Santa Rosa Junior College

Program Resource Planning Process

Pharmacy Technician 2018

1.1a Mission

Program Mission

Based on the major missions of the college, the faculty of the Pharmacy Technology Program at Santa Rosa Junior College is dedicated to facilitating the growth and development of enrolled students in becoming competent entry-level pharmacy technicians to function within the healthcare community they serve.

1.1b Mission Alignment

NOTE: The Sonoma County Junior College Mission Statement and Strategic Plan Goals and Objectives can be found at: www.santarosa.edu/planning.

The Pharmacy Technician Program aligns with the Sonoma County Junior College District's Mission affirmations:

*The 25 units of the Pharmacy Technology coursework supports lower division academic education toward the AA/AS degree and transfer to a four-year institution.

* The Pharmacy Technology program provides a career and technical education which supports the economic development and job growth.

* The Pharmacy Technology program enjoys multi-dimensional collaborative partnerships that promote and maintain student sucess and retention.

Developed from an identified community need, SRJC's Pharmacy Technician Program maintains high standard of health-care education. Accomplished and committed instructors' work as a team to prepare students for retail and commercial job environments through an outstanding, multi-tiered health-care education. When students have mastered SRJC's rigorous curriculum, they are well prepared for a meaningful career as a Pharmacy Technician.

The Pharmacy Technician Program is available as a Career Certificate and as an Associate in major. The Program prepares students to be registered Pharmacy Technicians and for employment in a variety of pharmacy settings.

1.1c Description

- The Pharmacy Technician Program is a three-semester program with an A.A/A.S. Degree granted after the successful completion of the general education requirements.
- The Pharmacy Technician Career Certificate prepares students to be registered pharmacy technicians and for employment in a variety of pharmacy settings.
- Upon successful completion of the program, students will be awarded the Pharmacy Technician certificate and are qualified to apply to the California State Board of Pharmacy for registration as a pharmacy technician.
- Registration is a legal requirement for employment. Graduates of the certificate program are also encouraged to sit for the National Pharmacy Technician Certification Exam.
- While not currently a state requirement for employment, many employers provide increased compensation to pharmacy technicians once they become nationally certified.
- Pharmacy Technicians work under the supervision of licensed pharmacists to perform technical duties in the systematic operation of the pharmacy by providing health-care services and medications to patients.
- Technicians may perform many of the same or similar operational and technical duties as pharmacists; however, a pharmacist must check all of a technician’s work before medicine can be dispensed to a patient.
- In addition, any issue involving professional judgment must be referred to the pharmacist. Duties may include, but are not limited to:
    1. Compounding (measuring, weighing, and mixing) medicinal drugs
    2. Preparing and labeling medicines
    3. Filling bottles and capsules with the correct quantity of medicine
    4. Issuing medicines to customers
    5. Stocking and taking inventory of prescription and over the counter medications
    6. Maintaining patients' medication profiles on computerized or written records or forms
    7. Filling orders for unit doses and prepackaged pharmaceuticals
    8. Preparing insurance claim forms

- Depending on the position, the technician may also manage third party billing, answer telephones, direct customers to items or to the pharmacist for medication consultation, receive written prescriptions, clean and sterilize dispensing bottles and instruments, answer questions regarding location of non-drug products, and operate a cash register.
- In California, specially trained senior technicians working in hospitals can check the work of other technicians. Protocols written by the pharmacist in charge in the hospital must be strictly followed.
- Pharmacy Technicians interact daily with co-workers, patients, and health-care professionals, good communication and interpersonal skills are essential.

The integration of the clinical and didactic education takes place in a sequential manner throughout the entire program.

- **First semester** pre-requisite course Pharmacy 150 Online.

- **Second semester** Fall program, the student will receive didactic instruction that includes:
  Necessary knowledge in pharmacy law and regulations, drugs, dose and delivery systems, basic pharmaceutical calculation skills, introduction to the Pharmacy field, medical terminology, basic patient communication and confidentiality, dispensing procedures in a outpatient and inpatient facility, fundamentals of infection control and hazardous materials protection.

- **Fall semester** students are assigned a total of 60 hours of clinical work experience during which time they will be authorized to observe and assist a pharmacist or pharmacy technician in performing their duties or to assist in the other aspects of the facility.
  There is a responsibility and preceptor evaluation that is part of the course Pharmacy 154A Clinical Retail.

- **Spring semester**, students are assigned to clinical affiliates to complete 120 hours clinical work experience in accordance to the didactic instruction. This is in addition to the spring coursework.
  During this semester, and throughout the rest of their training, they may, under the direct supervision of a qualified pharmacist or pharmacy technician learn all other aspects of the practice of pharmacy in the retail, inpatient and specialty arena, as their didactic and clinical progress allows.
  As the program progresses, the clinical education load increases with the average of 120 to 176 clinical hours in the Spring semester.

Students will rotate through a minor affiliate/satellite in addition to the clinical experience at clinical education centers. The clinical coordinator will assign these rotations. They are directly connected and related to the didactic instruction that includes the dispensing skills, pharmacy operational principles and standards, communication and special procedures. Printed objectives, activities, evaluation criteria, and handbooks will be available to each student, clinical preceptor, and staff member. The clinical coordinator will supervise students' activities in the hospital, retail and specialty sites with the assistance of the clinical instructors.

In general, all activities related to the program will be conducted during the daytime - Monday through Sunday for clinical experience and classes as appearing on the Schedule of Classes. Exceptions do apply.

1.1d Hours of Office Operation and Service by Location

The Pharmacy Technology Program courses are offered on the Santa Rosa Campus, as a CTE program. Office hours are by appointment, call (707) 521-7906.

1.2 Program/Unit Context and Environmental Scan

Environment:

- The SRJC Pharmacy Technology Program is one of the SRJC's Career and Technical Education (CTE) training that has been traditionally called occupational or vocational education.
- Retention and course completion are well above the College average. The Pharmacy Technology Program awards the second highest number of certificates in the Health Sciences Department.

