

APPENDIX C I-BEST Enhanced FTE Plan

College: Renton Technical College	Plan Approved: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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Criteria	Plan Description	Reviewers Findings	Reviewer Comments
PLAN OVERVIEW			
1) Please list the professional-technical program title and CIP/EPC code that has been approved by the SBCTC and is associated with this I-BEST program.	Pharmacy Technician CIP code 51.0805	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
2) List professional-technical college program courses and associated credits granted in this I-BEST program.	INDS 101 First Aid/CPR Total P-T course hours 16; credits 2 Total ABE/ESOL course hours 16 Pharm Tech Fundamentals Total P-T course hours 24; credits 2 Total ABE/ESOL course hours 24 Pharmacology I Total P-T course hours 36; credits 3 Total ABE/ESOL course hours 36 Top 200 Drugs I Total P-T course hours 36; credits 3 Total ABE/ESOL course hours 36 Pharmacology II Total P-T course hours 48; credits 4 Total ABE/ESOL course hours 48	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>Outpatient Pharmacy Prep/Record Keeping I Total P-T course hours 60; credits 3 Total ABE/ESOL course hours 30</p> <p>Outpatient Pharmacy Prep/Record Keeping II Total P-T course hours 84; credits 4 Total ABE/ESOL course hours 42</p> <p>IV Admixture Total P-T course hours 60; credits 3 Total ABE/ESOL course hours 30</p> <p>Inpatient and Home Care Prep/Record Keeping Total P-T course hours 72; credits 4 Total ABE/ESOL course hours 36</p> <p>Top 200 Drugs II Total P-T course hours 36; credits 3 Total ABE/ESOL course hours 36</p> <p>Medical Terminology/Anatomy & Physiology I Total P-T course hours 36; credits 3 Total ABE/ESOL course hours 36</p> <p>Pharmacy Law Total P-T course hours 12; credits 1 Total ABE/ESOL course hours 12</p> <p>Medical Terminology/Anatomy & Physiology II Total P-T course hours 36; credits 3 Total ABE/ESOL course hours 36</p> <p>Chemistry for Pharmacy Total P-T course hours 36; credits 3 Total ABE/ESOL course hours 36</p>		
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	<p>Pharmacy Law II Total P-T course hours 24; credits 2 Total ABE/ESOL course hours 12</p> <p>Pharmacy Calculations Total P-T course hours 96; credits 6 Total ABE/ESOL course hours 48</p> <p>Communications Total P-T course hours 24; credits 2 Total ABE/ESOL course hours 24</p> <p>Management, Supervision, Human Relations Total P-T course hours 48; credits 3 Total ABE/ESOL course hours 24</p>		
3) Provide evidence of local or regional labor market demand for jobs associated with the I-BEST program. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources.	<p>Short-term projections for annual openings in Pierce County: 18. Short-term projections for annual openings in King County: 46. (source: Workforce Explorer)</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>4) Respond to any and all criteria/criterion that fits your proposed I-BEST program:</p> <p>a) Provide evidence that the I-BEST program fits into an advanced professional-technical program at least one year in length (45 college level credits); AND/OR</p> <p>b) Provide labor market data that shows evidence of available high wage jobs for I-BEST</p>	<p>The Pharmacy Technician program is one year long and includes 79 professional-technical credits towards a certificate of completion as a pharmacy technician. Students can also choose to complete an additional 20 credits of general education to obtain an AAS degree.</p> <p>According to ESD, the median wage for a pharmacy technician in the Seattle-Bellevue-Everett MSA is \$16.23 and \$16.05 in the Tacoma MSA.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>program completers at a minimum of \$12 per hour—with the exception of King County which is \$14 per hour. Specifically list job titles and associated wages for completers; AND/OR</p> <p>c) Provide evidence that the proposed I-BEST program is articulated with an advanced career path program where I-BEST program completers are <u>given preferential status</u> in the advanced program.</p>			
<p>5) Describe how the I-BEST program gets students to the skill level needed to go on to the next degree or certificate.</p>	<p>This program helps students gain the language competencies and confidence needed to succeed in a fast-paced health care environment, where speed of communication is essential. Students do coursework which can be applied to the AAS or AAS-T; the latter provides more credits that can be used toward entry into the School of Pharmacy at the University of Washington.</p>		
INSTRUCTION			
<p>1) List the integrated program (student learning) outcomes that illustrate professional-technical skill development and basic skills (ABE or ESL) gains.</p>	<p>1. Read with understanding in order to perform competently as a Pharmacy Technician.</p> <ul style="list-style-type: none"> Recognize unfamiliar and specialized words and abbreviations related to pharmaceuticals. Locate important information in doctors' orders, pharmaceutical updates, and pharmacy manuals. Apply prior knowledge to assist in understanding proprietary software specific to pharmacies. <p>2. Convey ideas in writing to communicate effectively as a Pharmacy Technician .</p> <ul style="list-style-type: none"> Appropriately use vocabulary and text structure to convey information in pharmacy logs. 	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>3. Speak so others can understand and listen actively in a fast-paced pharmacy environment.</p> <ul style="list-style-type: none"> Recall and use sufficient oral vocabulary in a range of familiar to unpredictable communication tasks with diverse customer base. Apply a range of strategies adapted for enhancing communication whether in person or on the telephone – to receive doctors’ orders and to answer patient questions.. <p>4. Use math to solve problems typical in a pharmacy.</p> <ul style="list-style-type: none"> Recall and use multi-step mathematical procedures for calculating and re-checking dosages. Read, write, and interpret numbers for counting meds and keeping inventory. 		
