

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. Department or Program Title(s) (Department Chairs List Dept.; Coordinators List Program):

Pharmacy Technology

2. Department and/or Program(s) Purpose Statement:

The purpose of the Pharmacy Technician Science program is to enable graduates to obtain basic and intermediate level competencies to obtain employment in either direct patient care or retail pharmacy settings. Pharmacy technicians assist licensed pharmacists in providing medication and other healthcare products to patients. Technicians generally perform routine tasks such as counting, labeling and preparing prescribed medications. Pharmacy Technicians will generally work in retail, hospital, mail order, institutional operations, compounding centers, and home infusion IV centers.

3. Program Review Year (i.e. Most Recent Academic Year)

2013-2014

4. Date of Submission:

May 31 2015

5. Lead Person Responsible for this Program Review:

Name: Shawna Lopez
Title: Program Director
E-mail: smlopez@actx.edu
Phone Number: 8063563655

6. Additional Individuals (Name and Title) Responsible for Completing this Program Review:

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II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion		X		
c. Licensure Pass Rates	X			
d. Retention (FA-SP) and (FA-FA)		X		
e. Grades A-C		X		
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data				X

Based on the data in Part A, respond to the following two questions:

i. Identify one area in which your program(s) excel.

The program excels in retention rates.

ii. Identify one area in which your program(s) need to most focus for the next few years.

The program will need to focus on licensure pass rates as previously noted.

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)	X		
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data	X		

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

Introduction to Pharmacy and Computerized Delivery Systems

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

Pharmacotherapy and Disease Process and Pharmacy Law

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

- **1) Focus on Student Success Performance Measures:**
- Students will complete the Pharmacy Technology program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses. (No Excuses Goal e -earn a certificate, degree, or transfer)

The program has increased the hours of the Certification Review course from one hour to two hours to assist students to more adequately prepare for the Pharmacy Certification Board Exam.

PART B – Strategic Planning:

Each department/program is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

1. Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.
 - Students will demonstrate the skills and knowledge sets as stated in the WECM learning outcomes and ASHP goals and objectives for each Pharmacy course. Learning outcomes will be measured at the end of each course with a written comprehensive exam or practical competency. Data will be assessed and tracked with 100% of students completing learning outcomes with a score of no less than 70%.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	PHRA 1309
Teamwork	PHRA 1301, PHRA 1345, PHRA 1309, PHRA 1306
Personal Responsibility	All courses
Social Responsibility	PHRA 1301, PHRA 1102, PHRA 1243
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Program maintains a crosswalk of goals and objectives that evaluates each course and where each objective is taught.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

Method	Course(s)
Capstone Project/Exam	All courses
Embedded Questions	N/A
Licensure Exam	PHRA 1243
Portfolios	N/A
Projects/Essays	PHRA 1301, PHRA 1404
Testing (i.e. course-based testing; finals)	All courses
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Increase contact hours to capstone course to begin Spring 2016

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

In Pharmacy Law the students are instructed via case studies, the case studies allows students to use the following critical thinking skills:

- assess, analyze, and/or evaluate the impact of an issue on society and the environment;
- form an opinion about an issue/ problem and support that opinion with logical reasons; and
- create personal plans of action with regard to making a difference.

PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services.

Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Students will take the PTCB certification exam after satisfactory completion of all program requirements.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

1. No less than 75% of the students will successfully complete the PTCB exam on first attempt.

3. Identify your results and analyze your data.

(See Last Page for Most Recent Report)

No data to report. Results for the new cycle will be available in October 2015

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

The program increased the contact hours of the Certification Review course to two hours. Also, the program director will analyze each domain of the PTCE and ensure each is taught in current curriculum.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

1. Faculty trainings as offered
2. Continued education in Pharmacy and maintenance of licensures
3. Member of PTCB educator program

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

1. AC trainings
2. Pharmacy Technician Certification Board and American Society of Health-System Pharmacists CE and meetings.

3. What is the biggest issue/obstacle that your program currently faces?

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Biggest issue for the program is not enough hospital clinical sites that qualify as preceptor locations per ASHP (our accrediting agency). There are only three sites. One way to fix the issue is to have students drive to Lubbock for clinical hours however this would negatively affect students due to cost of gas and drive time. No budgetary constraints.

4. Additional Comments Pertinent to this Review (Not Required):

**Amarillo College
Pharmacy Technician Program
Strategic Plan
2014-2019**

Amarillo College Mission Statement

Amarillo College- enriching the lives of our students and our community

Values include:

- Student Success
- Quality Education
- Opportunity for All
- Community Responsiveness
- Collaboration
- Responsible Stewardship

At Amarillo College, we aspire for every student to have a success story and our core purpose is to help each student succeed.

Program Purpose Statement:

The purpose of the Pharmacy Technician Science program is to enable graduates to obtain basic and intermediate level competencies to obtain employment in either direct patient care or retail pharmacy settings. Pharmacy technicians assist licensed pharmacists in providing medication and other healthcare products to patients. Technicians generally perform routine tasks such as counting, labeling and preparing prescribed medications. Pharmacy Technicians will generally work in retail, hospital, mail order, institutional operations, compounding centers, and home infusion IV centers.