- Servicing 5 Regions; Sonoma, Marin, Solano, Lake and Mendocino counties.
- Experiential Clinical Work Site Employer Organization Rotations available in each county.

There have been significant changes in the Pharmacy field regarding standards of eminence. National Certification was established in 1995 and has grown from around 60,000 in 1998 to over 122,000 (over half the workforce) in 2002.

Pharmacy Technology Methodological Strategy:

1. Student centered integration of CSKLS 100/Pharm 100 as contextual learning
    - Math Across the Curriculum
2. Student centered scheduling on multi-campus, one college, inclusiveness of the Petaluma Campus

3. Student centered Digital Technology

4. Pharmacy Training Center

5. Job Opportunities and Marketing with listserv.

Outreach Project:

The Santa Rosa Junior College Pharmacy Technology Program Advisory Board comprises multi-dimensional talent from all business, institutional, and political sectors.

On January 30th, 2014 School performance reporting from the Pharmacy Technician Certification Board (PTCB) was reported on the Pharmacy Technician Certification Exam (PTCE). Summary Results for Santa Rosa Junior College, Santa Rosa CA:
SRJC Pharm Tech Percentage of Candidates Passed: 100%
National Average: 73%
SRJC Percentage of Candidates Failed: 0%
National Average: 27%

- The educational focus for the examination is knowledge regarding assisting pharmacists in serving patients, ethics, pharmaceutical calculations, pharmacology, IV inpatient and retail employment environments, maintaining inventory control systems and pharmacy administration and management.

- Certified pharmacy technicians may use the suffix "CPhT" behind their name.

- There are several governing bodies that administer the National Pharmacy Technology Certification Examinations: The Pharmacy Technician Certification Board (PTCB) and the Institute for the Certification of Pharmacy Technicians (ICPT).
- Certification through such programs standardizes the industry and enhances prospects for employment as well as being required by some States and employers.
- Pharmacy technicians must be recertified every 2 years. Recertification requires 20 hours of continuing education (including 1 hour of pharmacy law) within the 2-year certification period.
- Continuing education hours can be earned from several different sources, including colleges, pharmacy associations, and pharmacy technician training programs.
- Up to 10 hours of continuing education also can be earned on the job under the direct supervision and instruction of a pharmacist.

Job Outlook

US Department of Labor ~ BUREAU of Labor Statistics OCCUPATIONAL Handbook
http://www.bls.gov/oco/home.htm

- Employment is expected to **increase much faster than the average.**
- Job opportunities are expected to be good.
- As a result of job growth, the need to replace workers who leave the occupation, the limited number of training programs, the increasing numbers of middle-aged and elderly people—who use more prescription drugs than younger people—will continue to spur demand.
- In addition, as scientific advances lead to new drug products, and as an increasing number of people obtain prescription drug coverage, the need for pharmacy workers will continue to expand and be needed in growing numbers.

Employment Change between 2008 and 2018

- Employment of pharmacy technicians is expected to **increase by 31 percent.**
- As cost-conscious insurers begin to use pharmacies as patient-care centers and pharmacists become more involved in patient care, pharmacy technicians will continue to see an expansion of their role in the pharmacy.
- In addition, they will increasingly adopt some of the administrative duties that were previously performed by pharmacy aides.
- As a result of this development, demand for pharmacy technicians will increase.

Job prospects

- Job opportunities for pharmacy technicians are expected to be good, especially for those with previous experience, formal training, and certification.
- Job openings will result from employment growth, as well as the need to replace workers who transfer to other occupations or leave the labor force.

Projections Data

Occupational Outlook Handbook Pharmacy Technicians, January 8th 2014: www.bls.gov/ooh/healthcare/**pharmacy**-technicians.htm

"**Job Outlook**

Employment of pharmacy technicians is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Several factors will lead to increased demand for prescription medications."

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Pharmacy technicians and aides	—	381,200	477,500	96,300	25
Pharmacy technicians	29-2052	326,300	426,000	99,800	31
Pharmacy aides	31-9095	54,900	51,500	3,500	6

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

Pharmacy technicians work under the supervision of pharmacists.

Quick Facts: Pharmacy Technicians

2012 Median Pay	$29,320 per year $14.10 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2012	355,300
Job Outlook, 2012-22	20% (Faster than average)
Employment Change, 2012-22	70,700

SNAPSHOT Pharmacy Technicians

REPORT California HealthCare Foundation, which, in partnership with The California Endowment, funds the California Workforce Initiative.

http://www.oshpd.ca.gov/HWDD/HWC/RP-PharmTechn.pdf

There are only three of our community colleges that offer an unrestricted similar Pharmacy Technology Program. They provide higher education pathways and career employment opportunities for the overwhelming majority of their graduates.

CALIFORNIA Community Colleges

PHARMACY TECHNOLOGY PROGRAMS Comparisons

Please use this URL to retrieve your file
http://www2.santarosa.edu/f/?nARAWYvw

The Pharmacy Technology Program tailors instruction and training to match current standards while maintaining flexibility to quickly adjust to new information and the changing environment. With this foundation, faculty members must have the practical experience necessary to be a viable instructor.

Expertise crosses several educational and experiential domains: career combinations of safety, health sciences to relevant pharmacy, computer technology, skills training and instruction. This blend is a vital component to the development of Pharmacy Technology.

