Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-,   two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**
> **Friday, February 22 from 9:30 to 11:00 a.m. in NH-222**
> **Friday, March 1 from 9:30 to 11:00 a.m. in B-204**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019**.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)
2) Do NOT change the file name

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at** cgabriel@sbccd.cc.ca.us **by February 25. If you have additional data requests, those requests must be**

submitted to Christie Gabriel by February 8. Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php

Program Efficacy

2018 – 2019

Program Being Evaluated

Pharmacy Technology

Name of Division

Science Division

Name of Person Preparing this Report   **Extension**

Robyn M. Seraj	8645

Names of Department Members Consulted

Lorrie Burnham   and   Joan Murillo

Names of Reviewers

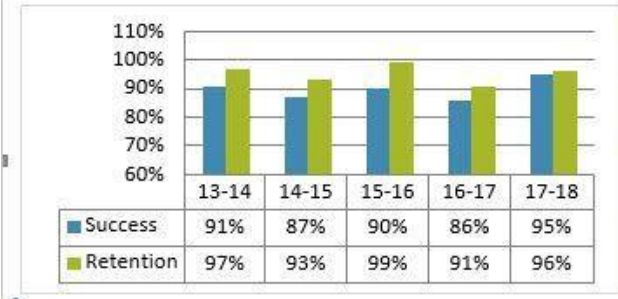| |
|---|
| **Tim Hosford, Botra Moeung, Robert Jenkins** |

Work Flow	Date Submitted
Initial meeting with department	February 13, 2019
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 18**

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	**1**	**0**	**4**
Classified Staff			
Total	**1**	**0**	**4**

Semester	Total Enrollment (Duplicated)	Total FTES
2013 - 2014	194	30.50
2014 – 2015	167	24.92
2015 – 2016	154	23.16
2016 – 2017	150	22.53
2017 – 2018	229	35.23

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	194	167	154	150	229
FTEF	3.18	3.18	3.46	3.73	4.76
WSCH per FTEF	288	235	201	181	222

	13-14	14-15	15-16	16-17	17-18
Sections	12	12	13	14	18
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	20	8	19	12	16
Certificates awarded	23	2	5	8	8

FTES chart:

	13-14	14-15	15-16	16-17	17-18
FTES	30.50	24.92	23.16	22.53	35.23

Success/Retention chart:

	13-14	14-15	15-16	16-17	17-18
Success	91%	87%	90%	86%	95%
Retention	97%	93%	99%	91%	96%

- In the academic year 2015-2016- FTES were generated was a total of 23.16
- In the academic year 2016-2017- FTES were generated was a total of 22.53
- In the academic year 2017-2018 FTES were generated was a total of 35.23

<u>Assessment:</u>

- Increased enrollment is due to the recent
American Society of Health-System Pharmacists (ASHP) accreditation.

  FTES: increased to 35.23 for 2017-2018 (12.72% increase)
  We anticipate to continue to increase FTES for the 2018-2019 school
  year. Success and retention have increased due to the structure created
  in our program. Our program has a 95% success rate and a 96% retention
  rate.

<mark>PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2018</mark>

Part I: Questions Related to Strategic Initiative: <u>Increase Access</u>

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	**Program: Pharmacy Technology**	**Campus-wide**
Asian	24.0%	4.8%
African-American	8.1%	12.4%
Hispanic	54.9%	65.3%
Native American	0.0%	0.2%
Pacific Islander	0.4%	0.2%
White	11.5%	13.2%
Unknown	1.2%	3.9%
Female	79.8%	57.5%
Male	20.2%	42.5%
Disability	0.6%	5.4%
Age 19 or Less	0.0%	22.5%
Age 20 to 24	27.9%	34.7%
Age 25 to 29	36.1%	17.7%
Age 30 to 34	17.4%	9.3%
Age 35 to 39	5.1%	5.5%
Age 40 to 49	11.9%	6.2%
Age 50+	1.6%	4.1%

Demographics:

> Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Except for the Hispanic population of **65.3%** campus, demographic data shows that the program attracts a higher group of minorities into the Pharmacy Technology program than the campus. In California, a strong minority presentation is within the pharmacy technician workforce. The *American Journal of Health-System Pharmacists*, Volume 64, 15 June 2007, identifies that "white Americans received 60% of the Pharm.D. degrees, … Asian Americans received 23%, …7.7% for blacks, 3.7% for Hispanics, and 0.4% for American Indians." Due to this representation report, there is no concern in the program's minority population mix.

