Educational Program Viability Review (EPVR)

Pharmacy Technician

Chaffey College

5885 Haven Avenue, Rancho Cucamonga, CA 91737-3002

School of Health Sciences

Table of Contents

Committee Members

The following members served on the Educational Program Viability Review (EPVR) committee to objectively assess the future of the Pharmacy Technician program.

- Curriculum Committee Chair: Angela Burk-Herrick
- Curriculum Committee Faculty: Adeel Rizvi
- Academic Senate President: Neil Watkins
- Academic Senate Senator: Jayne Clark-Frize
- Chief Instructional Officer: Laura Hope
- Dean of School: Eric Sorenson
- CTE Liaison and/or Articulation Officer: Jonathan Polidano
- Transfer/Career Center Administrator: Diana Sanchez

Executive Summary

In Spring 2019, the Program Director and sole full-time faculty member in the pharmacy technician program, Lynn Breegle, retired. Since his retirement, the program has not offered any courses and remained inactive. The EPVR process was initiated in May 2022 by Interim Dean of Health Sciences, Dr. Jeff Laguna.

During the first meeting, Dr. Adeel Rizvi (Health Sciences faculty and Curriculum Committee member) was nominated to serve as co-chair of the committee with Dr. Eric Sorenson (Dean of Health Sciences). The committee established a plan to collect and review data to assess the quality and relevance of the program, including past cohort sizes, completion rates and a workforce demand report. Dr. Rizvi volunteered to research potential educational pathways and requirements for current pharmacy technician programs in the region. The committee also discussed the need to make local contacts to evaluate job opportunities, and review previous program financial data.

During the second meeting, the committee reviewed past program data from 2016-2019, all of which showed strong enrollment and completion trends. The LMI showed many regional job opportunities at the livable wage standard. Dr. Rizvi reported on three potential academic pathways for the program: a for-credit degree, and non-credit certificate or apprenticeship models. The for-credit program requires a full-time program director, whereas both non-credit options can be taught and led by part-time faculty. Dr. Rizvi also reported on conversations he recently had with representatives from Loma Linda Hospital and San Antonio Regional Hospital, both of which stated that pharmacy technicians are in high demand currently. Previous financial data for the program was not available for review.

At the conclusion of the second meeting, there was consensus from the committee to move forward with re-establishing the program at Chaffey, preferably as a non-credit option. The committee also recommended that a consultant be hired to develop potential academic pathways for further consideration by the District.

Chaffey College

Educational Program Viability Review Proposal

Proposed Program:	Pharmacy Technician		
Presented By:	Jeffrey Laguna	Date:	17 May 2022

Refer to AP 4021 for guidelines in completion of this request form. Submit completed form to the Office of Instruction and Institutional Effectiveness.

1. **What prompts the need for a viability review of this program?**

   a. **Quantitative** (check all that apply; supporting evidence must be attached)

   ☐ Enrollment decline over the past five years.

   ☐ Courses are offered too infrequently for students to complete the program within a reasonable time frame.

   ☐ Projected industry demand for the program has decreased.

   ☐ Low success and/or retention rates of students over past five years.

   ☐ Low term-to-term persistence (significantly below the college average or disciplinary norms) for those students in courses in the program over a sustained period of time.

   ☐ The program is not cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions.

   ☐ A decline in program completion rates over the past five years.

   ☐ Low success rates of students on industry, state, and national licensing exams.

   ☐ Low student satisfaction as demonstrated through surveys with statistically significant results.

   ☐ Challenges with transfer rates or curricular articulation.

   ☐ Insufficient physical resources (including facilities, equipment and supplies).

   ☐ Changes in labor market demand and/or technology. (Analysis of demand for the program through the use of labor market information may result in curriculum modifications such as adding options for higher demand specialties).

   ☒ Lack of available qualified program personnel.

   ☐ Accrediting agency recommendations.

   ☐ Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.

   ☐ Other (Explain): _____

b. **Qualitative** (check all that apply and attach evidence)

☐ Program no longer relates to college mission.

☐ Program does not relate to Chaffey Goals.

☐ Program does not contribute to the breadth and balance of the college, school, departmental curriculum.

☐ The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.

☐ Program quality and relevance is not being maintained (evidence may include PSR, student evaluations, transfer institutions, and/or the community feedback; must attach evidence).

☐ The program does not meet the standards of outside accrediting agencies, licensing boards, and/or governing bodies (must attach evidence).

☐ Other (Explain): _____

c. **Based on the qualitative and quantitative evidence indicated above, explain your reasons for proposing this Educational Program Viability Review.**

The Program Director and sole full-time faculty member in the program, Lynn Breegle, retired in Spring 2019. Since his retirement, the program has not offered any courses and remains inactive.

2. **How and when have you discussed your concerns with the relevant stakeholders?**
With the program inactive for three years, there are no remaining full-time or part-time Pharmacy Technician faculty at Chaffey College and our previous clinical partners have already developed new partnerships with other institutions. As such, there are no existing relevant stakeholders beyond faculty peers at the college. As a courtesy, all Health Sciences program directors were notified via Zoom and through district email that I would trigger program viability for the Pharmacy Technician program.

3. **What was the outcome of this dialogue/discussion?**
General support, given the ephemeral nature of the program's current inactive state. All parties recognize that action should be taken to determine the program's future.

4. **Attach evidence of this dialogue/discussion, if available.**

Jeffrey Laguna

From: Jeffrey Laguna
Sent: Tuesday, May 17, 2022 2:44 PM
To: Lisa Doget; Shelley Eckvahl; Tanya Cusick; Marlene Soto; Adeel Rizvi; Sade Stephenson; Shelli Martinez; Rita Morales; Alice Soto; Melissa Ruiz Bulosan
Subject: Program Viability for Pharmacy Technician

Importance: High

Good afternoon, faculty and staff.

As many of you know, our Pharmacy Technician program has been inactive since the departure of its program director, and sole full-time faculty member, Lynn Breegle in 2019. In accordance with AP 4021, I am submitting to the Office of Instruction an *Educational Program Viability Review Proposal* on behalf of Health Sciences in order to ascertain the next steps for the program. This does not mean that the program is being eliminated, but rather than the college will consider one of the following proposed recommendations for the future of the Pharmacy Technician program:

- Program Continuation
- Program Revitalization
- Program Suspension
- Program Discontinuance

While this action does not directly impact any of your workloads, I am sending this message in the spirit of transparency as well as to invite any additional open dialogue to ensure a fair and comprehensive review of the Pharmacy Technician program this coming Fall.

As always, my door (both physical and metaphorical) remains open, and I welcome your feedback and input through my remaining month as your dean.

Wishing you all a nice afternoon.

Jeff Laguna, Ph.D.
Interim Dean
Chaffey College School of Health Sciences

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PROGRAM: **Pharmacy Technician**

EPVR Committee to be assembled within 30 faculty contract service days of the original recommendation.

Date EPVR Proposal Submitted:	5/17/2022
Committee to be assembled by:	9/21/2022

EPVR COMMITTEE MEMBERS:

The proposal shall be submitted to the Chief Instructional Officer and the Faculty Senate President who will jointly assemble the EPVR committee.

Curriculum Committee Chair (or designee):   Angela Burk-Herrick

Curriculum Committee Faculty: Adeel Rizvi

Faculty Senate President (or designee):   Neil Watkins

Faculty Senate Senator:
(ideally from the area or as designated by the Academic
Senate President or Curriculum Chair, respectively)   Jayne Clark-Frize

Chief Instructional Officer (CIO):   Laura Hope

**Dean of the school most closely aligned
with the program proposal:**   Eric Sorenson

CTE Liaison and/or Articulation Officer:
(whichever is most relevant to the proposed program)   Jonathan Polidano

Transfer/Career Center Administrator: Diana Sanchez

COMMITTEE CO-CHAIRS:

The dean (or dean designee with the CIO approval) and one faculty member shall be selected by the committee members as the co-chairs of the EPVR Committee.

Dean (or designee):   Eric Sorenson

Faculty Member: Adeel Rizvi

The Schedule for the EPVR Period

The EPVR meetings were scheduled to commence in the Fall of 2022 and conclude in Spring 2023. At the first meeting, which occurred on December 2, 2022, a plan for data collection and analyses was set, along with a goal to complete the process by the end of February 2023. Additionally, the next meeting was scheduled to occur in early 2023 to discuss findings and create plans to move forward. The second meeting occurred on January 20, 2023, and the committee agreed to conclude the process by deciding to revitalize the program.

Educational Program Viability Review (EPVR)

School of Health Sciences

Pharmacy Technician program

December 2, 2022

1. Committee Members
    a. Curriculum Committee Chair: Angela Burk-Herrick
    b. Curriculum Committee Faculty: Adeel Rizvi
    c. Academic Senate President: Neil Watkins
    d. Academic Senate Senator: Jayne Clark-Frize
    e. Chief Instructional Officer: Laura Hope
    f. Dean of School: Eric Sorenson
    g. CTE Liaison and/or Articulation Officer: Jonathan Polidano
    h. Transfer/Career Center Administrator: Diana Sanchez

2. EPVR Overview
    a. Objective, systematic and collaborative review of program's viability, while prioritizing the college's mission and student needs
    b. Options
        i. Continuance
        ii. Revitalization
        iii. Consolidation
        iv. Suspension
        v. Discontinuance

3. Reason for Triggering EPVR
    a. The Program Director and sole full-time faculty member in the pharmacy technician program, Lynn Breegle, retired in Spring 2019. Since his retirement, the program has not offered any courses and remains inactive.