2.1a Budget Needs

We are planning to purchase one 'Point Of Sale' computer terminal with a scanner and label printer. The cost is $1865.00 (includes shipping and taxes) Also to make our students more job ready we would like to introduce a 1-2 unit class on 'Billing and Insurance'

Pharmacy Technician - FY 2016-17

2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2015-16	Restricted Funds	Change from 2015-16	Total	Change from 2015-16

Faculty payroll	$0.00	-100.00%	$0.00	0.00%	$0.00	-100.00%
Adjunct payroll	$65,972.73	22.83%	$0.00	0.00%	$65,972.73	22.83%
Classified payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
STNC payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Benefits (3000's)	$4,542.48	-82.93%	$0.00	0.00%	$4,542.48	-82.93%
Supplies (4000's)	$563.44	177.17%	$0.00	0.00%	$563.44	177.17%
Services (5000's)	$2.00	-62.55%	$0.00	0.00%	$2.00	-62.55%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$71,080.65**	**-59.36%**	**$0.00**	**0.00%**	**$71,080.65**	**-59.36%**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2015-16	Restricted Funds	Change from 2015-16	Total	Change from 2015-16
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Classified payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
STNC payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Benefits (3000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$0.00**	**0.00%**	**$0.00**	**0.00%**	**$0.00**	**0.00%**

Other Locations (Includes the PSTC, Windsor, and other locations)

Expenditure Category	Unrestricted Funds	Change from 2015-16	Restricted Funds	Change from 2015-16	Total	Change from 2015-16
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$18,256.49	74.42%	$0.00	0.00%	$18,256.49	74.42%
Classified payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
STNC payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Benefits (3000's)	$2,676.13	89.66%	$0.00	0.00%	$2,676.13	89.66%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$20,932.62**	**76.23%**	**$0.00**	**0.00%**	**$20,932.62**	**76.23%**

Expenditure Totals

Expenditure Category	Amount	Change from 2015-16	District Total	% of District Total
Total Expenditures	$92,013.27	-50.74%	$149,725,018.78	0.06%
Total Faculty Payroll	$84,229.22	-46.87%	$47,889,987.40	0.18%
Total Classified Payroll	$0.00	0.00%	$23,022,361.43	0.00%
Total Management Payroll	$0.00	0.00%	$9,924,644.22	0.00%
Total Salary/Benefits Costs	$91,447.83	-50.98%	$106,740,760.16	0.09%
Total Non-Personnel Costs	$565.44	171.04%	$16,678,764.69	0.00%

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2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	02	06	$2,975.00	ASHP accreditation application fee ($2600) and membership application fees for the 5 faculty members ($375 @ $75 each).This is an ASHP (American Society of HealthSystem Pharmacists) requirement.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2d Adequacy and Effectiveness of Staffing

Currently exceptional and effective.

Pharmacy Technician - FY 2016-17

2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2015-16	District Total	% of District Total
Contract Faculty	0	-100.00%	314	0.00%
Adjunct Faculty	6	-14.29%	1340	0.45%

Classified Staff	0	0.00%	523	0.00%
STNC Workers	0	0.00%	642	0.00%
Student Workers	0	0.00%	583	0.00%
Mgmt/Admin/Dept Chair	0	0.00%	170	0.00%

Employee FTE Totals

FTE Category	FTE	Change from 2015-16	District Total	% of District Total
FTE-F - Faculty	1.4909	-51.89%	729.3482	0.20%
FTE-CF - Contract Faculty	0.0000	-100.00%	310.0330	0.00%
FTE-AF - Adjunct Faculty	1.4909	-28.96%	419.3152	0.36%
FTE-C - Classified	0.0000	0.00%	454.0118	0.00%
FTE-ST - STNC	0.0000	0.00%	93.0257	0.00%
FTE-SS - Support Staff	0.0000	0.00%	725.5377	0.00%
FTE-SW - Student Workers	0.0000	0.00%	178.5002	0.00%
FTE-M - Management	0.0000	0.00%	127.1114	0.00%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

Student Data

Data Element	Value	Change from 2015-16	District Total	% of District Total
FTES-CR - Credit	48.1148	-24.15%	0.0000	0.00%
FTES-NC - Non-Credit	0.0000	0.00%	0.0000	0.00%
FTES - combined	48.1148	-24.15%	0.0000	0.00%
Students Enrolled/Served	281	-44.14%	0	0.00%

Calculations

Data Element	Value	Change from 2015-16	District Total	% of District Total
FTE-S : FTE-F	32.2723	57.65%	0.0000	0.00%
FTE-AF : FTE-CF	0.0000	-100.00%	1.3525	0.00%
FTE-F : FTE-SS	0.0000	0.00%	1.0053	0.00%
FTE-F : FTE-M	0.0000	0.00%	5.7379	0.00%
FTE-SS : FTE-M	0.0000	0.00%	5.7079	0.00%
FTE-ST : FTE-C	0.0000	0.00%	0.2049	0.00%
Average Faculty Salary per FTE-F	$56,495.48	10.42%	$65,661.35	86.04%
Average Classified Salary per FTE-C	$0.00	0.00%	$50,708.73	0.00%
Average Management Salary per FTE-M	$0.00	0.00%	$78,078.32	0.00%
Salary/Benefit costs as a % of total budget	99.39%	-0.50%	71.29%	139.41%
Non-Personnel $ as a % of total budget	0.61%	450.18%	11.14%	5.52%
Restricted Funds as a % of total budget	0.00%	0.00%	17.57%	0.00%
Total Unit Cost per FTE-F	$61,716.51	2.39%	$205,286.06	30.06%
Total Unit Cost per FTE-C	$0.00	0.00%	$329,782.22	0.00%
Total Unit Cost per FTE-M	$0.00	0.00%	$1,177,903.94	0.00%
Total Unit Cost per FTE-S	$1,912.37	-35.05%	$0.00	0.00%
Total Unit Cost per student served/enrolled	$327.45	-11.82%	$0.00	0.00%

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0000	Santa Rosa	00	00	NA	None at this time.	Classified

2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	100.0000	0.0000	no full time faculty

2.3c Faculty Within Retirement Range

- Recruitment and retainment of adjunct faculty mitigates the SWOT Analysis Retirement Threat and Strengthens Crossover
- Positions program for growth and diversification.
- Only one Faculty Member currently within Retirement Range, a 100% improvement over year to date.
- Others unknown due to factors such as health, location, and life goals

Pharmacy Technology Faculty within Retirement Range Spring 2015

Under 50 four

50+ two

60+ one

2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	**Count**			
Contract Faculty	2			
Adjunct Faculty	5			
Classified Staff	0			
STNC Workers	0			
Student Workers	0			
Mgmt/Admin/Dept Chair	0			

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

How difficult is it to recruit in the disciplines in this program/unit? When was the last time you interviewed for the adjunct pool in each discipline?