Since the influx of female pharmacists entering the workforce in the 1980s, women have quickly integrated into the once "male dominated" pharmacy field. Since community and institutional pharmacy has become a 24/7 medical provider, shifts are available for female pharmacists who wish to cultivate a family and household. Policies have been *implemented that facilitate flexible schedules without hindering advancement*, from *The Impact of a Gender Shift on a Profession: Women in Pharmacy* by Stephanie F. Gardner and Cindy D. Stowe published by the Forum on Public Policy, 2006.

For the pharmacy technician gender population, 88.4% are female and 11.6% are males from a survey of 3,200 certified pharmacy technicians in the United States, from the *Journal of the American Pharmacists Association*, 2005. Compared to our 79.8% female and 20.2% male student population, our program maintains a higher male population compared to industry because many of the male counter parts plan to continue into a Pre-Pharmacy program for Pharmacy School.

For many of our program's student population, pharmacy technology is an entry pathway to a higher healthcare profession, such as pre-pharmacy, nursing, medicine, etc. The program, also, attracts individuals training for a career change, such as former military or the elderly.

Compared to the campus, the youngest age of our program's students is 19. This is due to liability and legal age requirements for the State of California and Department of Justice's Drug Enforcement Administration need for only adults accessing narcotics and prescription medication.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the community. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Not only does the program attract minorities and individuals training for a career change, but single parents and four year university students join our Pharmacy Technology program. The program has adapted to our student needs by offering classes in the late afternoon and in the evening
 a) For those students that work during the day,
 b) For those students that are single parents who require babysitting but cannot afford daycare services, and
 c) For those students that are currently in a four year university program.
As more students join the program and demand increases, the program will have hybrid, distance/online courses, daytime, and weekend courses available.
We attract California State University San Bernardino students and University of California students that are in a Pre-Pharmacy Science curriculum. Since their school does not offer a Pharmacy Technology Program, they normally take one course per quarter, obtain their certificate during their junior year, take the Pharmacy Technician Certification Examination, and work as a pharmacy technician during the summer after their junior year. During the university student's senior year, they will apply for Pharmacy School or a Graduate Program and add professional pharmacy experience into their application.

Currently, there is a total of six courses which are offered every semester for a one year course for certification or part of an A.S. degree. The courses are
 PHT060 Pharmacy System I covering Federal Laws, Pharmacy Regulations, and Community Pharmacy;
 PHT062 Pharmacology I
 PHT064 Pharmacy Math Calculations;
 PHT070 Pharmacy Systems II covering Institutional Pharmacy and advanced topics;
 PHT071 Pharmacology II
 PHT072 Pharmacy Clinical Experience; and
 PHT074 Pharmacy Seminar which prepares the student to take the PTCB.

The first semester courses are offered in the late afternoon with labs in the evening to accommodate our various students. The second semester courses are all scheduled on one day, Tuesday, to allow the students to fill the remainder of the week with their internship hours. This can prove challenging for the student that already maintains a fulltime work schedule.

Issues which the program is currently advocating are
 1. A full time faculty to handle college administration issues, ASHP accreditation standards, and coordination with clinical pharmacy programs.

Part II: Questions Related to Strategic Initiative: <u>Promote Student Success</u>

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

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<u>The program had a 96% retention and 95% success rate in 2017-2018 !</u>
> FTES: increased to 35.23 for 2017-2018 (12.72% increase)
> We anticipate to continue to increase FTES for the 2018-2019 school year. Success and retention have increased due to the structure created in our program. Our program has a 95% success rate and a 96% retention rate.

Currently, to qualify for a pharmacy technician license, the applicant must either
1. Graduate from a Pharmacy Technician program that has
   - An Associate Degree in Pharmacy Technology;
   - Any other course that provides a minimum of 240 hours of instruction as specified in Title 16 California Code of Regulation section 1793.6(c);
   - A training course accredited by the American Society of Health-System Pharmacists (ASHP); or
   - Graduation from a school of pharmacy accredited by the Accreditation Council for Pharmacy Education (ACPE).
2. A Certified Pharmacy Technician from the Pharmacy Technician Certification Board, PTCB.
3. Federal armed forces trained military pharmacy technician with a DD214 papers.