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<p>2) Based upon those integrated program learning outcomes, describe how professional-technical and basic skills faculty members will <u>coordinate and collaborate</u> to create:</p> <ul style="list-style-type: none"> a) quality learning experiences that support outcomes (curricula) ; AND b) comprehensive assessment processes (including CASAS testing, reporting in WABERS, and professional technical assessments) that ensures opportunities for students to meet integrated learning outcomes. 	<p>a) The basic studies and technical instructors collaborate on course planning, assessments, and instructional delivery methods. Technical instructors provide technical content materials and expertise to aid the basic studies faculty in developing supplemental materials that will help contextualize learning basic skills. Basic studies faculty assist by providing additional and alternative methods of learning technical content. Teachers work together during class and outside class in planning sessions.</p> <p>b) Assessments of basic skills gains include CASAS tests in listening and reading. Core courses use a variety of assessments including quizzes, final tests, papers, and demonstrations. At the end of the program, students complete National Certification for Pharmacy Technicians, an exam with written and computerized components, as well as math applications.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>3) Specifically describe how I-BEST courses will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members.</p>	<p>The basic studies faculty will be in the classroom a minimum of 50% of the time in the Pharmacy Technician program to focus in courses such as Fundamentals, Medical Terminology, Top 200 Drugs, Pharmacology, In/Outpatient Pharmacy courses and labs. The instructors work together to design integrated activities that develop and reinforce basic skills. The basic studies teacher attends all theory classes and labs, where he/she collaborates with the technical instructor in whatever learning activities are appropriate for that day's learning: lecture, reviewing tests, reviewing papers, giving and understanding assignments, demonstrating learning through labs.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>4) Describe strategies to ensure that basic skills students will have an opportunity to continue basic skills learning beyond the I-BEST program (classes above federally supported level).</p>	<p>While enrolled in a technical program, RTC students can also attend the college's student success classes, designed to improve students' basic skills and increase their success within their respective programs.</p> <p>Also offered at RTC are developmental math and English courses that help students prepare for college-level coursework</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>in those areas.</p> <p>Individuals specific needs can be identified and addressed through a number of avenues:</p> <ol style="list-style-type: none"> 1. A personal learning style inventory is given to identify individual needs. Students are encouraged to address those needs through our Student Success Center and the Center's activities. 2. Our Universal Design for Learning grant provides specific materials and activities to increase learning – students are introduced to those computer assisted software programs and taught how to use them successfully. 3. Program requirements include testing for certification. Coaching, practicing and support is given through test banks, CDs located in our library and classroom discussion to expand their abilities to develop test taking skills. 		