2 Pharmacists were added to the adjunct pool in 2016/2017 and 2 Pharmacy Technicians were also added to the adjunct pool.

- Does the program have adequate contract and adjunct faculty to support its needs? **Yes. Currently, have faculty for growth and diversification.**

How many times in the past three years has the discipline/department interviewed for the adjunct pool. How many applicants were interviewed? How many applicants were added to the adjunct hiring pool?

Adjunct interviews are held every year with 4 new additons to the adjunct pool in 2016/2017.

- If release time, sabbaticals, and/or medical leaves are impacting your need for faculty, please explain. **Not applicable at this time.**

- Highlight any information from the PRPP (especially Section 5.0) that supports your request for each **specific** faculty staffing request. **None requested at this time.**

- How many contract faculty positions have been vacated in your department over the past six years (by location)? How many new contract faculty hires have you had in the past six years (by location)? **Late retirement of full time faculty member, not replaced due to small FTES of program to sustain full time employment.**

Pharmacy Technician - FY 2016-17

2.3a Contract Faculty Positions Employees paid from a Contract Faculty OBJECT code

Name Last	First	Position	Hours	HR FTE	DM FTE
<< No Employees >>					

2.3b Adjunct Faculty Positions Employees paid from an Adjunct Faculty OBJECT code

Name Last	First	Position	Hours	FTE
Deen	Ahmed		460.00	0.3333
Fijalkowski	Marta		221.50	0.2907
Marquez	Melinda		94.00	0.2076
Rangaves	Diana		94.25	0.2592
Shand	Hillel		71.00	0.1333
Wolfe	Maureen		72.00	0.2667
Totals			**1012.75**	**1.4909**

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Not applicable at this time.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Santa Rosa	00	00	none at this time	0	$0.00	$0.00			

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

3.1 Develop Financial Resources

Pharmacy Technology Training Center:

Training Center Functional Space http://www2.santarosa.edu/f/?nBzMyBww

Perspective Rendering http://www2.santarosa.edu/f/?nyRIYQA3

Pharmacy Technology Grants secured:

FACULTY FUND FOR ADVANCED STUDIES (In Association with the Santa Rosa Jr. College Foundation) $600 Year 2013/2014 Diana Rangaves

Foundation Grants Program $1000 Year 2014/2015 Diana Rangaves

3.2 Serve our Diverse Communities

Implement Top Graded Talent Recruitment; http://www2.santarosa.edu/f/?nzZHZJAQ

Pharmacy Technology FACULTY Best Practices
http://www2.santarosa.edu/f/?nBMOyBIZ

Quality Assurance Self-Assessment Pharmacy Technology Program

http://www2.santarosa.edu/f/?nyDzJXw3

Skills Competencies

http://www2.santarosa.edu/f/?nyxAKPxv

Instructional Adjunct Faculty

Dr. Diana Rangaves, PharmD, Rph
Rita Colthurst, RN, BS
Dr. Ahmed Deen, MPA/HSA
Dr. Michael Majeski, Pharm D, Rph
Traci Strong, CPhT
Marta Fijalkowski, CPhT
Melinda Marquez, CPhT
Dr. William Conde, PharmD, Rph

The program is accountable to diversification with a zero tolerance policy enforced.

Existing faculty committed to student program success in both locations, Santa Rosa and Petaluma as a future site.

3.3 Cultivate a Healthy Organization

Professionalism Activity

http://www2.santarosa.edu/f/?nCGSKRWO

Creating a Culture of SAFETY

http://www2.santarosa.edu/f/?nBXZBFJM

3.4 Safety and Emergency Preparedness

* Each course syllabi denotes Safety and Emergency procedures.
* Two leaders from Pharmacy Technology, Diana Rangaves and Rita Colthurst

3.5 Establish a Culture of Sustainability

Green Practices:

- No Paper Policy
- Students handouts posted on CATE
- Quizzes given via computer
- File Depot Uploads
- Several courses moved to online and hybrid

- Skills kits

4.1a Course Student Learning Outcomes Assessment

All Pharmacy Technolgy Program courses and Program have had all SLOs assessed as of May 2012.

Contextual pharmacy learning, peer instruction, interactive classroom activities have been implemented in the Pharmacy courses.
This projects real life expectations as employers demand.

- If the curriculum is sequenced through prerequisite relationships, do course SLOs align from one course to the next in the sequence? Has this sequence or any part of a sequence been assessed in the past year and this current year? If so, describe how the results have been used to improve student learning.

Yes. Yes, geared to student retention, engagement, an employability.

- ACCJC Accreditation Standards require an ongoing, systematic cycle of assessment of all courses. At SRJC, our cycle is that at least one SLO in every course must be assessed every six years. In the text block provided, describe your six-year cycle of assessment. You can copy and paste into the text block a chart or a spreadsheet, which might be the easiest thing to do.

All SLOs were assessed, next cycle 2017.

Pharmacy Technology Assessments of all SLO have been completed Summer and Fall 2012 for:

(Exception as noted above: Pharmacy 102)

Pharmacy 150
Pharmacy 103
Pharmacy 150
Pharmacy 151
Pharmacy 152
Pharmacy 153
Pharmacy 154A
Pharmacy 154 B
Pharmacy 155
Pharmacy 156
Pharmacy 157
Pharmacy 157L
Pharmacy Technology Certificate Program

4.1b Program Student Learning Outcomes Assessment

Completed, next cycle 2018

- There are two ways of assessing certificates and majors:
  - From the "bottom up": As the department assesses the courses in the major, the major is also being assessed. Once all **required** courses have been assessed, the discipline/department should have a dialogue about how well the students are learning and achieving the certificate and major outcomes. Faculty should identify areas for improvement and a plan for addressing those.