4. Nominations for Committee Co-chair
    a. Adeel Rizvi nominated by Laura Hope
        i. Seconded by Angela Burk-Herrick
    b. No other nominations were made
    c. Adeel accepted position as committee co-chair

5. Data Collection Plan
    a. Quality and relevance of program
        i. Program data from 2013-2019

1. Size of cohorts, success rates, awards
   - *Assigned to: Office of Instruction*
2. Accurate job placement rates are difficult to acquire
3. Not planning to review student evaluations

b. Demand and Evidence of Need
   i. Center of Excellence – Workforce Demand Report
      - *Assigned to: Office of Instruction*
   ii. Regional Employers
      1. Contact top regional employers in lieu of full advisory committee
      2. Jim may have local business contacts from previous advisory committee
      3. Verify starting salaries and job outlook
         - *Employer list assigned to: Office of Instruction*
         - *Follow-up contacts will be made by committee members after next meeting*

c. Educational Pathways & Requirements –
   i. Certificate / license
   ii. 500-hour apprenticeship
   iii. Credit vs. Non-credit options
   iv. Faculty requirements for each model
   v. Does this program lead to other professional opportunities?
      1. Example - Pharmacy Technology bridge to PharmD Program
         https://www.valleycollege.edu/academic-career-programs/degrees-certificates/pharmacy-technology/kgi-pharmd.pdf
   vi. Compare previous curriculum vs. non-credit options, and associated prerequisites
      1. Contact Wendy Deras for regional comparisons and insights
         - *Assigned to: Eric Sorenson, Adeel Rizvi, Jonathan Polidano*

d. Program Revenue & Costs
   - *Assigned to: Office of Instruction*

6. EPVR Committee Report requirements
   a. An executive summary
   b. The Program Viability Review Form
   c. The membership of the EPVR Committee
   d. The schedule for the EPVR Period
   e. Summary notes of each EPVR Committee meeting
   f. A description of all relevant evidence considered
   g. Recommendations, including the rationale for the EPVR Committee's recommendation(s)
   h. Discussion of impacts on students, faculty, and any other stakeholders
   i. The response to the EPVR Report if applicable

7. Timeline
   a. Goal: complete process by end of February
   b. Next meeting: early January, to be scheduled by Shelli Martinez
   c. Data collection and submission to shared folder for review prior to next meeting

Educational Program Viability Review (EPVR)
School of Health Sciences
Pharmacy Technician program

January 20, 2023

1. Committee Members Present
    a. Curriculum Committee Chair: Angela Burk-Herrick
    b. Curriculum Committee Faculty: Adeel Rizvi
    c. Academic Senate President: Neil Watkins
    d. Academic Senate Senator: Jayne Clark-Frize
    e. Chief Instructional Officer: Laura Hope
    f. Dean of School: Eric Sorenson
    g. CTE Liaison and/or Articulation Officer: Jonathan Polidano
    h. Transfer/Career Center Administrator: Diana Sanchez

2. Review Process and Data
    a. Review Information from Data Collection Plan
        i. Program Data
        ii. LMI Data from Center of Excellence
        iii. Regional Employers
            1. Previous advisory meeting minutes
            2. Contacts from IEHEC
                - San Antonio Regional Hospital
                - Loma Linda University
        iv. Educational Pathways
            1. Credit
                - Degree
            2. Non-credit
                - Certificate
                - Apprenticeship
        v. Prior offerings at institution

3. Discussion and Voting
    a. Unanimous decision for revitalization of the program.
    b. A recommendation was made to re-engage the program at a smaller scale for the benefit of the student and community population.

4. Next Steps
    a. Consultation is to be sought to pursue and develop a non-credit endorsement version of the pharmacy technician program, either through a certificate or apprenticeship program.

Relevant Evidence

The following documents were considered while discussion the viability of the Pharmacy Technician program:

- Program Data
- Instructional Program Template
- VIP Goal Template
- Projected Needs – Staff Requests Template
- 2017 PSR SLO Rubric
- Advisory Meeting Minutes 10/18/2016
- College of Excellence Report

A copy of each of the sources can be accessed in the appendix. Additionally, below are the contact information for two regional representatives that are onboard with the revitalization of the pharmacy technician program.

- Loma Linda University | Ghinette Aguilar, Academic Liaison, GAguilar@llu.edu
- San Antonio Regional Hospital | Dennis Andrew Ancheta, MBA, PharmD, APh, BCPS, BCGP, Director of Pharmacy Services, DAncheta@sarh.org

Recommendation

A unanimous decision was reached for program revitalization of the pharmacy technician program. Based on the examination of data, feedback from institutional and community stakeholders, and perceived impact on students, a recommendation was made to re-engage the program utilizing a non-credit design for the benefit of the student and community population.

A driving factor for the recommendation was the projected job growth (U.S. Bureau of Labor Statistics) for pharmacy technicians and demand from the students and communities we serve. Revitalization of the pharmacy technician program is also in line with the mission of Chaffey College.

> Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

Additionally, the decision is in line with Chaffey's goal of meeting "Community Opportunities and Needs," which states that "Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs." Lastly, regarding the recommendation on the program design utilizing a non-credit model, the program will hire consultants to examine both non-credit and apprenticeship models.

Impact of Decision

The program is a career technical education (CTE), that provides the necessary knowledge, tools, and skills for career development and success. Per the California Department of Education, CTE programs lead to increased college and career readiness, higher graduation rates, success in college, work and life, and increased the ability for at risk students to stay in school. Subsequently, the re-instatement of the pharmacy technician program affords Chaffey college to meet the needs and demands of the students and communities we serve. The next steps involve creating a plan to examine the capacity of return of the program. This will include faulty hiring and program redesign. Upon completion of the program, graduates will work in pharmacies, drugstores, hospitals, and other healthcare locations to meet the needs of the profession.

Appendices

The following documents can be found on the subsequent pages.

- Program Data
- Instructional Program Template
- VIP Goal Template
- Projected Needs – Staff Requests Template
- 2017 PSR SLO Rubric
- Advisory Meeting Minutes 10/18/2016
- College of Excellence Report

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Pharmacy Technician ~ Annual Unduplicated Student Headcount
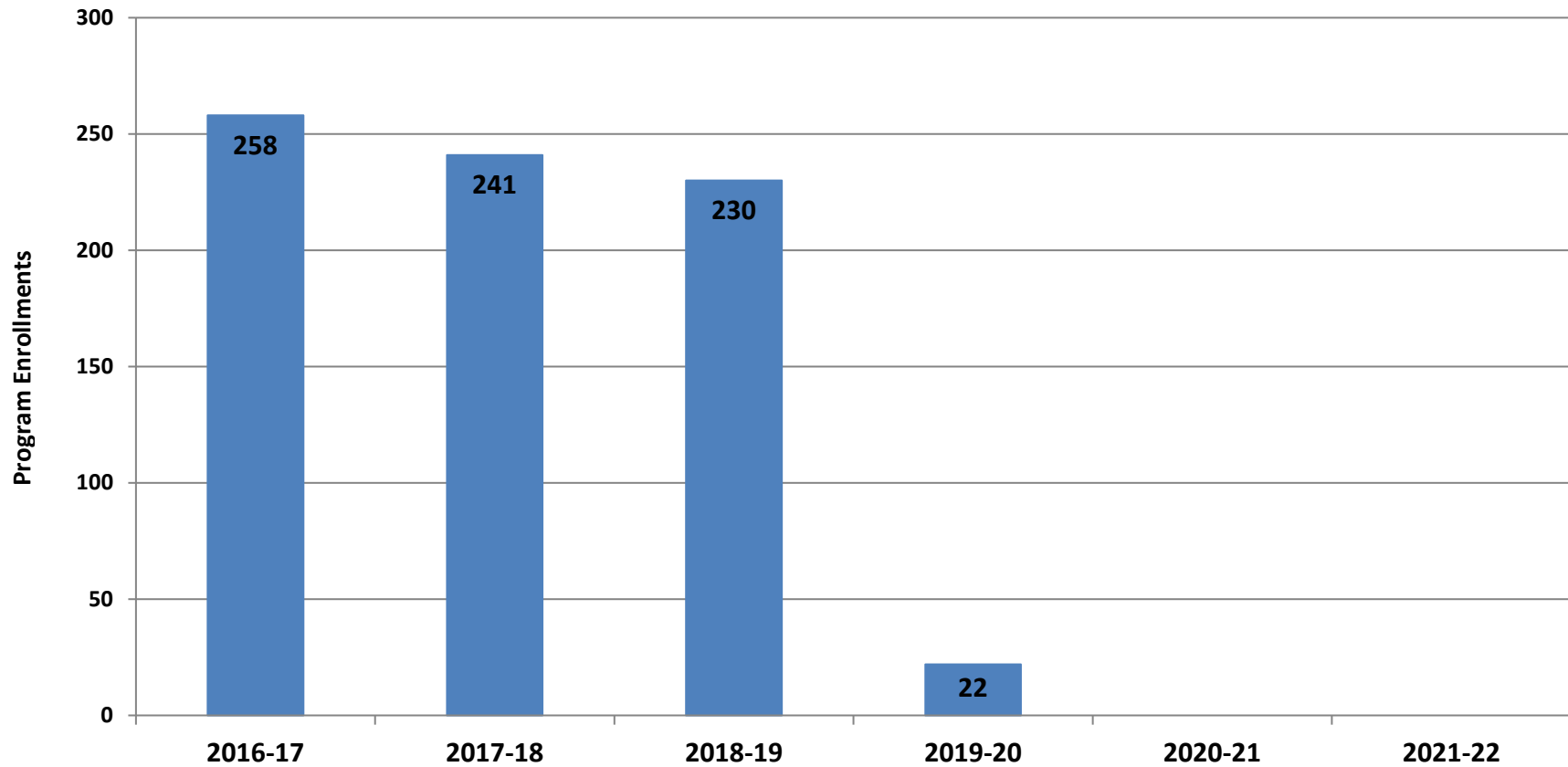## 2016-17 thru 2021-22 Academic Years (Primary Terms Only)
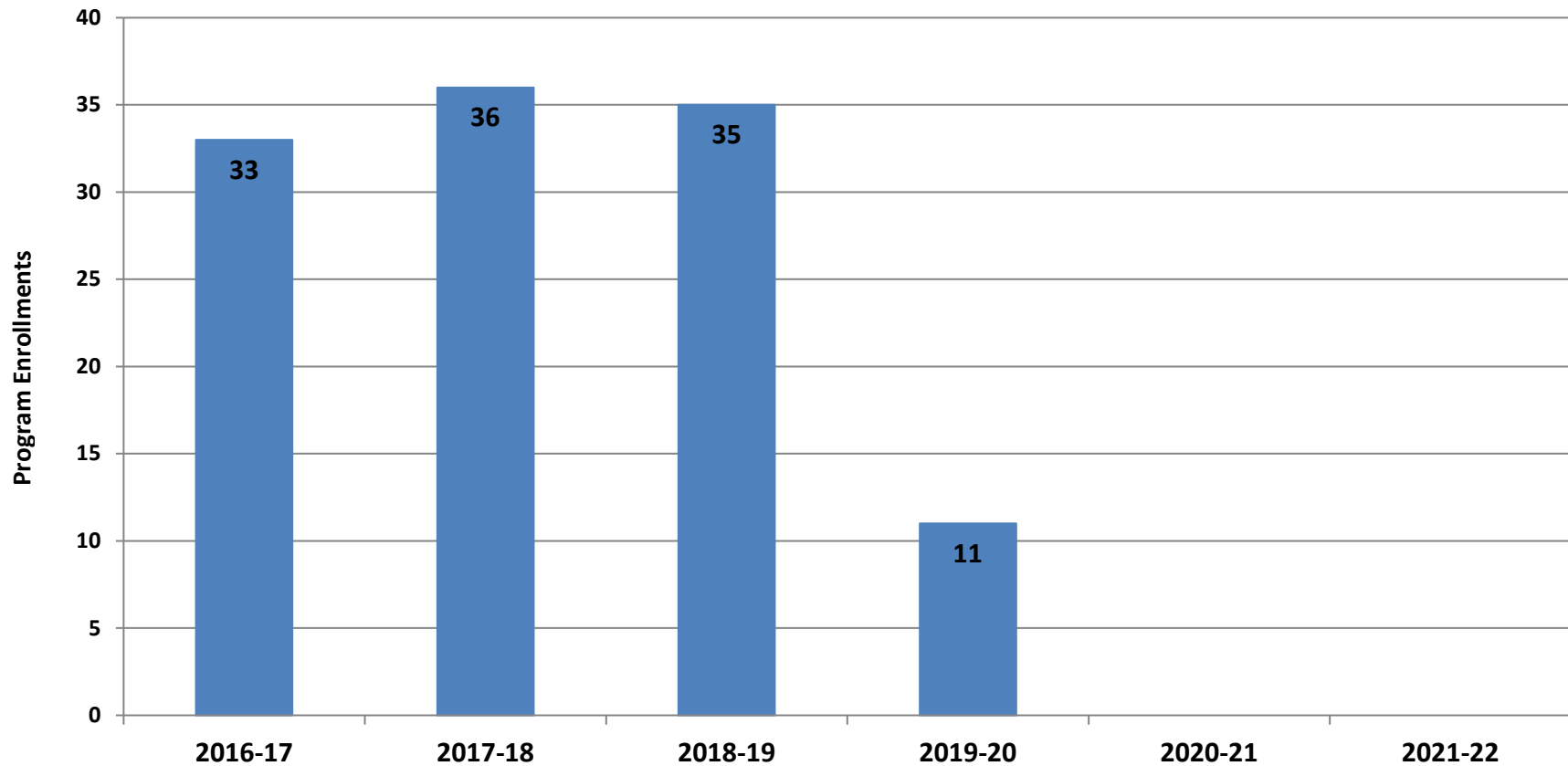
Annual Unduplicated Student Headcount (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Headcount	33	36	35	11	n/a	n/a	n/a	n/a	n/a

