**Student Learning Outcomes (SLOs) for Instruction Programs PHASE I** (section I)

**Program Outcomes Assessment Report**

**“Program/Degree/Certificate Description or Mission Statement & Identification of Outcome(s)”**

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| **Date:** | **December 31, 2011** |  |  |
| **Name of Degree, Certificate, Program:** | **Pharmacy Technician Certificate and Degree** |  |  |

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| **Contact Person & Others Involved in Process:** | **Lead: Simon Marquez Others: Tina Aguirre** |

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| This program prepares a student for the national certification exam and for entry-level work as a pharmacy technician. A pharmacy technician helps the licensed pharmacist prepare prescription medications, provides customer services, and performs administrative duties. Career roles may be in a retail or mail-order pharmacy; a hospital or nursing home; and an assisted-living facility or penal system. |

**Mission Statement or Description of the Program, Degree or Certificate:**

**Institutional Learning Outcomes Supported: Please check the ISLOs that are supported by your program:**

\_\_X\_\_**ISLO1** = communication skills; \_\_X\_\_I**SLO2** = critical thinking skills; \_\_X\_\_**ISLO3** = personal responsibility;

\_\_X\_\_I**SLO4** = information literacy; \_\_X\_\_I**SLO5** = global awareness

**Program-level Outcomes and Ways to Assess:** (Please choose 1-3)

**Degree or Certificate Grid needs to also be submitted on final page –** see SLO Coordinator for assistance

**Has SLO Grid been completed? Yes X No Is it Attached? Yes X No**

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| **Completing the Pharmacy Technician Degree/Certificate/Program Grid demonstrated that courses are designed to cover communication skills, critical thinking skills, and information literacy, with less emphasis on personal responsibility and global awareness. This is the first time the Grid has been completed for the Pharmacy Technician Program so we are unable to compare the Grid to prior years.**  |

**Please write a couple of sentences describing what information the completed Grid provides. You may want to comment on ISLOs which are being covered well or not covered at all, changes to be made to outcomes or assessments, or, if possible, you may want to compare Grid to previous years.**

**Please include the outcomes that have been designed for your courses.**

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| **Course #** | **Outcomes** |
| AHP 100 | 1. To build many medical words from Greek and Latin prefixes, suffixes, word roots, and combining forms. ILO1, ILO2
2. To define medical words by analyzing Greek and Latin parts ILO1, ILO2
3. To spell medical words correctly ILO1, ILO2
4. To recall acceptable medical abbreviations that represents phrases and terms ILO1, ILO2
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| AHP 108 | 1. Communicate the history of the pharmacy technician role using appropriate references. (ILO 4, ILO 5)
2. Discuss and report on the legal requirements regarding the pharmacy technician role. (ILO 1, ILO 4)
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| AHP 120 | 1. Correctly identify the drug classifications for a typical patient with respiratory diseases. (ILO2, ILO4)
2. Identify common medications used in the treatment of cardiovascular system conditions. (ILO2, ILO4)
3. Relate human body anatomy and physiology to conditions involving the immune system and related medications.(ILO 1, ILO 2)
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| AHP 125 | 1. Correctly identify the drug classification, indication, and common side effect of medications used in the treatment of endocrine and/or gastrointestinal diseases or conditions. (ILO2, ILO4)
2. Identify the pathology of musculoskeletal conditions or diseases such as osteoporosis. (ILO 2, ILO 4, ILO 5)
3. Describe the chemical and electrical messaging/conduction through the nervous system and relationship to medications. (ILO 2, ILO 4, ILO 5
 |
| AHP 130  | 1. Perform dimensional analysis (ILO 2, ILO 4)
2. Solve proportion and ratio problems as required in the pharmacy.(ILO 2, ILO 4)
3. Solve mixture and allegation problems that arise in a typical pharmacy(ILO 2, ILO 4)
 |
| AHP 140 | 1. Demonstrate safe medication distribution and identify patients that need to be counseled by a licensed pharmacist. (ILO1, ILO2, ILO3, ILO5)
2. Demonstrate medication compounding techniques. (ILO2, ILO3, ILO4, ILO5)
3. Demonstrate calculation and reasoning skills used in the preparation and compounding of medications. (ILO2, ILO3, ILO4, ILO5)
4. Demonstrate the inventory taking techniques and processes used in the pharmacy.(ILO2, ILO3, ILO4, ILO5)
5. Demonstrate ability to research and utilize reference materials for fact finding and reporting. (ILO1, ILO2, ILO4, ILO5)
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**Please identify at least one outcome and assessment method, and estimated date for the completion of Section II.**