- From the "top down." For some certificates and majors, for example in Health Sciences, it may make sense to assess from the top down. In other words, faculty members could assess the certificate/major through assessing a capstone course, utilizing a standardized exam or licensure exam, evaluating a portfolio of student work, or surveying employers. Faculty should identify areas for improvement and a plan for addressing those.

  Pharmacy Technology program utilizes 'top down' method; the capstone course, licensure exam success rates, *(SRJC graduates pass rate 100% versus National pass rates of 73%- 1/31/2014), s***urvey of employers who demand contextual learning in preparation of the real work environment and California State Board of Pharmacy licensure.**

- What certificates/majors(s) has the program/unit assessed over the past six years?

Pharmacy Technology Program Certificate and courses.

- How have the results been used to improve student learning at the certificate/major level?

Contextual learning, peer instruction, interactive classroom activities have been implemented in the Pharmacy courses.

This projects real life expectations as employers demand.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Pharmacy 150	Fall 2012	Fall 2012	N/A
Course	Pharmacy 101	Fall 2012	Fall 2012	N/A
Course	Pharmacy 151	Fall 2012	Fall 2012	N/A
Course	Pharmacy 152	Fall 2012	Fall 2012	N/A
Course	Pharmacy 153	Spring 2012	Summer 2012	N/A
Course	Pharmacy 154A	Fall 2012	Fall 2012	N/A
Course	Pharmacy 155	Spring 2012	Spring 2012	N/A
Course	Pharmacy 156	Spring 2012	Spring 2012	Spring 2013
Course	Pharmacy 154 B	Spring 2012	Spring 2012	N/A
Course	Pharmacy 157	Summer 2012	Summer 2012	Summer 2013
Course	Pharmacy 157 L	Fall 2012	Fall 2012	N/A
Course	Pharm 255	Fall 2012	Fall 2012	N/A
Course	Pharm 256.1	Fall 2012	Fall 2012	N/A
Certificate/Major	Pharmacy 100	Fall 2015	Fall 2015	N/A
Certificate/Major	Pharmacy Tech Certificate	Spring 2012	Spring 2016	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
AODS 92		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 100	X		X					X	X	X	X					X
Pharmacy 101	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 150	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 151		X	X	X	X			X	X	X	X					X
Pharmacy 152		X	X	X	X			X	X	X	X	X				X
Pharmacy 153	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 154 A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 154 B	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Pharmacy 155		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 156	X	X	X	X	X		X	X	X	X	X					X
Pharmacy 157	X	X	X	X	X		X	X	X	X	X		X	X	X	X
Pharmacy 157 L	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacy 255	X	X	X	X				X	X	X	X	X	X	X	X	X
Pharmacy 256.1	X	X	X	X				X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

California State Board of Pharmacy
Accreditation & Licensure

Upon successful completion of the program, students will be awarded the Pharmacy Technician Certificate and are qualified to apply to the California State Board of Pharmacy for registration as a Pharmacy Technician. Registration is a legal requirement for employment.

Concurrent to the didactic education, the training includes operation of equipment and computers pertaining to the practice of pharmacy, performance of dispensing procedures, interpreting and processing medication orders and prescriptions, experience in other advanced compounding, inpatient and specialty modalities, preparation of sterile intravenous products and infection control and safe handling of hazardous agents. This clinical training is required in hospitals, community pharmacies and specialty site partners affiliated with Santa Rosa Junior College.

Graduates of the certificate program are also encouraged to sit for the National Pharmacy Technician Certification Exam. While not currently a state requirement for employment, many employers provide increased compensation to Pharmacy Technicians once they become nationally certified.

Course and program SLOs and LAPs completed as required by AACJC.

5.0 Performance Measures

Pharmacy Technology program routinely measures employer feedback and training needs, via the Advisory Committee, employer and graduates surveys, one-to-one consultation, outreach, and preceptorships.

To that outcome the program develops student:

- Soft skills ~ http://www2.santarosa.edu/f/?nBYYVxND
- Best Practices and Competencies ~ http://www2.santarosa.edu/f/?nzXMEyVI
- Building on a Legacy of Excellence ~ http://www2.santarosa.edu/f/?nDQCFQCB

Successful completion of the Pharmacy Technology Program allows for 100% of participants to apply for their California State Board of Pharmacy license and begin employment as a pharmacy technician.

Pharmacy Technician Certification Board SRJC Graduates Exam pass rates 100%

versus national of 73% (1/31/2014)

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	76	275	264	65	258	261	76	305	208	106	282	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0	0	0	0	0	0	0	0	0	0	0	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0	20	0	23	13	0	20	12	61	25	7	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	76	295	264	88	271	261	96	317	269	131	289	

- s the program offering a **balanced** class schedule convenient to students with day, evening, Friday, and weekend courses, as needed? Explain.

Yes. The Santa Rosa Campus Program is a weekend college format, Friday and Saturdays.

- Is the program offering a good **geographic distribution** of classes, at Santa Rosa, Petaluma, Public Safety Training Center, and other sites? Explain.

Fall 2014 to expand offering of two courses Pharmacy 151 and Pharmacy 152 to the Petaluma Campus on Tuesday OR Thursday evenings 4 pm to 9 pm.

This will compliment the Santa Rosa Campus Saturday program coursework, allowing for an increased number of working individuals to have access.

- Does the program effectively use **alternative delivery modes** when appropriate such as online, online hybrid, or video transmission? Explain.

Yes, the Pharmacy Technology programs contains a combination of 100% online, hybrid and face to face.