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Pharmacy Technician ~ Annual Program Enrollments
2016-17 thru 2021-22 Academic Years (Primary Terms Only)
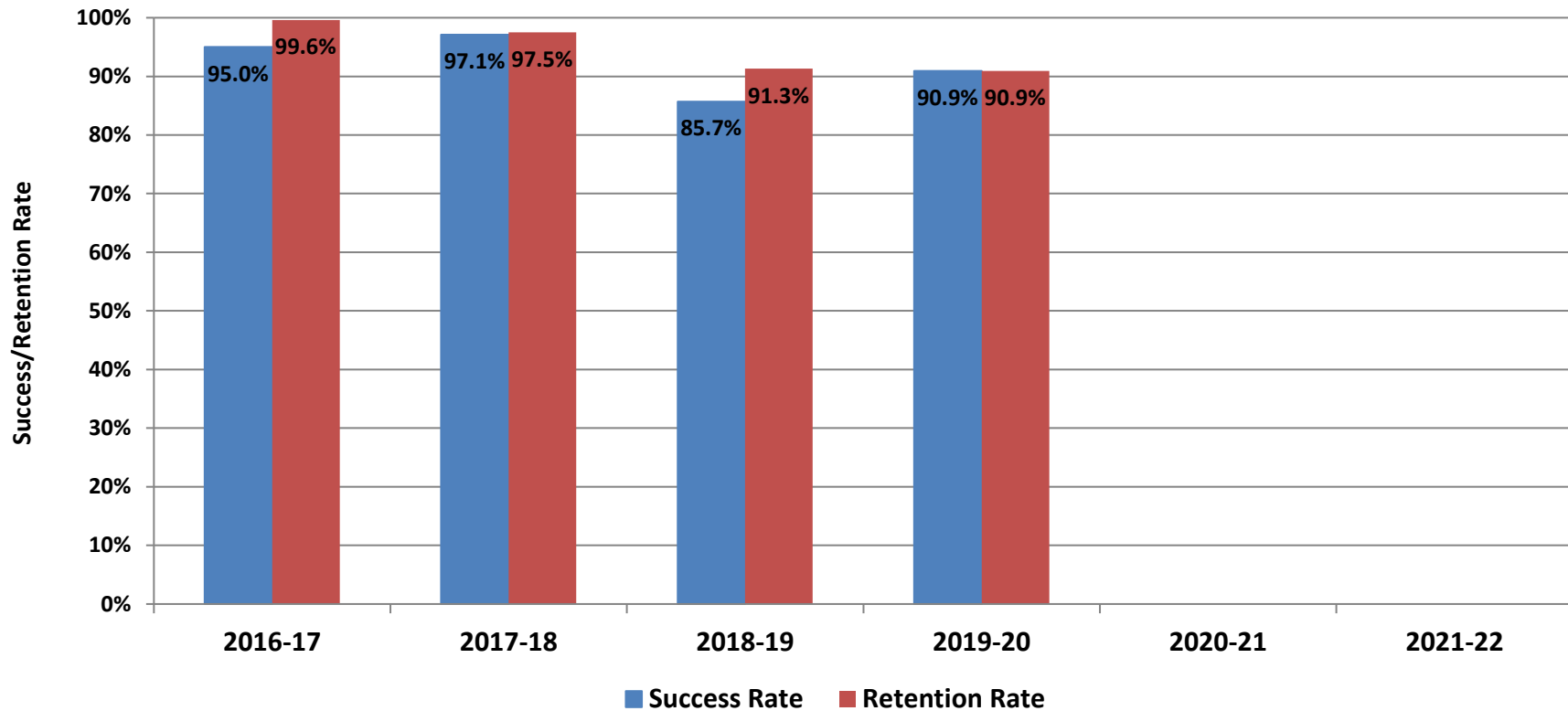

Total Number of Program Enrollments (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	258	241	230	22	n/a	n/a	n/a	n/a	n/a

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Pharmacy Technician ~ Annual Success and Retention Rates
2016-17 thru 2021-22 Academic Years (Primary Terms Only)
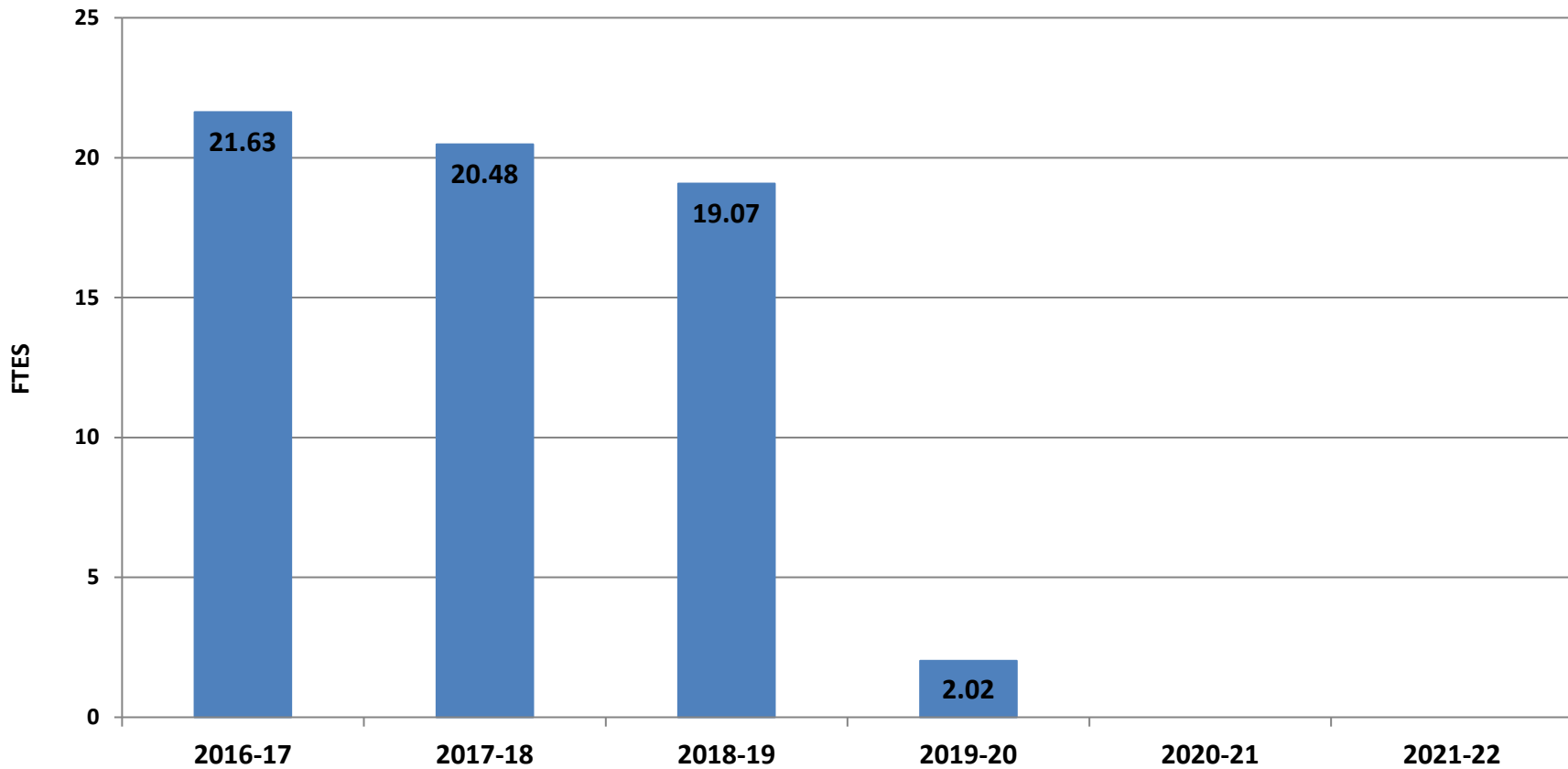