PROGRAM SUCCESS STRATEGIES			
5) Describe strategies to recruit and screen a cohort of basic skills students into the I-BEST program.	<p>We do some recruiting from the Math for Health Sciences classes. Word of mouth and reputation have created a steady flow of interest from the community which translates into consistent enrollment, with heavy interest from Eastern Bloc & Asian immigrants. We use COMPASS and CASAS to screen students' skills to ensure eligibility. After students are enrolled, we use the Best Plus test for benchmarking oral language skills.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>6) Specifically describe strategies to retain all cohort members to completion of the I-BEST program.</p>	<p>The goal for the pharmacy technician program is to retain, complete, and place a diverse workforce that will serve the needs of the employers.</p> <p>Retention strategies will include support services currently available at Renton Technical College that were piloted in the IBEST LPN program. Included are strategies such as mentorship and guidance, all of which are built upon a foundation of providing a coordinated response driven by individual student needs.</p> <p>Jointly addressing life challenges that students face with the case managers is critical to the success of the students. Therefore, the ESL/ABE faculty member will be available 5 hours a week outside of program instructional hours for meeting with students individually or working with their case managers.</p> <p>Another important component in maximizing retention is the Student Success Center, which helps students explore and choose professions and training programs where they can gain employment. The Center also provides students the opportunities and resources to learn the necessary study skills to be successful in their training programs and in the workplace. The Center provides individualized assistance, workshops, information, and resources to prepare students for a successful job search. The Center also provides employers the opportunity to meet their human resource needs through internships, the hiring of graduates and participation on advisory committees to insure that industry trends and needs are reflected in the curriculum.</p> <p>Additionally, the current evening instructor is a member of the Universal Design for Learning project, a DOE grant which focuses on the identification of learning disabilities and the identification of alternate learning methodologies for students to enhance successful learning experiences both in the classroom and lab.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	<p>Excellent.</p>
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7) Describe how local and regional employers participated in the development of the proposed I-BEST program.	<p>College staff meets regularly with the program's Advisory Committee & with pharmacy managers during student externship to gather feedback. The Dean has participated in Health Skills Panel for King & Pierce Counties, forums through which employers give feedback and advice.</p> <p>Employer feedback continues to identify the need for more extensive assistance with English and communication skills for program graduates. The advisory board has also expressed concerns about the students' abilities to communicate in the fast paced environment of the pharmacy.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
8) Specifically describe how local partners (WDCs, CBOs, labor unions, etc) support the I-BEST program.	WorkSource Renton, TRAC and Pacific Associates will be providing case management for some of the students. These are existing relationships which were strengthened through the IBEST LPN pilot program.	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
9) Specifically describe how internal college partners have participated in the development of the I-BEST program (financial aid, advising, counseling, registration, general student services, etc).	A meeting was held to involve all parties who might be involved in this integrated approach. Leads in all departments have had previous experience with IBEST LPN which has created the lines of communication and the necessary documentation. The college has increased awareness about I-BEST throughout the departments (financial aid, registration, Basic Studies, counseling, Student Success Center), so start-up of new integrated programs is less cumbersome.	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
10) Education Pathway: Specifically describe the proactive measures that will be used to inform students about the full educational pathway, including stop-in and stop-out points, available to them beginning with the I-BEST program. This includes progressing to a one year certificate, a 2 year degree, and/or a bachelor's degree.	<p>Both the RTC counselors and technical instructors advise students of options available within the program.</p> <p>Students are able to transfer appropriate general education courses towards their AAS degree and have 5 years in which to complete those required courses. Additionally, the campus now offers transferable sciences with chemistry, microbiology, biology and anatomy & physiology, which can be applied towards the school of pharmacy</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>11) Career Pathway: Specifically describe the proactive measures that will:</p> <ul style="list-style-type: none"> a) allow students to be employed at the conclusion of the I-BEST program; and b) inform students of employment opportunities in their career pathway as they continue their education to a one year certificate, 2 year degree, or bachelor's degree. 	<p>Job search is an integral part of the curriculum. The Allied Health handbook includes information on career opportunities. This handbook is given to students at orientation and is frequently referred to during the program by faculty. The Dean also visits students toward the end of the program to review opportunities. Employers frequently send job information which is passed on to faculty and students. Students are also guided toward the Student Success Center, which provides additional support in resume writing, interviewing, and job search.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>12) Describe the proactive measures that will be used to inform I-BEST students about the range of support services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)</p>	<p>Orientation and marketing materials are provided within the first week of courses. Students are regularly referred to the Student Success Center, the library, computer labs, and child care if needed. An additional one hour per day of Technical ESL/Language Lab is also provided. Counseling and support from CBOs will also ensure a more comprehensive approach.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>13) What strategies do you have in place for assisting them in acquiring the financial means for entering the program and continuing it to completion?</p>	<p>As students in a full-time program, they may qualify for federal financial aid. Some scholarships available through Foundation. Worker Re-training and L&I dollars are other sources sometimes used by students in the Pharm Tech program.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	