Education – Strategic Goals:

- Be the first choice for potential students to further their education.
- Partner with business and industry in the area to increase clinical rotation sites.
- Continue the review of program educational requirements and develop recommendations for change/improvement.
- Continue to provide students with up to date technology and software

Time Line for Goal Accomplishment:

One Year Goals:

1. Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.
 - Students will demonstrate the skills and knowledge sets as stated in the WECM learning outcomes and ASHP goals and objectives for each Pharmacy course. Learning outcomes will be measured at the end of each course with a written comprehensive exam or practical competency. Data will be assessed and tracked with 100% of students completing learning outcomes with a score of no less than 70%.
2. Monitor program effectiveness
 - Students will complete the Pharmacy Technology program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses. (No Excuses Goal 5/ATD goal-earn a certificate, degree, or transfer)
3. Students will take the PTCB certification exam after satisfactory completion of all program requirements. No less than 75% of the students will successfully complete the PTCB exam on first attempt.
4. Graduates will be clinically competent. Students will demonstrate entry-level skills at the conclusion of the pharmacy practicum
 - Students will score no less than 75% on the clinical evaluation forms. This will be assessed by the clinical preceptor at the end of the practicum using the evaluation criteria. This criterion is based on competencies which are considered entry-level given by ASHP in their goals and objectives.

Strategies to Meet Goals:

- Will continue to monitor courses with high incidence of failure rates or drop rates to include more technology, study guides, and learning tools to enhance retention.
- Courses will be evaluated yearly to ensure course competencies and ASHP student objectives are being met.
- Program faculty will continue to improve and update the certification review course
- Competency profile used to assess clinical competency will be evaluated and updated as needed
- Attendance policy will continue to be strict for practicum

Five Year Goals:

- Increase program enrollment to 30 or more students
- Obtain TPN compounder
- Develop more online didactic availability.
- Obtain more equipment to enhance hands-on learning

Strategies to Meet Goals:

- Continue with recruitment strategies and research social media possibilities of recruitment
- Add two sections of courses to seat an increase of student enrollment
- Investigate budget methods of obtaining TPN compounder and other hands-on equipment



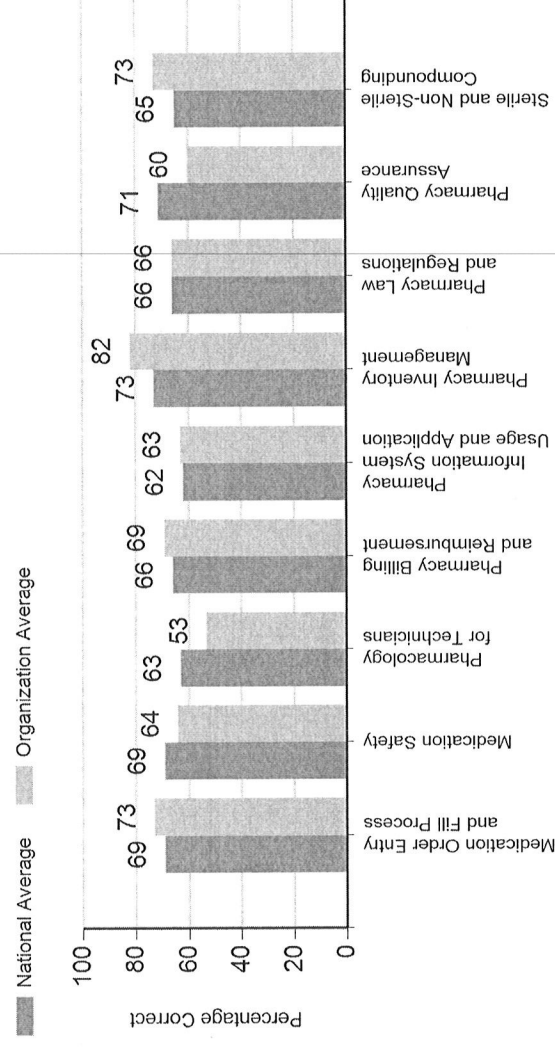
Pharmacy Technician Certification Exam Advocate Summary Report

Amarillo College

For exams administered between 11/1/2013
and 8/31/2014

Number of Exams Passed:	4
Number of Exams Administered:	7
Percentage Passed:	57%
National Average Pass Rate:	56%

Amarillo College Average Performance by Knowledge Domain



PTCE performance shown in percentage of questions answered correctly by knowledge domain:

	Medication Order Entry and Fill Process	Medication Safety	Pharmacology for Technicians	Pharmacy Billing and Reimbursement	Pharmacy Information System Usage and Application	Pharmacy Inventory Management	Pharmacy Law and Regulations	Pharmacy Quality Assurance	Sterile and Non Sterile Compounding
Amarillo College	73%	64%	53%	69%	63%	82%	66%	60%	73%
National	69%	69%	63%	66%	62%	73%	66%	71%	65%

* PLEASE NOTE: These results are based on self-reported information. All data was gathered from candidates who identified your organization as their educator or employer.