Success and Retention Rates (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Success Rate	95.0	97.1	85.7	90.9	n/a	n/a	n/a	n/a	n/a
Retention Rate	99.6	97.5	91.3	90.9	n/a	n/a	n/a	n/a	n/a

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Pharmacy Technician ~ Annual FTES Generation
2016-17 thru 2021-22 Academic Years (Primary Terms Only)

Total FTES (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

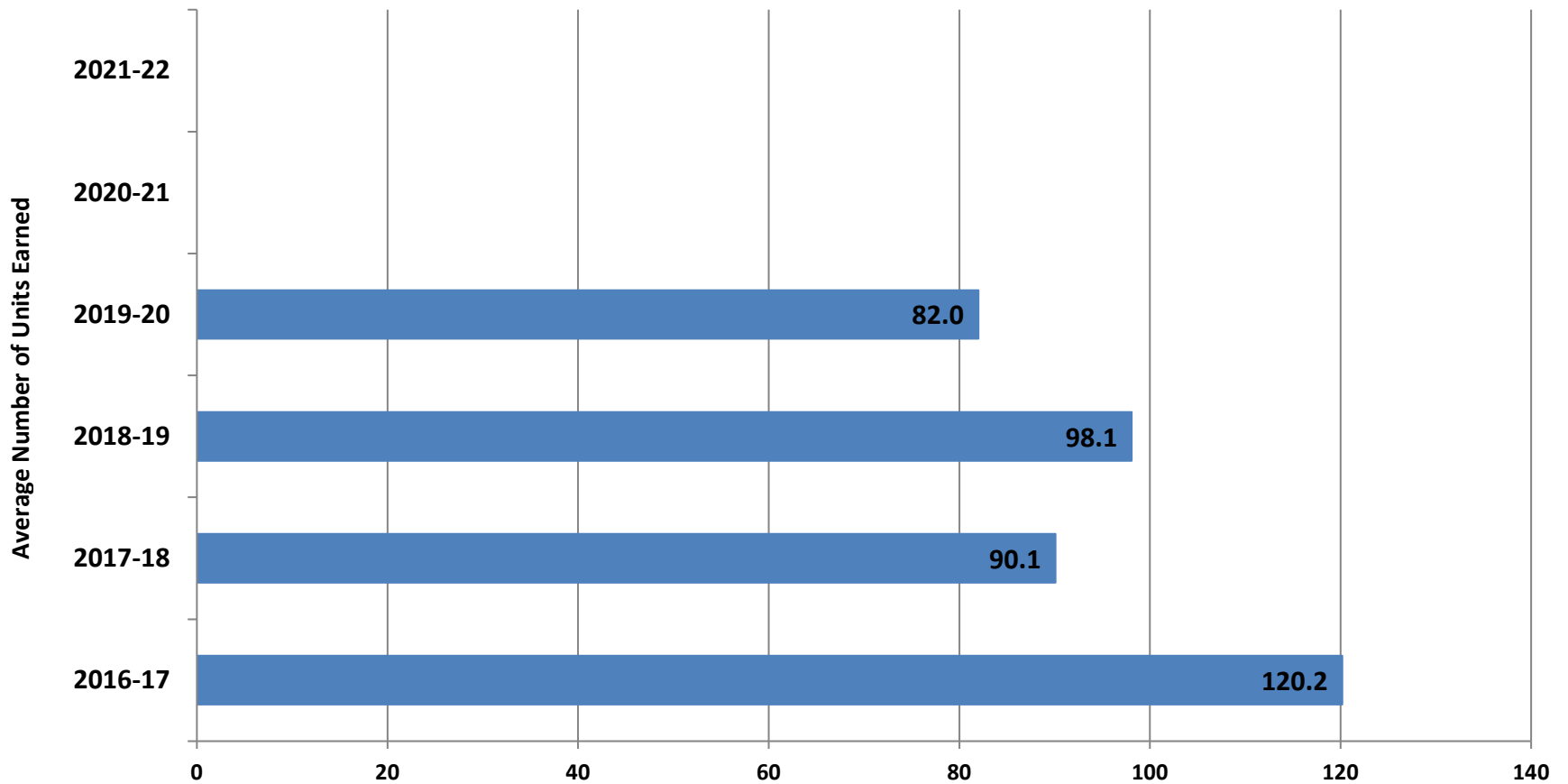|	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total FTES	21.63	20.48	19.07	2.02	n/a	n/a	n/a	n/a	n/a

Chaffey College

Pharmacy Technician
Degrees and Certificates Awarded by Program Code
2016-17 thru 2021-22 Academic Years

Prog Code	Award Title	Award Type	Status	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
S322	Pharmacy Technician	AS	Active	9	15	10	10	0	0
T322	Pharmacy Technician: Costume Design	Cert	Active	11	19	16	9	0	0
	ALL AWARDS			20	34	26	19	0	0

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## Pharmacy Technician ~ Average Units Earned by Pharmacy Technician Degree Earners (S322) 2016-17 thru 2021-22 Academic Years

Horizontal bar chart. Y-axis: Average Number of Units Earned. X-axis: 0 to 140.

- 2021-22: (no value)
- 2020-21: (no value)
- 2019-20: 82.0
- 2018-19: 98.1
- 2017-18: 90.1
- 2016-17: 120.2

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Pharmacy Technician ~ Average Units Earned by Pharmacy Technician Certificate Earners (T322) 2016-17 thru 2021-22 Academic Years
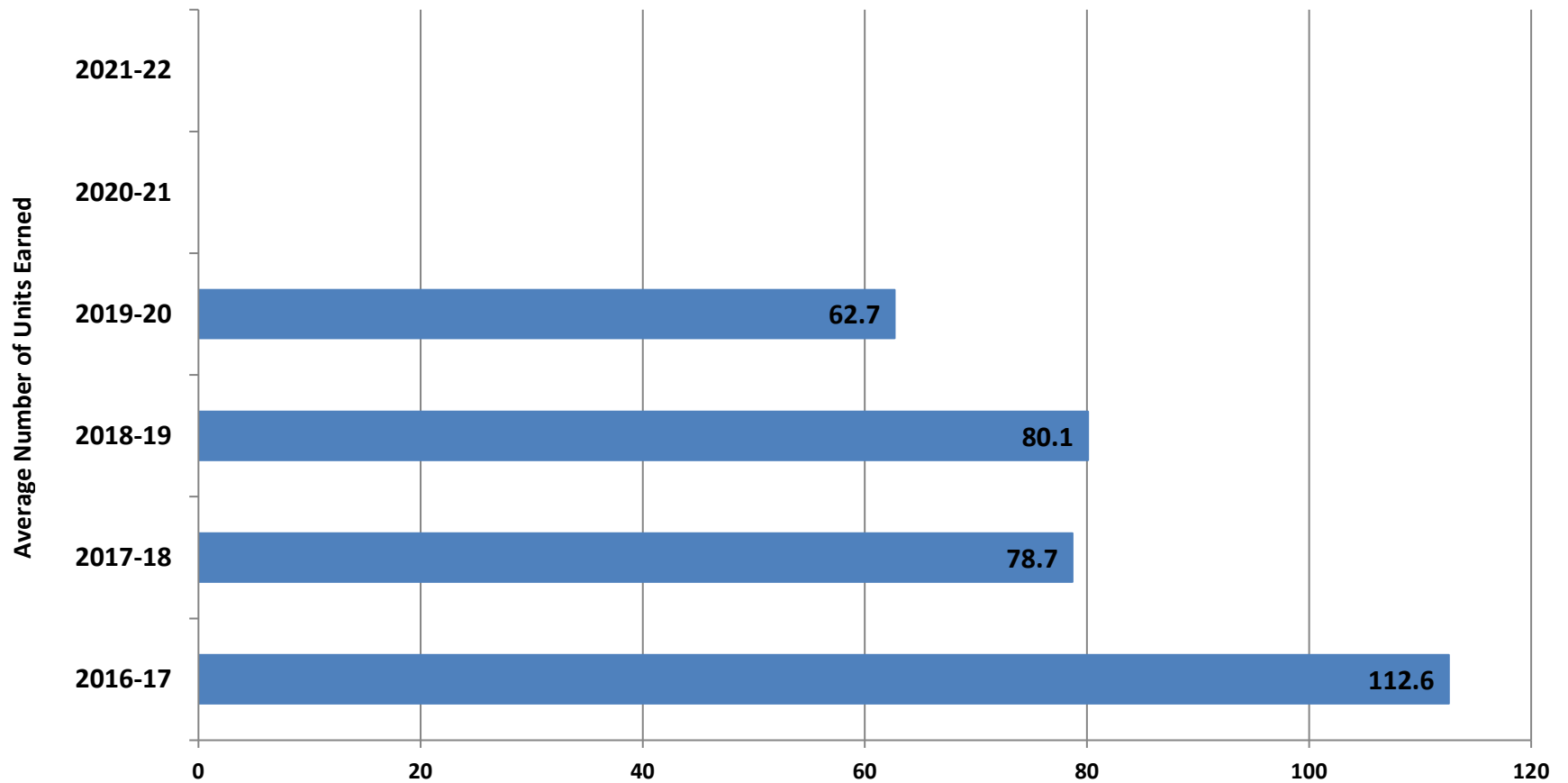
INSTRUCTIONAL PROGRAM TEMPLATE

(If any section is not applicable to your program, please indicate N/A)

<u>**SERVICE**</u>

PROGRAM OVERVIEW

Program Title:

Pharmacy Technician

Program Code:

1221

Review Type: Instructional *Programs that have curriculum*

Career Technical Education ☒ Yes ☐ No

(All Career Technical Education (CTE) programs as defined by the TOP Code Manual. Any budgetary requests made through Perkins must also appear in the program's PSR.)