Locally, Loma Linda University Hospital Pharmacy Department required their technicians to be nationally certified by the Pharmacy Technician Certification Board, PTCB. This is the only national certification organization recognized by the California State Board of Pharmacy and local hospitals in the Inland Empire. The *Institute for the Certification of Pharmacy Technicians*, ICPT, is not recognized by the California State Board of Pharmacy for licensing.

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Supplemental Data:

> Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The pharmacy technology program was granted a total of three years of accreditation by ASHP; a follow up report is due once a year on the progress of our program. SBVC college is the only accredited pharmacy technology program offered within a community college setting in San Bernardino County

• The pharmacy technology program currently offers classes in day and evening.

• We currently Purchase the majority of our lab equipment with the help of Perkins Grant funds. We were awarded Perkins money for 2018-2019. A total of $18,000 this will allow us to continue marketing our program.

Pharmacy Technology, This program is designed to prepare students for entry level employment as a pharmacy technician, while working under the direct supervision of a pharmacist. Students who complete our program Sit for the Pharmacy Technician Certification Board (PTCB) and Apply for a California State Board of Pharmacy Technician License.

The pharmacy technology program was granted a total of three years of accreditation by ASHP; a follow up report is due once a year on the progress of our program. SBVC college is the only accredited pharmacy technology program offered within a community college setting in San Bernardino County

The Pharmacy Technology Program currently offers classes in the evening.
We would like to continue the expansion of the day and Night Program. There is a need for a day program in addition to a night program.

The only two community colleges in the inland empire to offer the pharmacy technology program (Chaffey and SBVC), which produce around 65 awards each year. San Bernardino Valley College is the only community college in San Bernardino County that is accredited by ASHP. For-profit colleges have stopped offering the pharmacy technology program are listed below. There is currently a gap of 80 per year.

The report from the centers of excellence, Desert/Inland Empire Region, Sept. 2016, states there is a growth in positions in the next five years. There is a total of a 18% growth in Pharmacy Technicians/Clerks/Aides.

SAN BERNARDINO COUNTY ONLY
http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx

Summary from Bureau of Labor Statistics, U.S. Department of Labor
https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm

Summary:
Quick Facts: Pharmacy Technicians 2017
Median Pay: $31,750 per year Number of
Jobs, 2016: 402,500
Job Outlook, 2016-26: 12% (Faster than average)
Employment Change, 2016-26: 47,600 INCREASE

Investment is targeting ...	TOP Code(s)	Program Title
- Enter selected TOP codes and Program Titles	122100	Pharmacy Technology

Geography - The program identified specifically targets the labor market need for trained workers in...

- Select a region/subregion or a single county geography using the drop down lists embedded in the green or blue cell.	Region/Subregion list	County list
	Inland Empire	San Bernardino

Demand - the program(s) prepare students to work in the following occupations...

Supply - On average, how many awards (certificates and degrees) area conferred by community colleges and other post-secondary institutions in the region/county identified?

	SOC Code	Occupational Title	Annual Openings	Institution Type	# of Awards Conferred (Annual Average)
1	29-2052	Pharmacy Technicians	419	Community Colleges	35
2	31-9095	Pharmacy Aides	62	Other Post-secondary Institutions	
3					
4					
5					
6				Summary of Data Entered:	
7				Demand	481
8				Supply	35
9					
10				Analysis:	
11				It's a go! Undersupply indicated	

Student Learning Outcomes:

> **Course SLOs/SAOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

CURRENT Pharmacy Technology Student Learning Outcomes

PHT 060   Pharmacy Systems 1
1. Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the delivery of services in the community/outpatient pharmacy setting.

2. Students will demonstrate the techniques and procedures of processing prescriptions and the management of outpatient pharmacy when assisting the pharmacist.

PHT 062   Pharmacology I
1. Students will identify various groups of medications by classifications in body systems, functions, indications, and mechanisms of action with basic human anatomy and physiology.

2. Students will apply the various medications utilizing their brand/trade or generic names in drug dosages, drug forms, drug strengths, drug routes, and standard Signa with the various patient populations.