100% online	Hybrid
Pharm 150	Pharm 155
	Pharm 157
	Pharm 154 A
	Pharm 154 B

- Can the program do a better job of serving students, and if so, how? State specific recommendations.

Offer two courses on the Petaluma campus and build the Pharmacy Technology Training Center.

- If the program/unit has a pattern or trend of declining or unstable enrollments over the past four years, what adjustment of course scheduling has the program implemented to address this? (For example, changing times of day, block scheduling, online offerings, short courses, adjusting frequency and number of sections, open entry-open exit classes, or rotation plans.)

Program growth trend over the past four years with comletion of Student Success Survey and implementation.

- Describe any marketing efforts or outreach activities geared to increasing enrollments, if applicable.

Strong high school student outreach, Facebook, HOPE Center, Linked In, Pharmacy Technology listserv of 7000+ network.

Is the program offering a balanced class schedule convenient to students with day, evening, Friday, and weekend courses, as needed?

- **Within the scope of the program and student needs for success with new 2 day per week schedule initiative implemented 2012/13 and moving foward.**

Working as a collaborative team the Pharmacy Technology Program and and faculty maintain Student Success is a priority. Student survey data supports Friday morning/afternoon and Saturday morning offering of courses beginning Fall 2013. Efficient utilization of resources to accomodate a large 60 student cohort will increase in college completion, and engagement.

- Is the program offering a good **geographic distribution** of classes, at Santa Rosa, Petaluma, Public Safety Training Center, and other sites?

- **One college, multi-campus district the Pharmacy Technology Program new initiative is to offer one section of Pharmacy 152 (3 units on Wednesday 6-9 pm) beginning with the Fall 2013 semester.**
- **This will be multi-faceted in the creation of inclusiveness with Petaluma, student flexibility and resolve a like-load issue.**

- **This will compliment the exisiting Pharmacy 152 section on the Santa Rosa campus.**

- Does the program effectively use **alternative delivery modes** when appropriate such as online, online hybrid, or video transmission?

- **Currently, one course, Pharmacy 150, is fully online. The possibility exists to move four courses to the online hybrid delivery mode: Pharmacy 101, Pharmacy 151, Pharmacy 152, and Pharmacy 156.**
- **Pharmacy 157 moved to hybrid this year to begin Summer 2013.**
- **These courses will work well with online and face to face features.**
- **Request administrators support associated with action plan.**

- Is there demand for specific courses that is not being met? If so, what is the plan to address this?

- **Yes, demand for Pharmacy 153 and Pharmacy 157 doubled and was met with support by Mary Kay Rudolph and Ezbon Jen with another section has been added to the Pharmacy Technology Program. Thank you!**

- Can the program do a better job of serving students, and if so, how? State specific recommendations.

- **Yes, by offering one course at the Petaluma Campus, transition to a 2 day per week program, contextualized learning, flipped classroom, online/hybrid format, and an accurate and functional Pharmacy Technology Classroom.**
- **Request administrators support associated with action plan.**

- Describe any marketing efforts or outreach activities geared to increasing enrollments, if applicable.

- **HOPE Center, Career Day, hosting High School student tours website design, Social Media, Advisory Committee, Employer Organizations, Pharmacy Society, participation in Day Under the Oaks.**

2013/2014 Program Template

Pharmacy Technology Cohort of 60 students.

Summer

Pharmacy 150 online
Pharmacy 157 hybrid

Fall

Friday
Pharm 100
Pharm 151
Pharm 152

Saturday
Pharm 154A
Pharm 101

Spring

Friday
Pharm 153
Pharm 156

Saturday
Pharm 154B
Pharm 155

Uniform, compliance scheduling implemented to enhance student success, engagement, retention and allow program eligibility of Grant money for Career Tract Certificate Programs.

5.2a Enrollment Efficiency

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	91.3%	93.2%	91.1%	108.3%	60.4%	80.4%	126.7%	76.8%	71.2%	117.8%	66.0%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0%	100.0%	0.0%	82.1%	65.0%	0.0%	71.4%	65.0%	93.8%	59.5%	55.0%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	91.3%	93.7%	91.1%	100.0%	60.7%	80.4%	109.1%	76.2%	75.3%	99.2%	65.6%	

Enrollment efficiency is a measure of the percentage of seats filled at first census, based on the class limit (not the room size). Enrollment efficiency provides some evidence about how effectively the schedule is developed. The District goal for enrollment efficiency is **95% or more** of seats filled at first census based on class limit for fall or spring, and **85**% for summer.

If your enrollment efficiency is **below the efficiency goal**, consider the following questions:

- Is the department scheduling more sections than demand warrants, particularly multiple sections of the same course?
- If the discipline has certificates or majors that are heavily sequenced or have many course requirements, could the required courses be offered on a rotation plan so that students secure the courses that they need within a one, two, or three year time frame? If so, students should be kept informed of the pattern.
- Does the program appeal primarily to day students or to evening students? Do you see different patterns of enrollment in day or evening that should be addressed?
- Could this program benefit from offering some sections online or through other delivery mechanisms, where greater flexibility might attract more students?

If your enrollment efficiency is **above the efficiency goal**, explain briefly how you maintain that efficiency.

If your enrollment efficiency is **very near 100% or over 100%**, it is quite possible that courses or programs are impacted. Consider the following questions:

- Can more courses be added to serve student needs?
- Is the discipline impacted for lack of instructors? If so, you should address your recruitment challenges (Section 2.3d) and perhaps justify the need for more full-time faculty (Section 2.3e).
- Is the discipline impacted for lack of space? If so, please explain your space needs and also include requests for new or additional space (Section 2.5a and 2.5b).

To answer these questions, review the following data:

- Academic Data 5.2a: Enrollment Efficiency. The percentage of seats filled in each discipline at first census based on class limit (not room size).