Chaffey College Mission Statement

Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from foundation, career, and transfer programs.

Please describe how your program supports the college's mission:

The Pharmacy Technician Program provides quality occupational education by inspiring all interested individuals within our diverse communities to succeed and acquire a high level of skill and professionalism needed to become an effective pharmacy technician. The Pharmacy Technician Program's effectiveness is evaluated by student registration with the California Board of Pharmacy and passing a nationally recognized Pharmacy Technician Certification Exam that promotes lifelong learning through continuing education requirements.

PROFESSIONAL SERVICE

List Flex activities, workshops, courses taken, conferences, trainings, or any other activities related to student learning. Two years of information is sufficient and only full-time faculty information is necessary.

List recent departmental professional development activities connected to student learning.

Flex activities	Equity Strategies, At-Risk workshop
Workshops/ courses taken	Over 20 Continuing Education Credits to maintain certification as a Pharmacy Technician. OTC Products, Medication Therapy Management
Conferences/ training	Pharmacy Technician Educator Council (PTEC), California Society of Health System Pharmacists (CSHP)

Other	Registered with the California Board of Pharmacy, Certified Pharmacy Technician, member of several national and state pharmacy organizations (NPTA, CSHP, ASHP, PTEC

List on-campus committee involvement or other campus participation.

PSR, Health Science Media Committee, Faculty Evaluations, Hiring committees

How does the professional development activities/committee involvement enhance student success?

The Pharmacy Technician Educators Council provides interaction with national pharmacy technician program educators to improve program development through student learning strategies, technologies, simulation and experiential education, and best practice standards. The PSR process measures program health, current and future growth.

How does the professional development activities/committee involvement contribute to departmental planning?

The activities and committee involvement contributes to the success of the program by maintaining current knowledge of industry updates in law, technology, licensing requirements, and accreditation as well as developing a program that reflects those changes through the planning process.

EVIDENCE

PROGRAM DATA / EVIDENCE ANALYSIS
For each of these questions, programs should review the data supplied and consider what the data reveals about their program. Data will be provided as a separate document.

Enrollment
Given the enrollment data, including ethnicity/gender data:
- **Identify important developments / trends.**

The pharmacy technician program began the cohort program in 2013-14 with a combination of new students and returning students. We had a slightly higher enrollment during this time so the returning students could complete the remaining classes needed while instituting the cohort model for the new students. Enrollment shows a slight drop likely due to some students discontinuing the program who would normally continue from fall to the spring semester. This is due to either non-passing grades or a change in personal schedules or unable to complete the externship portion of the program. The cohort design conforms to other health science programs which eases tracking of students and maintains a static program model. The data in the enrollment by ethnicity/gender reflects current pharmacy employment trends. This is why there is a higher enrollment for females and Hispanics.

- **What are the implications of these developments / trends on your planning?**

The data reflects our expectations of the cohort program model.

Retention
Given the retention data, including ethnicity/gender data:
- **Identify important developments / trends.**

> The data indicates a high retention rate for the pharmacy technician program with a slight decrease in the 2014-15 year due to non-completion of the externship portion of the program. The arranged hours reflect the externship portion of the program and which still maintains a high retention rate. There is a mandatory information meeting scheduled before students are accepted into the program. They learn during this meeting that the program is a cohort model and a commitment to the program is necessary for successful completion. The retention rate data is exceptional in relation to ethnicity/gender which indicates the ability of program faculty to communicate effectively with those from diverse backgrounds as well as with both male and female students.

- **What are the implications of these developments / trends on your planning?**

> The data reflects our expectations of the pharmacy technician program.

Success
Given the success data, including ethnicity/gender data:
- **Identify important developments / trends.**

> The data indicates an exceptional student success pattern. The success rate in the arranged hours (externship course) indicated a slight decrease in the 2014-15 year due to non-completion of the externship portion of the program. The success rate does reflect an exceptional pattern which exceeds the college-wide data that reflects student and faculty commitment. The success rate data in relation to ethnicity/gender is exceptional which indicates the ability of program faculty to provide an educational classroom atmosphere that promotes learning and communicates effectively with those from diverse backgrounds as well as with both male and female students

- **What are the implications of these developments / trends on your planning?**

> The data reflects our expectations of the pharmacy technician program.

Other Evidence (Optional)
If you use other evidence in your planning process, describe the evidence and discuss important trends and implications below. Please submit other evidence as an attachment to your PSR.

- **Describe the evidence and identify important developments / trends.**

> N/A

- **What are the implications of these developments / trends on your planning?**

> N/A

DEGREE/CERTIFICATE AND CURRICULUM DATA
Degree/Certificate and Curriculum data will be provided as a separate document. Courses must be updated every six years; Career Technical Education (CTE) courses must be updated every two years. Courses with dates in red have not been updated within the requisite time frame.

Degree / Certificate Data

Given the data, is the number of degrees and certificates what you would expect? Why or why not?

The data reflects our expectations of the pharmacy technician program. There is an increase in the number of degrees from the previous three years. While there is a slight drop in the number of degrees/certificates in 2014-15, students are informed of the application process for both degrees and certificates. This may reflect the non-completion of the externship during that year. Students are encouraged to complete, not only the certificated program, but to continue with their education and earn an Associate's degree. We expect that the future data of certificates and degrees will reflect steady enrollment and completion rates.

Curriculum Updates and Modifications

If course updates are due, please describe your plan and timeline for updating courses.

Curriculum updates and modifications were completed in March of 2017.

Are there curriculum changes planned (new degrees/certificates/courses, modifications, or deactivations)? If so, what is the rationale?

No new curriculum changes planned at this time.

Curriculum and Student Populations

Explain how the courses, degrees/certificates in your discipline meet the needs of different student populations (foundation skills, career technical, general education, transfer etc.)

Completing the Pharmacy Technician Program meet the needs of our diverse student population by providing a comprehensive career technical program of study. Pharmacy technician employment is showing excellent growth potential in California. California has the nation's highest employment level and the third highest average salary for this occupation which allows for excellent opportunity for our diverse student population.

EXTERNAL OVERSIGHT

Advisory Committee Information (If Applicable)
All Career Technical Education (CTE) programs or any other program that has an active advisory committee must complete this section. Advisory Committee Minutes must be submitted as an attachment to your PSR.

Does the program have an advisory committee?   ☒ Yes ☐ No

Advisory committee minutes attached?   ☒ Yes ☐ No

- **Describe the advisory committee membership and how often the Advisory Committee meets.**

The advisory committee for the pharmacy technician program is comprised of pharmacists, faculty, pharmacy technicians, district personnel, and students. The advisory board meets at least twice a year. Our next meeting is scheduled for May 8, 2017.

- **What is the advisory committee's role and involvement with the program?**

The pharmacy technician program's advisory members take an active role in the development of the curriculum, externship site criteria and development, professional development recommendations, equipment and supply recommendations for simulation and experiential training, and strategic planning for the program. The program and advisory share the same vision for a progressive program and training efficient pharmacy technicians.

Advisory Committee Recommendations

- **How does the program respond to advisory committee recommendations?**

Examples of how the program responded to the advisory board recommendations are:
1. Move forward with Pharmacy Technician Program accreditation with the response being requested in this PSR.
2. Look into hiring a full time clinical instructor or an adjunct to handle clinical site placement in a manner conducive to accreditation requirements. We are looking into development of an adjunct faculty pool and check if Perkins grant can apply for hiring a consultant for accreditation.

- **What, if any, curriculum updates has your advisory committee recommended since your last program review?**

When the cohort program was re-written and implemented in the Fall of 2014, the Over-The-Counter course was developed and included in the cohort model. Implement lesson plans and training for medication therapy management and emergency room reconciliation in the operation courses. The lessons will be designed and included in the 2017-18 operation courses.

Labor Market Information (LMI)
CTE Instructional programs will also need to include a LMI ("needs assessment"), which will be supplied by Institutional Research.

What does the LMI ("needs assessment") reveal about the regional job outlook?

The projected growth for the Inland Empire shows a projected growth of 29 percent which is about the national average (of 30 percent). This is higher than average and shows a promising job outlook for pharmacy technicians.

Is the program meeting the needs of the job market? Explain.

We are producing approximately 20 pharmacy technicians every 3 semesters which would capture approximately 20 percent of the projected job openings for the Inland Empire provided all students get hired.

How does the program plan to respond to those needs? (request for facilities, staffing, curriculum development, etc.)

The faculty member attends the Pharmacy Technician Educator's Council and the California Society of Health System meetings every year to learn of the latest education modalities used in other programs and the direction of pharmacy technician's in California so we can stay current in the industry. We are forming an adjunct faculty pool to assist in curriculum and accreditation.

External Regulations (If Applicable)
External regulations apply to areas with outside accrediting agencies.

Does the program have external regulations? ☐ Yes ☒ No

If yes, programs will need to provide the following information:

a) Name of agency
b) Date of last review
c) Recommendations made
d) Any budgetary or institutional impacts from the recommendations?
e) Progress on recommendations
f) Date of next review
*Note: more than one external agency can be added in the same field if needed.