PHT 064   Pharmacy Calculations
1. Students identify various pharmaceutical measurement systems.

2. Students apply various pharmaceutical measurement systems into calculations for processing prescription and medication orders.

PHT 070   Pharmacy Systems, II
1. Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the Inpatient/institutional pharmacy setting.

2. Students will apply advanced distribution techniques and methods in processing medication orders, stock production, and pharmacy management utilizing aseptic techniques while assisting the pharmacist.

PHT 071   Pharmacology II
1. Utilizing human anatomy and physiology, students will identify various groups of medications by classifications in the body systems, functions, indications, and mechanisms of action.

2. Students will apply the various medications utilizing their brand/trade or generic names in drug dosages, drug forms, drug strengths, drug routes, and standard Signa

PHT 072   Pharmacy Clinical Experience
1. Students will apply the processing of medications and the management of pharmacy through clinical experience in a pharmacy as demonstrated by the performance evaluation of a Pharmacist.

2. Students will interact with the public through readings and discussion of communication and culture as demonstrated by performance evaluation of a Pharmacist.

PHT 074   Pharmacy Seminar

1. Students will articulate and discuss the duties in the outpatient pharmacy, inpatient pharmacy, and pharmacy management while assisting the pharmacist through reflection on past content and current skills.

2. Students will demonstrate readiness for board certification as demonstrated by classroom assessments such as earing a score of a minimum of 80% on a mock exam.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

	13-14	14-15	15-16	16-17	17-18
Sections	12	12	13	14	18
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	20	8	19	12	16
Certificates awarded	23	2	5	8	8

PHT 060 FALL 2018

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the delivery of services in the community/outpatient pharmacy setting.	15	15	100.00%
2	Students will demonstrate the techniques and procedures of processing prescriptions and the management of outpatient pharmacy when assisting the pharmacist.	15	15	100.00%

PHT-062 FALL 2018

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Student who Met SLO
1	Students will identify various groups of medications by classifications in body systems, functions, indications, and mechanisms of action with basic human anatomy and physiology.	17	13	76.47%
2	Students will apply the various medications utilizing their brand/trade or generic names in drug dosages, drug forms, drug strengths, drug routes, and standard Signa with the various patient populations.	17	13	76.47%

PHT-064 FALL 2018

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students apply various pharmaceutical measurement systems into calculations for processing basic prescriptions and medication orders.	46	46	100.00%
2	Students can further calculate for non-sterile compounding, sterile compounding, and pharmacy business finances.	46	46	100.00%

PHT070 FALL 2018

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will discuss the role of the Pharmacy Technician in assisting the pharmacist in the Inpatient/institutional pharmacy setting.	17	15	88.24%
2	Students will apply advanced distribution techniques and methods in processing medication orders, stock production, and pharmacy management utilizing aseptic techniques while assisting the pharmacist.	17	16	94.12%

PHT072 FALL 2018

Note: Course SLO Summary Evaluation Form is available.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will apply the processing of medications and the management of pharmacy through clinical experience in a pharmacy as demonstrated by the performance evaluation of a Pharmacist.	11	11	100.00%
2	Students will interact with the public through readings and discussion of communication and culture as demonstrated by performance evaluation of a Pharmacist.	11	11	100.00%

PHT-074 FALL 2018

Note: Course SLO Summary Evaluation Form is available.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will articulate and discuss the duties in the outpatient pharmacy, inpatient pharmacy, and pharmacy management while assisting the pharmacist through reflection on past content and current skills.	11	11	100.00%
2	Students will demonstrate readiness for board certification as demonstrated by classroom assessments such as earing a score of a minimum of 80% on a mock exam.	11	11	100.00%

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on	The program **identifies and describes** its	In addition to the meets criteria, the program provides data or research that

	culture and climate or the plans are not supported by the data and information provided.	impact on culture and climate. Program **addresses** how this impacts planning.	**demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

In an effort to meet campus strategic initiatives and Pharmacy Forecast 2019-2020 students must be trained in mobile device, health related applications, utilize real-time physiological and biometric monitoring devices, utilize complex EHR technology systems, handle patient-specific physiologic data, and data analytics (informatics).

Describe how your program seeks to enhance the culture and climate of the college.

