrate this. The program has SLOs for all its courses and SLOs are mapped to the program level outcomes. The program has also mapped its courses to institutional core competencies.		
Part III: Institutional Effectiveness		
Mission and Purpose	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
Efficacy Team Analysis and Feedback: Meets The program has a mission statement with a clearly defined purpose and target population. The program adequately explains its mission within the context of the college mission.		
Productivity	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
Efficacy Team Analysis and Feedback: Does Not Meet The program provides explanation for the EMP data in areas of FTES, WSCH/FTEF, acknowledging that campus section cuts, curriculum changes and requirements, and ASHP accreditation requirements have effected its enrollment and efficiency. However there is no indication or analysis whether the current data although showing a decrease in productivity is still operating at an acceptable level. For example, are current productivity indicators above or below average campus CTE programs? How do degrees awarded compare to CTE programs with similar FTES levels? What number of degrees awarded does the program define as acceptable in terms of productivity?		
Relevance, Currency, Articulation	<i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i> <i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i>	<i>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.</i>
Efficacy Team Analysis and Feedback: Meets All courses have updated curriculum. Since all courses are below 100 level, they are not articulated with a major at any four year institution, nor does the program plan to offer any 100 level courses. The program reports that its course descriptors are current in the most recent college catalog.		
Part IV: Planning		
Trends	<i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>	<i>The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i>

Efficacy Team Analysis and Feedback: Meets The program identifies a 2020 mandate which requires that students seeking pharmacy technician certification must receive training from an accredited pharmacy technician education program. Currently the pharmacy technician program at SBVC is not accredited. Furthermore, the program reports that it is losing students to other accredited regional programs or those institutions that are in the process of attaining accreditation. In the following section, the program reports that it will seek a vote from its advisory committee to begin the process of for accreditation.		
Accomplishments	<i>The program does not incorporate accomplishments and strengths into planning.</i>	<i>The program incorporates substantial accomplishments and strengths into planning.</i>
Efficacy Team Analysis and Feedback: Meets The program reports it has benefitted from the use of the Perkins grant, it has made improvements in various student success indicators, and current pharmacology courses have the required curriculum in place to meet changing duties within the field. The program relies on its advisory committee to assist in the planning processes regarding attaining accreditation.		
Weaknesses/challenges	<i>The program does not incorporate weaknesses and challenges into planning.</i>	<i>The program incorporates weaknesses and challenges into planning.</i>
Efficacy Team Analysis and Feedback: Meets The main challenges for the program include operating with only adjunct faculty and no institutionalized program budget. There is an implication that the program will not receive accreditation status until these needs are met. The program full time faculty would serve as a licensed program chair required for "ASHP Accreditation Maintenance." The program continues to participate in campus needs assessment processes as part of its planning efforts to meet program deficiencies and challenges. Additionally, program participates in Perkins and CTE funding to purchase vital materials and new courses are being launched in fall 2016 to meet accreditation standards.		
Part V: Technology, Partnerships & Campus Climate		
	<i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i> <i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i>	<i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i> <i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i>
Efficacy Team Analysis and Feedback: Meets The program lists current efforts as well as plans that meet technology, partnerships, and campus climate strategic initiatives. Some of these include the incorporation of technology within its curriculum, forming partnerships with local high schools, and participating in campus events.		

Part VI: Previous Does Not Meets Categories	
<i>Program does not show that previous deficiencies have been adequately remedied.</i>	<i>Program describes how previous deficiencies have been adequately remedied.</i>
Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): There were no Does Not Meet categories in previous efficacy report.	