VIP GOAL RESULTS TEMPLATE

Three Year Goal:
Assess and improve the effectiveness of the cohort program format.

To which Educational Vision and/or Strategic Goal does this apply?
d. Connecting students to support services
b. Requiring students to define academic, occupational, and career goals
c. Providing instruction in delivery modalities that foster completion
d. Developing sustained engagement strategies
b. Facilitating completion points
c. Recognizing and honoring completions
1. Student Success through Teaching and Learning
5. Cost-Effective Investments in Technology that Support the Learning Infrastructure
7. Sustainability

Year One Steps to Success
Collect feedback from externship site supervisors and present the preliminary results to the advisory board. Initiate implementations of recommendations.

Year One Assessment
By the end of the spring semester, present results to the dean and coordinator for review, discussion, and approval.

Year Two Steps to Success
Continue to collect data and present results to the advisory board for continued feedback and additional recommendations.

Year Two Assessment
Modifications will be made base on recommendations from 2 years of assessment data.

Was this goal accomplished? Please explain:

Yes, the cohort program format has been effective as indicated by the retention and success rate. Minor modifications have been made by updating the new editions of texts and incorporating any new information from the texts into the coursework.

How were the results used? If the goal was not accomplished will your program reassess or change the goal?

The student's knowledge of pharmacy practices and skill levels are retained at a higher level as a result of the cohort program format. We have used the results to enhance the simulation and experiential training in the lab which improves student learning and connects the students to real world pharmacy during the externships. This in turn gives the students an opportunity to apply the skills from the laboratory to a real pharmacy practice setting. When the cohort format was implemented the curriculum was rewritten and the labs were configured for additional hours and consequently, this resulted in an increased demand for training materials and supplies. The challenge with improving the simulation/experiential training experience is limited materials/supplies due to a modest budget.

Three Year Goal:
Present a comprehensive plan to the District with the feasibility of offering an accredited pharmacy technician program because the Pharmacy Technician Certification Exam (PTCE), administered by the Pharmacy Technician Certification Board (PTCB) will require students to complete an accredited pharmacy technician program in order to take the exam by the year 2020.

To which Educational Vision and/or Strategic Goal does this apply?
a. Strengthening partnerships with high schools and employers
b. Establishing students' relationship with the college
b. Requiring students to define academic, occupational, and career goals
b. Facilitating completion points
1. Student Success through Teaching and Learning
5. Cost-Effective Investments in Technology that Support the Learning Infrastructure
6. Learning Support and Fiscal Stability
7. Sustainability

Year One Steps to Success
Research the accreditation regulations, standards, and documentation requirements from PTAC (Pharmacy Technician Accreditation Council) and ASHP (American Society of Health System Pharmacists).

Year One Assessment
Present the regulations, standards, and documentation requirements to the coordinator and dean for discussion and review.

Year Two Steps to Success
Propose modifications (if needed) to conform to the regulations, standards, and documentation requirements to the coordinator and dean for approval.

Year Two Assessment
Modify the program to conform to the regulations, standards, and documentation requirements.

Was this goal accomplished? Please explain:

Yes. The pursuit of this goal is progressing as indicated from the last Advisory Committee meeting. We wanted to move this goal forward rapidly due to the 2020 deadline set by the Pharmacy Technician Certification Board (PTCB) requiring students to graduate from an accredited program before allowing them to take the Certification Exam. However, an additional Certification Exam (ExCPT), that does not require accreditation by a specific date, was accepted by the California Board of Pharmacy this year so the PTCB has withdrawn the accreditation deadline of 2020. As a result we can proceed with the accreditation process with a more attentive and detailed pace.

How were the results used? If the goal was not accomplished will your program reassess or change the goal?

We have presented the requirements for accreditation in our last Advisory Committee meeting and discussed the results with the coordinator and informed the Interim Dean. We will proceed with the accreditation process as indicated by our Advisory Committee. This will be one of our new VIP goals.

VIP TEMPLATE

PLANNING

Program/Service:

Pharmacy Technician

Semester:

Fall 2017

VIP Goals should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP Goal # 1

Assess and improve the effectiveness of the pharmacy technician program.

To which Institutional Goal(s) is this VIP aligned:

☐   Goal 1: Chaffey College will provide quality-learning experiences that promote holistic student development and support success and completion in a timely manner.

☒   Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.

☐   Goal 3: Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.

☐   Goal 4: Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.

☐   Goal 5: Chaffey College will decrease the achievement gap.

☐   Goal 6: Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.

Rationale: (The reason for establishing the goal, how it will be used, and what you want to achieve)

This VIP goal is a continuous endeavor so we can improve student learning by providing training and utilizing skills that mirror actual pharmacy therapies which will enrich the simulation and experiential experience. When the cohort format was implemented the curriculum was rewritten and the labs were configured for additional hours and consequently, this resulted in an increased demand for training materials and supplies. The challenge with improving the simulation/experiential training experience is limited materials/supplies due to a modest budget.   Faculty uses relabeling, jello powder, and many other practices to try and simulate what is readily available from many pharmacy training companies (Wallcur, Health Care Logistics, Pocket Nurse, MockMeds). Utilizing available materials/supplies will free up time for administrative duties as well as program development and moving forward towards accreditation.

What evidence are you using to inform this goal? (Check all that apply)
☒ Student Learning Outcomes (SLOs)
☐ Degree Data
☐ Certificate Data
☒ Success Data
☐ Retention Data
☐ Other: Click here to enter text.

Tasks / Activities (Steps to Success)	Responsible Parties	Resources (What tools, materials, or supplies will be helpful to accomplish the task / activities?)	Target Completion (Estimated timeline within the 3-year cycle)	Progress (Accomplished or not accomplished?) (Program will complete this section during their Annual Update)
Collect feedback from Externship Site Supervisors and present results to the Advisory Board. Initiate implementations of recommendations.	Faculty	Training materials and supplies. (See attached – note that the new materials are only from one source and is an example of the newly available materials)	Spring 2018	
Continue the process of feedback and modifications.	Faculty	New training products and supplies.	Spring 2018	

Assess and discuss outcomes with the Advisory Board.	Faculty		2019/20	

* to add more rows to the table above, use the tab key

[**VIP Goal # 2**

Apply for Pharmacy Technician Program Accreditation to the American Society of Health System Pharmacists (ASHP)/Accreditation Council for Pharmacy Education (ACPE).

To which Institutional Goal(s) is this VIP aligned:

☐   Goal 1: Chaffey College will provide quality-learning experiences that promote holistic student development and support success and completion in a timely manner.

☐   Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.

☐   Goal 3: Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.

☒   Goal 4: Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.

☐   Goal 5: Chaffey College will decrease the achievement gap.

☐   Goal 6: Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.

Rationale: (The reason for establishing the goal, how it will be used, and what you want to achieve)

Accreditation is a system for declaring that a program or institution meets established quality standards to provide assurance and confidence to the public. Chaffey is one of the top community colleges in the nation and this would reflect that recognition and leadership. Also, being an accredited program would be influential in acquiring additional externship sites.

What evidence are you using to inform this goal? (Check all that apply)

☒ Student Learning Outcomes (SLOs)
☐ Degree Data
☐ Certificate Data
☐ Success Data
☐ Retention Data
☒ Other: ASHP Model Curriculum

Tasks / Activities (Steps to Success)	Responsible Parties	Resources (What tools, materials, or supplies will be helpful to accomplish the task / activities?)	Target Completion (Estimated timeline within the 3-year cycle)	Progress (Accomplished or not accomplished?) (Program will complete this section during their Annual Update)
Formulate an adjunct faculty pool Request a professional expert to assist and consult in the accreditation process	Faculty Professional Expert		Spring 2018	
Initiate documentation requirements Present progress to Advisory Committee Implement recommendations and modifications	Faculty Professional Expert		Spring 2019	
Present progress to the Advisory Committee - Complete Implement recommendations , begin self-study, submit application	Faculty	Printed and bound notebooks with documentation requirements Application fee	Spring 2020	

* to add more rows to the table above, use the tab key]

PROJECTED NEEDS – STAFF REQUESTS TEMPLATE
(ALL REVIEW TYPES, IF MAKING ANY STAFF REQUESTS)

Programs requesting staff will complete this section. The request should include the year in which you are requesting the position (year one, two, or three of your visionary improvement plan), whether the position is instructional or non-instructional, and the location of the position (Rancho, Chino, or Fontana). Specify the category of position. All budget requests must connect back to the visionary improvement plan.

*For contract positions (classified, confidential, and management) use titles and ranges found in bargaining agreements. For STW, Apprentice, or Student, use hourly/student worker description listings (i.e., STW 1, Apprentice 4). Refer to the PSR Handbook for links or documents in the appendix.

*Position Title:

Accreditation Consultant

Year: ☐ Year One   ☒ Year Two   ☒ Year Three

Category: ☐ Classified   ☐ Confidential   ☐ Manager   ☒ Professional Expert
☐ Short-Term Worker (STW)/Apprentice   ☐ Student Worker

*Range:

$48.00/hr

Full-time (1.0) or part-time (0.475) (for contract positions only):

Total number of hours for the year (for STW, Apprentice, and Student Workers only):

600

Number of positions requested:

1

Instructional or Non-Instructional: ☐ Instructional   ☒ Non-Instructional

Location: ☒ Rancho   ☐ Chino   ☐ Fontana

To which VIP Goal does this request connect?

G2

Why is this position needed for your area?

A pharmacy technician program accreditation consultant is needed to assist in the process of developing the documentation requirements and aligning the program with the accreditation model.

Each staff request MUST include responses to the following questions:

Please explain how position(s) meets each criteria listed below. If position does not meet criteria, please state "Not Applicable."

- *Health and safety compliance*

Not Applicable

- *Planned and approved growth and expansion*

Accreditation of the pharmacy technician program.