Campus Climate:
The Pharmacy Technology Department is involved with the
  1. Science and Technology Day,
  2. Women in Math and Science, and
  3. Health Fair Activities.
The program would like to establish a CSHP Student Charter that can assist graduating pharmacy technicians in the search for jobs and career support.

Describe one or more external/internal partnerships.

We are currently partnered with Redlands Community hospital. Students complete 240 hours of on the job training.

We are also currently looking to partner with Western University, to bridge our students into their Doctorate Of Pharmacy Program.

What plans does your program have to further implement any of these initiatives?

Arrange for meetings to take place to discuss our goals and challenges.

IV: Questions Related to Strategic Initiative: <u>Maintain Leadership & Promote Professional</u>

Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Professional Development is required by ASHP accreditation. There are two mandatory annual meetings. PTEC Pharmacy Technician Educators Council and ASHP leadership meeting. These meeting are important for the growth and wellbeing of our program. The meetings will help build professional networks, collect resources for the classroom, learn updates about ASHP accreditation, gain insight from experienced educators, connect with publishers and vendors, and earn ACPE-accredited continuing pharmacy education. These conferences are designed to appeal to a broad audience of pharmacy leaders that provides outstanding educational programming and networking opportunities.

> Most Members attend ASHP AND CSHP yearly meetings. All of our instructors are required to complete 20 units of continuing education per year through PTCB.ORG

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

> **ASHP** (American Society of Health-System Pharmacists) is a professional organization that represents pharmacists who serve as patient care providers in acute and ambulatory care settings
>
> **California Society of Health-System Pharmacists** (CSHP) is a non-profit professional **association** established to serve the needs of **hospital** and **health-system pharmacists**.
>
> **PTCB:** The first is the Pharmacy Technician Certification Exam (PTCE), which is offered by the Pharmacy Technician Certification Board (**PTCB**). The second is the Exam for the Certification of Pharmacy Technician (ExCPT) offered by the National Healthcare Association (NHA).

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

> We have two advisory meetings per year!
>
> The **purpose** of the **advisory** board is to offer insight and expertise outside of what the board of directors has within itself. **Advisory** boards can exist to offer general advice or be formed to serve a specific **purpose**

- Expand the advisory committee to establish a greater network for students and our graduates.
- Work with community and/or other CTE programs to provide presentations on soft skills.
- Create a pathway from high school to the Pharm Tech Program.

V: Questions Related to Strategic Initiative: <u>Effective Evaluation & Accountability</u>

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional</u>.	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

		challenges into planning.	

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

> ***San Bernardino Valley College prepares the pharmacy technician student to assist the pharmacist in medicinally caring for the community in a diverse healthcare environment.***
> **And**
> *SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

How does this mission or purpose relate to the college mission?

> **Realizing that our program attracts a diverse demographic population, the Pharmacy Technology Program's mission statement identifies the need for extensive education and skills to accommodate the increasingly diversified duties of the 21st century pharmacy technician. As the pharmacist moves into the direct patient care environment, the technician continues to assist the pharmacist by fulfilling former duties previously conducted by pharmacists.**

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

> **Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.**

Semester	Total Enrollment (Duplicated)	Total FTES
2013 - 2014	194	30.50
2014 – 2015	167	24.92
2015 – 2016	154	23.16

| 2016 – 2017 | 150 | 22.53 |
| 2017 – 2018 | 229 | 35.23 |

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	194	167	154	150	229
FTEF	3.18	3.18	3.46	3.73	4.76
WSCH per FTEF	288	235	201	181	222

	13-14	14-15	15-16	16-17	17-18
Sections	12	12	13	14	18
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	20	8	19	12	16
Certificates awarded	23	2	5	8	8

FTES chart values: 30.50 (13-14), 24.92 (14-15), 23.16 (15-16), 22.53 (16-17), 35.23 (17-18)

	13-14	14-15	15-16	16-17	17-18
Success	91%	87%	90%	86%	95%
Retention	97%	93%	99%	91%	96%

- In the academic year 2015-2016- FTES were generated was a total of 23.16
- In the academic year 2016-2017- FTES were generated was a total of 22.53
- In the academic year 2017-2018 FTES were generated was a total of 35.23