**Instructional Programs (degrees, certificates):** You are asked to complete Course-level Outcomes & Assessments for the two and half years leading up to your Program Review due date, and then Program-level Outcomes can be assessed during your Program Review Fall Semester.

**1.Outcome #1**: Calculate oral and parenteral dosage for a given medication scenario

Est. Completion Date: Dec., 2012 Way(s) to assess: Use of rubric for practical exams in AHP 130.

**2.Outcome #2:** Demonstrate accurate compounding for medication scenario and identify patients that need to be counseled by a licensed pharmacist.

Est. Completion Date: Dec., 2012 Way(s) to assess: Use of rubric for practical exams in AHP 140.

**Once Section I is completed, please send e-copy & mail hard copy to SLO Coordinator. Then at the end of the data collection/assessment period, please analyze data with co-workers and other members of the IVC community, and complete Section II.**

**Student Learning Outcomes for Instruction – PHASE II** (section II)

**Program Outcomes Assessment Report**

**“Assessment of Program-level Learning Outcomes”**

In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Section I.

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| **Date:** |  |  |  |

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| **Contact Person/Others Involved in Process:** | **Lead: Simon Marquez Others: Tina Aguirre** |

**Outcome #1 (please repeat here:** Calculate oral and parenteral dosage for a given medication scenario

Est. Completion Date: Dec., 2012 Way(s) to assess: Use of rubric for practical exams in AHP 130.

1. **First Method of Assessment:**
	1. How did you assess Outcome #1?
	2. Provide a summary of results:
	3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
	4. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 2 (please repeat here):** Demonstrate accurate compounding for medication scenario and identify patients that need to be counseled by a licensed pharmacist.

Est. Completion Date: Dec., 2012 Way(s) to assess: Use of rubric for practical exams in AHP 140.

**First Method of Assessment**:

* 1. How did you assess Outcome # 2? NREMTP official reporting
	2. Provide a summary of results:
	3. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
	4. What is your Timeline for Program Modifications or Response to Data?

**Program Outcomes and Course Alignment Grid for Imperial Valley College**

Program: **Pharmacy Technician Certificate, Degree, & Program**  Completed on: Dec 31, 2011

Prepared by : Tina Aguirre and Simon Marquez

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| **Course** | **Communication** | **Critical Thinking** | **Personal Responsibility** | **Information Literacy** | **Global Awareness** | **# of Outcomes identified so far for course** |
| AHP 100 | 3 | 3 | 1 | 2 | 2 | 4 |
| AHP 108 | 3 | 1 | 2 | 3 | 3 | 2 |
| AHP 120 | 3 | 3 | 1 | 3 | 0 | 3 |
| AHP 125 | 0 | 3 | 1 | 3 | 3 | 3 |
| AHP 130 | 0 | 3 | 2 | 3 | 0 | 3 |
| AHP 140 | 3 | 3 | 3 | 3 | 3 | 5 |

**\*\*FIVE POINT KEY: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.**

**4=** This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

**3=** This is a focus of the course that will be assessed.

**2=** This is a focus of the course, but is NOT assessed.

**1=** Thisis briefly introduced in the course, but not assessed.

**0=** This is not an area touched on in the course.