- *District-identified special expertise*

Not Applicable

- *Innovation consistent with the District's Strategic Plan/institutional goals*

Accreditation of the pharmacy technician program

- *Existing staffing levels*

Not Applicable

- *Learning curve required*

Not Applicable

- *Is there categorical or grant monies that could support the position? If so, what funding source?*

Yes, Perkins Grant

[Paste all fields for 2nd request here]

[Paste all fields for 3rd request here]

PROGRAM NAME: Pharm. Tech.	SCORE	COMMENTS
MANDATORY COMPONENTS		These are required components that are not scored
3-5 Program SLOs for each degree and certificate		individually. An SLO score will not be given if any of
Accurate Core Competency Matrix for each degree and certificate		these required components are missing.
Accurate Curriculum Map for each degree and certificate		
CHRONOLOGICAL ASSESSMENT PLAN (CAP) (3 pts)		
Is there a CAP attached? (0.5 pt)	0.5	
Does CAP include an assessment schedule for 6 future semesters (until Spring 2020)? (0.5 pt)	0.5	
Does CAP indicate which course SLO will be assessed each semester? (0.5 pt)	0.5	
Is the type of assessment indicated for each course SLO on the CAP? (0.5 pt)	0.5	
Is the rationale for how the "pacing" of their assessment schedule facilitates improvement well explained? (Question #5 in PSR template) (1 pt)	1	
CLOSING THE LOOP-Course Level (5 pts)		
Program has assessed SLOs since their last full PSR (in the last 3 years) (0.5 pt)	0.5	
Program regularly reviews and shares assessment results (1 pt)	1	
Program has recorded assessment results from at least 2 rounds of assessments (see SUMMARY OF RESULTS on the Curricunet course SLO pages: is the data box #10 and/or 12 for DE filled in with data from at least 2 rounds of SLO assessment?) (1 pt)	1	
USE OF RESULTS (Box #11 and/or 12 for DE) on the Curricunet course SLO pages & Template Question #8a: Assessment results are being used to make meaningful changes to courses (2 pts); Some changes have been made based on assessment results (1 pt); No changes have been made based on assessment results (0 pts)	2	
Plans for reassessment are made. (0.5 pt)	1	This is supposed to say .5, but is displaying at 1. However, it is not altering the math in the Total numerical score.
PROGRAM LEVEL CONNECTIONS (2 pts) *Template Questions #8b-8e*		
Are the conclusions drawn from assessment results regarding what their program is doing well and what could be improved meaningful? (2 pts)	2	

2017 INSTRUCTIONAL PROGRAMS
PSR SLO RUBRIC DRAFT

TOTAL NUMERICAL SCORE:	10.00	
PERCENT:	100.00%	
PSR SLO Score Translation: 90-100% = 3; 70-89% = 2; 60-69% = 1; 59% or lower = 0	3	

Chaffey Community College District
Program and Services Review
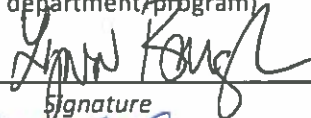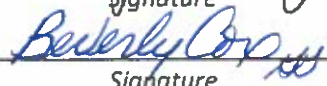### Spring 2017 Program Review

Self-Study Identification and Signoffs

Program Name: Pharmacy Technician

Program Code: 1221

Primary Writer: Lynn Breegle   Title: Faculty   Signature _(signed)_

First Level Mgr: Anthony DiSalvo   Title: Dean   Signature: _(signed)_

Permanent Program Staff (all full-time faculty and/or staff within the department/program)

Printed Name	Position	Signature	Date
Lynn Breegle	Faculty	_(signed)_	04/07/2017
Beverly Cox	Coordinator	_(signed)_	04/07/2017

Permanent staff members whose signature will not be required on completed PSR (individuals who are out on leave or are otherwise unable to review the self-study)

Printed Name	Position

I.   Call to Order – Welcome and Introductions:

   Andrew Simental – Kaiser Pharmacy Manager
   Guy Ito – Kaiser Pharmacy Manager
   Carol Crawford – Kaiser Pharmacy Manager
   DiDi Mencos-Tello – Kaiser Pharmacy Tech
   Jack Vasoya – Express Pharmacy Manager
   Susaniel Kesling – PHARMT Instructor at Valley College
   Yvette Lacarra – Current Student
   Sandy Guzman – Current Student
   Crystal Christman – Potential Student
   Lynn Breegle – Instructor
   Gwen Gorden – Administrative Assistant II

II.   Approval of Minutes November 4, 2015: approved 11/0/0

III.   Report Items

   A. Accreditation Standards for Pharmacy Technician Education and Training Programs outlining the responsibilities of the Advisory Committee (from the PTEC Conference on ASHP/ACPE Accreditation Standards).
- An advisory committee comprising a broad-based group of pharmacists, faculty, pharmacy technicians, and others as deemed appropriate must be established and meet at least twice a year (face-to-face; electronic). The advisory committee must have specific authority for affirming:
    1.4.a. the curriculum makes possible the attainment of all educational goals and objectives;
    1.4.b. criteria for experiential training sites;
    1.4.c. criteria for admission;
    1.4.d. criteria for successful completion of the program; and,
    1.4.e. the training program's strategic plan
- Request from the committee approval for:
    o Strategic Plan (see attached) – tabled for next advisory meeting
    o Use of experiential training site survey/inspection form (in progress)
- Discussion
    o PSR VIP (Visionary Improvement Plan) tied to the strategic plan
        ▪ The next three years (see strategic plan)
    o Results from externship site supervisors (Tracy)
        ▪ Verbal only – status quo (a survey form required?

- o Researched accreditation regulations, standards, and documentation requirements from PTAC (Pharmacy Technician Accreditation Council) and ASHP (American Society of Health System Pharmacists) See Notebooks. Fee Schedule: Application $1200 and annual fee $3,200 for 2017
- o NOTE – California Board of Pharmacy made no changes (Sept 2015) regarding program requirements for accreditation; however PTCB (Pharmacy Technician Certification Board) will require graduates from accredited programs only to take the national exam (PTCE) and pass a background check by 2020.

B. Conferences
- Attended PTEC Conference July 2016 – Charlotte, NC
- Missed CSHP (California Pharmacy Technicians Association) Conference October 2016 – Actually the conference is later this month (October) and Lynn will attend.

IV. Advisory Committee Recommendations for VTEA (Perkins Grant)
- Request that attendance to PTEC (National) and CSHP (CPhTA) (State) be approved by the advisory committee. Advisory approved 11/0/0
- Request to hire a consultant (Suzaniel) to help with the accreditation. Advisory approved 11/0/0

V. Discussion Items
- Open to committee

Following advisory discussion ensued:

PSR – reviewed every 3 years and includes a strategic plan. With the last PSR reporting, Chaffey College Administrators asked the feasibility of being accredited. By 2020, it will be required for the technician to register with the Board of Pharmacy in order to sit for the exam to have finished or graduated from an accredited program by ASHP or ACPE.

Strategic Plan – briefly reviewed the list that has plans with goals for 3 years and 5 – 10 years. The strategic plan includes the Pharmacy Technician mission statement that connects with Chaffey College's mission statement. When Lynn was at the PTEC Conference this past July, they went over a lot of the documentation and other things you have to have for accreditation and the strategic plan must be in place. As we move forward, we are going to continue to follow the advisory committee's standards as recommended by ASHP.

Carol suggested that Chaffey College starts with one of the 1 year goals starting with the gap analysis and going through the accreditation standards to see what needs to be done.
- o Standard 1.3 states that Administration is financially backing the program with justifications and requests a budget. The budget should include the following:
    - o Office
    - o Administrative Personnel

- o   Student Supplies
- o   Hard Assets (Capitol) for long term goal.

- o   Second section of ASHP Model Standards, there is a list (6 pages) that will ask if certain items are in place, such as: compounders, scales, IV room, automatic dispensing units, etc.

- o   The next section is for student training which includes part of the model curriculum.

Program Acceptance - Chaffey College cannot exclude students who have applied if they meet the minimum qualifications. Students are accepted based upon the process we have in place. It is based upon first-come first-served with the Math requirement and proof of submission of the applicant's High School or GED transcript to Chaffey College Admissions and Records department along with attending an information meeting. We offer a cohort program, so those who are accepted are required to take certain classes in the fall, spring semesters. The program is three semesters. The first semester is geared for community pharmacy, the second semester is the institutional hospital pharmacies and the third semester is the externship where the community gets our students.

Retention Rate – the retention rate is about 90%. Chaffey College Pharmacy Technician program only accepts 24 students per fall semesters. PTAC likes to see a ratio of 1 – 6/8 students in the labs. There is nothing in writing regarding the ratio of students to instructor, but according to Suzaniel, PTAC will "ding" us in accreditation. PTAC prefers 20 students for out-patient pharmacy, 10-15 in the lab per instructor and 1-5 for in-patient ratios. Some schools get around the numbers is to have pharmacy students come in and help in the labs which lowers the ratio (ex: Western University Pharmacy School). Since Lynn is basically the only instructor, there is a 1-12 students to teacher ratio. So what Lynn does in the lab is to split the lab into 3 components: calculations, drug identification and filling/processing prescriptions.

Advisory Committee Membership – Guy asked what the ideal number of voting members we were looking for in order to be in compliance with accreditation. With all the different committees that Guy is on, he might be able to help find some pharmacist who might be interested in serving on our advisory committee in the areas of retail, hospital, home health, and IV's. Lynn would like a mix of around 10 – 20 pharmacist and technicians. Guy indicated that it might be difficult to get pharmacist to commit. Accreditation requires 5 – 10 consistent voting members who participate in 1 – 2 advisories per year. ASHP requires at least a 2 year block with at least 5 members to vote, 1 administrator and at least 4 pharmacy field representatives. For accreditation, the minutes have to list the names of the attendees who voted and to request a full-time administrator who has to be either a pharmacist or a certified pharmacy technician (not biology). ASHP will also require advisory members to fill out a membership card and make a commitment to serve at least 2 years at a time. First few years the advisory meetings should be face-to-face. After a reasonable amount of time, electronic meetings (e-mail, cell phone) could be held once in a while. ASHP does not recommend programs that are starting up

with accreditation to have e-mail meeting too soon and want to see that meetings are being held with at least 2 year blocks.