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Science			
Pharmacy Technology			
Course	**Status**	**Last Content Review**	**Next Review Date**
PHT 060 Pharmacy Systems I	Active	11/25/2013	11/25/2019
PHT 062 Pharmacology I	Active	02/02/2015	02/02/2021
PHT 063 Pharmacology for Pre-Health Care Professionals	Active	04/16/2012	04/16/2018
PHT 064 Pharmacy Calculations	Active	03/13/2012	03/13/2018

PHT 070 Pharmacy Systems II	Active	02/02/2015	02/02/2021
PHT 071 Pharmacology II	Active	11/20/2017	11/20/2023
PHT 072 Pharmacy Clinical Experience	Active	11/20/2017	11/20/2023
PHT 074 Pharmacy Seminar	Active	11/25/2013	11/25/2019
PHT 020 Introduction to Pharmacy Technology	Historical		
PHT 020 Introduction to Pharmacy Technology	Historical		
PHT 020 Introduction to Pharmacy Technology	Historical		
PHT 030 Pharmacology	Historical		
PHT 031 Pharmacy Calculations	Historical		
PHT 031 Pharmacy Calculations	Historical		
PHT 041 Pharmacy Systems	Historical		
PHT 041 Pharmacy Systems	Historical		
PHT 042 Pharmacy Intern Seminar	Historical		
PHT 042 Pharmacy Intern Seminar	Historical		
PHT 043 Pharmacy Clinical Experience	Historical		
PHT 043 Pharmacy Clinical Experience	Historical		
PHT 060 Pharmacy Systems I	Historical		
PHT 062 Pharmacology	Historical		
PHT 067 Pharmacology II	Historical		
PHT 070 Pharmacy Systems II	Historical		
PHT 072 Pharmacy Clinical Experience	Historical		
PHT 072 Pharmacy Clinical Experience	Historical		
PHT 072 Pharmacy Clinical Experience	Historical		
PHT 074 Pharmacy Seminar	Historical		

Articulation and Transfer

This is a CTA program, therefore there are no courses above 100 which would articulate to a four year university curriculum.

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
	NOT	NOT
	NOT	NOT
	NOT	NOT
	NOT	NOT

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Bridge our program with Western University, so they can accept our units and students, to bridge into a Doctorate of Pharmacy Program. Students will study to be a pharmacist.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

https://www.valleycollege.edu/academic-career-programs/college-catalog.php

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

The course description in the catalog is accurately current.

Challenges:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

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1. Hire a full time director.
2. Continue marketing our program.
3. Continue obtaining Hospital Contracts.

In order to maintain accreditation, the department needs to meet the requirement of hiring a full-time faculty member who will serve as the program director. A program director will oversee the program and be in charge of placing 20-30 students per year, in externship rotation. The program director will also manage pharmacy sites and contract agreements. The program director will continue to market our program at the local high school careers fairs.

The program will meet all industry and job outlook needs.

Our program has hired a full time faculty member through Strong Workforce Grant Money. Faculty member will oversee the Pharmacy Technology training program and maintain accreditation.

Full time Coordinator/Director will allow for campus outreach, monitor externship sites, contract with more pharmacies in our area, including a hospital.

Curriculum Development: By continuing to improve our curriculum and align our program with the ASHP standards, will help increase the number of successful certificates and graduates.

There needs to be a continued management of curriculum.

b.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue accreditation with the American Society of Health-System Pharmacists (ASHP).	January 2019	Continue to gather data and create new partnerships with Hospitals. Continue to have advisory meetings in order to create bridges with the community.	guest speaking as well!
Continue Marketing our program at various career fairs Concurrent Enrollment	January 2019	Continue to be a part of every High School career fair. Be involved with	

VI: Questions Related to Strategic Initiative: <u>Provide Exceptional Facilities</u>

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

We currently are partnered with

CVS Drugs

Walgreens Pharmacies

Redlands Community Hospital

Arrowhead Regional

Students currently complete 240 hours of externship training.

When students complete our program, they also become members of the Pharmacy Technician Certification Board.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

SPRING 2017 PROGRAM EFFICACY REPORT

5. Cost of this Program: ☐Meets ☒Does Not Meet
The program sites the lack of a full-time faculty member, yet it states that "income covers expenditures." It also states that grant money was used to purchase lab equipment, and that FTES far exceeds the program cost. The program provides a cursory explanation of program costs.