Pharmacy Technician - FY 2012-13 (plus current FY Summer and Fall)

5.2a Enrollment Efficiency

The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014

Pharmacy Technician	76.7%	87.5%	92.7%	63.3%	98.5%	97.8%	91.3%	93.2%	91.1%	108.3%	60.4%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	120.0%	56.7%	144.4%	148.3%	106.7%	0.0%	0.0%	100.0%	0.0%	82.1%	65.0%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	105.6%	83.5%	98.2%	120.0%	98.9%	97.8%	91.3%	93.7%	91.1%	100.0%	60.7%	

5.1 Student Headcounts

The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	23	174	278	19	254	323	76	275	264	65	258	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	0	0	0	0	0	0	0	0	0	0	0	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	72	17	52	89	16	0	0	20	0	23	13	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Pharmacy Technician	95	191	330	108	270	323	76	295	264	88	271	

This program is open to all students who wish to demonstrate the needed skills, discipline, and focus by priority. The 2013/2014 session has implemented a maximum of 60 student co-hort. This is twice the average class size.

The Pharmacy Technician Program enrollment efficiency is **very near 100% or over 100%,** and our courses or programs are impacted.

- Can more courses be added to serve student needs?

Yes, functional, designated Pharmacy Technology space to accomodate co-hort of 60.

Pharmacy 152 request one section at the Petaluma Campus.

Students Served: Next to the ADN Program, the Pharmacy Technician Program has the second largest student population enrollment in the Health Sciences Cluster.

Pharmacy Technician Program

How many students are served per year (four-year trend)

Fall	2005	260	
Spring	2006	187	
Summer	**2006**	**0**	
Fall	2006	207	
Spring	2007	256	
Summer	**2007**	**51**	inception
Fall	2007	142	
Spring	2008	186	
Summer	**2008**	**68**	
Fall	2008	134	
Spring	2009	202	
Summer	**2009**	**105**	
Fall	2009	189	
Spring	2010	270	

- Is the discipline impacted for lack of instructors? If so, you should address your recruitment challenges (section 2.3d) and perhaps justify the need for more full-time faculty (section 2.3e).

One full-time faculty was added with the 2011/2012 year. In the Fall this person implemented recruitment efforts. Pool inteviews are held each semester.

Additionally, the 2 year process has begun for REVISIONS TO DISCIPLINES LIST to read:

Pharmacy Technology *Pharmacy Technician National Certification (CPhT) and four years of experience,* Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

- Is the discipline impacted for lack of space? If so, please explain your space needs and also include requests for new or additional space (facilities section 2.5a and 2.5b).

Pharmacy Techology requires functional and designated Classroom and Skills Lab.

11_0809_SRJC_Pharm_Tech_Lab_Program_Document.pdf 399.87K Pharmacy Technician Lab Document PRIVATE "TYPE=PICT;ALT=Open Calendar"http://www2.santarosa.edu/f/?35810

- Is the discipline impacted because it is a high demand field? If so, is it possible to expand the program or create new initiatives to address community needs? (Address new initiatives and program expansion in section 6.3b).

Yes. The Pharmacy Technology Program is positioning itself for Endowment via Naming Opportunity and Grant money for Career Tract Programs, Walk of Gratitude, and perpetual funding revenue.

- **Job Outlook**

US Department of Labor ~ BUREAU of Labor Statistics OCCUPATIONAL Handbook
http://www.bls.gov/oco/home.htm

- Employment is expected to increase much faster than the average, and job opportunities are expected to be good.
- As a result of job growth, the need to replace workers who leave the occupation, the limited number of training programs, the increasing numbers of middle-aged and elderly people—who use more prescription drugs than younger people—will continue to spur demand.
- In addition, as scientific advances lead to new drug products, and as an increasing number of people obtain prescription drug coverage, the need for pharmacy workers will continue to expand and be needed in growing numbers.

Employment Change between 2008 and 2018

- Employment of pharmacy technicians is **expected to increase by 31 percent.**
- As cost-conscious insurers begin to use pharmacies as patient-care centers and pharmacists become more involved in patient care, pharmacy technicians will continue to see an expansion of their role in the pharmacy.
- In addition, they will increasingly adopt some of the administrative duties that were previously performed by pharmacy aides.
- As a result of this development, demand for pharmacy technicians will increase.

Job prospects

- Job opportunities for pharmacy technicians are expected to be good, especially for those with previous experience, formal training, and certification.

- Job openings will result from employment growth, as well as the need to replace workers who transfer to other occupations or leave the labor force.

Projections Data

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Pharmacy technicians and aides	—	381,200	477,500	96,300	25
Pharmacy technicians	29-2052	326,300	426,000	99,800	31
Pharmacy aides	31-9095	54,900	51,500	3,500	6

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

SNAPSHOT Pharmacy Technicians

REPORT California HealthCare Foundation, which, in partnership with The California Endowment, funds the California Workforce Initiative.

http://www.oshpd.ca.gov/HWDD/HWC/RP-PharmTechn.pdf

- There are only three of our community colleges that offer a Pharmacy Technology Program.
- They provide higher education pathways and career employment opportunities for the overwhelming majority of their graduates.

California training programs for pharmacy technicians

Type of program	**number**
Community college	3
Adult education/ROP	8
Proprietary/vocational college	39

6.3b). **5.2a Enrollment Efficiency** The percentage of seats filled in each discipline at first census based on class limit (not room size).

Santa Rosa Campus (Includes the Brickyard)

Discipline	X2008	F2008	S2009	X2009	F2009	S2010	X2010	F2010	S2011	X2011	F2011	S2012
Pharmacy Technician	113.3%	63.8%	64.6%	133.3%	71.7%	101.9%	76.7%	87.5%	92.7%	63.3%	98.5%	

Petaluma Campus

Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations

Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

All Locations

Pharmacy Technician	113.3%	63.8%	64.6%	133.3%	71.7%	101.9%	76.7%	87.5%	92.7%	63.3%	98.5%	

5.2b Average Class Size

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	18.3	52.2	41.0	32.5	33.8	37.8	38.0	34.1	26.3	35.3	28.4	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0	20.0	0.0	11.5	13.0	0.0	10.0	13.0	61.0	8.3	11.0	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	18.3	46.8	41.0	22.0	30.3	37.8	24.0	32.0	30.1	21.8	26.8	

Average class size is the average number of students enrolled in all sections at first census (total enrollment at first census divided by the number of sections, excluding cancelled sections). Average class size can be an important factor for faculty staffing requests. Class size may be based on past practice, but there are often other reasons as well. If so, explain those.