Externship sites – need more sites for our students to complete their externships. Placement for the externships has been very difficult.

Placements – Guy inquired if Chaffey College provides job placement or tracking after completion.

- o No, Chaffey College does not provide job placement or track employment. Guy suggests before moving on and expanding our program to post on our web-site placement rate and possible job openings. Even though students might be highly attractive grads and well trained, if there are no jobs, they are going to be frustrated at the end of their time here and questioning why they are going through this program if there are no jobs to be had.
- o Suzaniel stated that ASHP requires a 2 year record of tracking for employment. Need to find out from our students if:

    - o Did you receive quality education?
    - o Were you able to get a job?
    - o Did you move on with your education such as pre-pharmacy or pre-health care?

    Students should be contacted within 6 months to a year from completing the program to complete an employment tracking survey.

    Sacramento is reviewing organizations that use placement guarantees as one of the criteria's to get students to sign up.

    Santa Ana College – when their students graduate, they register into their web-site which helps track a list of the graduates and their addresses. This way, graduates could be contacted for any updates and would help with tracking. The web-site would be a good place to post job openings.

Training sites - Chaffey College has it over the private schools due to the cost of our program.

- o Crystal who is with us tonight had previously started a pharmacy tech program at a private school for $22,000 (San Joaquin Valley College), but did not finish. She is looking to finish her pharmacy tech training with either Chaffey College or Valley Community College.
- o Suzaniel mentioned that 4D College recently shut their doors this past summer and some of their students and graduates have been contacting her regarding their education and why they couldn't pass the PTCB. She talked and interviewed them and what she found out was they could not read a prescription, could not calculate dosages, never

opened sterile gloves or slide into the glove or how to double glove. Their idea of in-patient hospital pharmacy training was where the teacher showed them what a needle was, but the students had no idea the parts of the needle and syringe and how to manipulate and work them. With the lack of knowledge and training, these students would not be accepted to continue with what they were missing. These students would have to start the training program all over again.

Accreditation – Guy wanted to know how many schools are accredited. Suzaniel mentioned there are none in the Inland Empire. Los Angeles (Cerritos) has one and Orange County has two (Santa Ana {1ˢᵗ to be accredited} and North Orange County Community College.)

Application fee $1,200 and there would be an annual fee of $3,200 for the residency program. For our program, there would be a $500 application fee and an annual fee of $2,400. If we apply now, that $2,400 would be pro-rated and would cost about $2,500 next year.

Guy suggested we apply to have the accreditors come out to view our deficiencies and they would point them out along with where the gaps are to us for $500. The accreditors need to make sure the training facility is not a fly-by-night operation. They are not so much worried about community colleges, but we still need to make sure the hours are being met and have gone over the check list.

Advisory voted and approved:

- o Go forward with the ASHP accreditation or wait until next year
- o Look into hiring a full-time clinical director/instructor. Or, have someone specific to handle clinical.

Once accreditation is started, clinical sites have to be visited for each student to be evaluated. Once or twice interview the manager or supervisor and observe the student working. When we contract with a site, the Board is supposed to vote to approve the site.

The committee is concerned that Lynn is basically the only instructor and overwhelmingly trying to complete everything on his own and may not have enough resources to do an optimal job and get accreditation completed.

Andy asked if Chaffey College likes having the certificate program and is it a feather in their cap. The certificate is not required, but by 2020, students who sit for the Boards will have to be certified by a training school that has been accredited.

Respectfully submitted,

Gwen Gorden

Pharmacy Technology

Inland Empire/Desert Region (Riverside and San Bernardino counties combined)

This workforce demand report uses state and federal job projection data developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to understand their current employment needs.

Introduction

This report provides labor market occupational demand and wage research and postsecondary programs outcomes related to pharmacy technology. The California Community College pharmacy technology (TOP 1221.00) program prepares students for employment as pharmacy technicians through the instruction of the principles and procedures used to assist in maintaining and dispensing pharmaceutical supplies and medications (Taxonomy of Programs, 2012). Occupational definitions, alternative job titles, education, work experience, and training requirements are provided below:

Pharmacy Technicians (29-2052)

Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

Sample job titles: Accredited Pharmacy Technician, Certified Pharmacy Technician (CPhT), Chemotherapy Pharmacy Technician (Chemo Pharmacy Technician), Compounding Technician, OR Pharmacy Tech (Operating Room Pharmacy Tech), RPhT (Registered Pharmacy Technician)

Entry-Level Educational Requirement: High school diploma or equivalent
Training Requirement: Between one and twelve months on-the-job training
Work Experience: None
Incumbent workers with a Community College Award or Some Postsecondary Coursework: 52%

Employment

In 2020, there were 4,461 pharmacy technician jobs in the Inland Empire/Desert Region. Employment for this occupation is expected to grow by 1% through 2025. Over this period, 401 annual job openings are projected for pharmacy technicians. Exhibit 1 displays the job counts, five-year

projected job growth, job openings, and the share of incumbent workers age 55 years and better in the region.

Exhibit 1: Five-year projections, 2020-2025

| Occupation	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	2020-25 Job Openings	Annual Job Openings	% of workers age 55+
Pharmacy Technicians	4,461	4,843	382	9%	2,006	401	11%

Source: Emsi 2022.1

Earnings

Community colleges should ensure their training programs lead to employment opportunities that provide self-sustainable income. The University of Washington estimates that a self-sufficient hourly rate for a single adult with one school-age child is $24.36 per hour or $51,452 annually in Riverside County; $23.73 per hour or $50,119 annually in San Bernardino County (Pearce, 2021). For this study, the higher hourly earnings requirement in Riverside County is adopted as the self-sufficiency standard for the two-county region.

Exhibit 2 displays the hourly earnings for pharmacy technicians in the Inland Empire/Desert Region. The hourly earnings for pharmacy technicians do not surpass the self-sustainability rate until the 90th percentile, indicating that only the top 10% of workers in this occupation earn a self-sustainable wage.

Exhibit 2: Hourly earnings by percentile
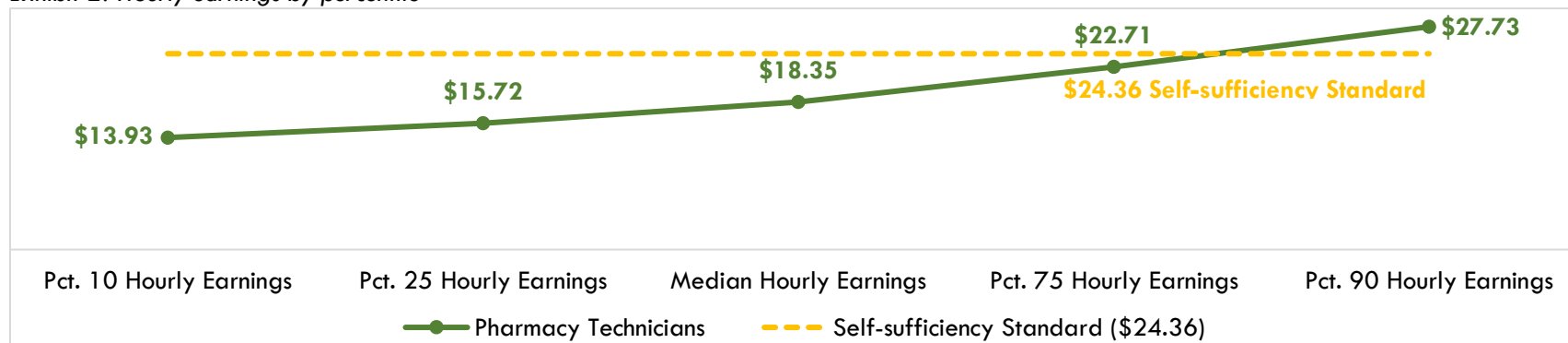
Source: Emsi 2022.1

Employer Online Job Advertisements

The sections below provide online job advertisement analytics data for pharmacy technicians over the last 12 months, from March 2021 to March 2022. Over this period, regional employers issued 1,646 job advertisements for pharmacy technicians. Exhibit 3 displays the employers posting the most job advertisements for pharmacy technicians. Showing employer names provides some insight into where students may find employment after completing a program.

Exhibit 3: Employers posting the most job advertisements for pharmacy technicians

Employers	Unique Job Ads
CVS Health	311
Walgreens Boots Alliance	218
Rite Aid	114
RPh on the Go	103
Walmart	84
Loma Linda University	32

Source: Emsi 2022.1

Exhibit 4 displays the most common skills or qualifications found in employer job advertisements for pharmacy technicians. Qualifications refer to the certifications decided on by a third-party entity (school, government, industry, etc.) that acknowledges a body of skills and abilities. Skills are competencies at specific tasks or familiarity with specific subjects and tools acquired through education or experience.

Exhibit 4: The most common skills or qualifications requested in job advertisements for pharmacy technicians

Skill or Qualification	Job Ads	% of Total Job Ads
Certified Pharmacy Technician	1,168	71%
Medical Prescription	1,032	63%
Customer Service	849	52%
Basic Math	455	28%

Skill or Qualification	Job Ads	% of Total Job Ads
Pharmacist Assistance	438	27%
Pharmaceuticals	399	24%
Packaging And Labeling	379	23%
Communications	374	23%

Source: Emsi 2022.1

Community College Programs

Three regional community colleges currently offer pharmacy technology (TOP 1221.00) programs. Regional community college programs have issued 29 awards annually over the last three academic years, 2018-2021.

Exhibit 5: Average annual community college completions in pharmacy technology programs, 2018-21

Colleges (Local Program Title)	Annual Average Awards (2018-21)
Chaffey	15
Desert (Pharmacy Technician)	0
San Bernardino Valley (Pharmacy Technology)	14
Total	**29**

Sources: MIS Data Mart, COCI

This labor market brief provides an occupational and community college program overview and is not intended for regional program recommendation or submission to the California Community Colleges Chancellor's Office.

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