- Explain any trends in average class size, whether increasing or decreasing.

- Explain any limits on class size, such as pedagogical limits, regulatory mandates, or facilities constraints.

To answer these questions, review the following data:

- Academic Data 5.2b: Average class size in each discipline at first census (excludes cancelled classes).

- **Job Outlook**

US Department of Labor ~ BUREAU of Labor Statistics OCCUPATIONAL Handbook
http://www.bls.gov/oco/home.htm

- Employment is expected to increase much faster than the average, and job opportunities are expected to be good.
- As a result of job growth, the need to replace workers who leave the occupation, the limited number of training programs, the increasing numbers of middle-aged and elderly people—who use more prescription drugs than younger people—will continue to spur demand.
- In addition, as scientific advances lead to new drug products, and as an increasing number of people obtain prescription drug coverage, the need for pharmacy workers will continue to expand and be needed in growing numbers.

Employment Change between 2008 and 2018

Employment of pharmacy technicians is expected to **increase by 31 percent.**

Sheet1

	A	B	C

1			
2	Pharmacy Technician Program		
3	How many students are served per year (four-year trend)		
4			
5	Fall	2005	260
6	Spring	2006	187
7	Summer	2006	0
8	Fall	2006	207
9	Spring	2007	256
10	Summer	2007	51
11	Fall	2007	142
12	Spring	2008	186
13	Summer	2008	68
14	Fall	2008	134
15	Spring	2009	202
16	Summer	2009	105
17	Fall	2009	189
18	Spring	2010	270
19			

20			
21			
22			
23	Datamining: Enrollment Trends, First Census		

5.3 Instructional Productivity

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.3 Instructional Productivity The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each Discipline at first census.

Santa Rosa Campus

Pharmacy Technician		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	FTES	6.49	22.50	35.87	6.50	12.32	25.57	7.60	22.78	24.57	8.27	23.08	
	FTEF	0.51	0.88	1.48	0.40	0.80	1.14	0.40	1.18	1.58	0.46	1.47	
	Ratio	**12.77**	**25.69**	**24.27**	**16.41**	**15.46**	**22.45**	**19.18**	**19.36**	**15.53**	**17.88**	**15.74**	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Pharmacy Technician		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	

Other Locations (Includes the PSTC, Windsor, and other locations)

Pharmacy Technician		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	FTES	0.00	3.33	0.00	1.05	2.17	0.00	1.00	1.14	8.13	1.25	0.80	
	FTEF	0.00	0.22	0.00	0.11	0.22	0.00	0.12	0.22	0.27	0.17	0.22	
	Ratio	**0.00**	**15.00**	**0.00**	**9.41**	**9.75**	**0.00**	**8.43**	**5.14**	**30.50**	**7.50**	**3.60**	

ALL Locations (Combined totals from ALL locations in the District)

Pharmacy Technician		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	FTES	6.49	25.83	35.87	7.55	14.49	25.57	8.60	23.92	32.70	9.52	23.88	
	FTEF	0.51	1.10	1.48	0.51	1.02	1.14	0.51	1.40	1.85	0.63	1.69	
	Ratio	**12.77**	**23.52**	**24.27**	**14.87**	**14.22**	**22.45**	**16.70**	**17.10**	**17.69**	**15.13**	**14.15**	

The Productivity ratio is defined as FTES divided by FTEF (see explanation below). The District goal for productivity is **18.7** full-time equivalent students for each full-time equivalent faculty member, a ratio of **18.7** to 1. On an annual basis, that would be 35 FTES per FTEF. What this means is that on average each instructional faculty member is able to teach 18.7 full time equivalent students each semester or **37.4** full-time equivalent students per academic year.

- If your program's productivity ratio is **lower than 18.7**, explain any circumstances that contribute, such as limitations of facilities, regulations, special pedagogy, or scheduling challenges.
- If your program's productivity ratio is **18.7 or higher**, describe how you maintain that productivity.
- Explain any trends that you see in productivity.
- Recommend ways the program could improve productivity.

Analysis Tips: For most purposes, such as schedule development or PRPP, Academic Affairs generally looks at productivity per semester or per term.

FTES: *Full-Time Equivalent Students (FTES) is a way of expressing enrollments in terms of equating enrollment with full-time students. A full-time student is assumed to attend classes for 525 hours per year (15 hours per week x 35 weeks = 525).*

FTEF: *Full-Time Equivalent Faculty (FTEF) is the total instructional load of all faculty in a given time frame (usually a semester), including both full-time and part-time faculty. For example, 1.0 FTEF = 100% load or 4.25 FTEF = 425% load. FTEF data reflects instructional load **only** and does not include reassigned time, such as department chair reassigned time.*

Instructional Productivity Ratio: *The instructional productivity ratio is FTES divided by FTEF (FTES/FTEF). This ratio relates faculty load to the number of full-time equivalent students served. Ideally, the college as a whole should have an instructional productivity of **18.7** per term**.** This productivity is roughly achieved when the average class size for lecture is 37.4 and the average class size for lab is slightly over 25. Class sizes may vary in different disciplines due to the pedagogical demands, and in general courses with larger class sizes help to balance out courses with smaller class size.*

- If your program's productivity ratio is 18.7 or higher, describe how you maintain that productivity.

Projected Pharmacy Technology Program productivity will continue to due to favorable economic and job market expansion.

5.4 Curriculum Currency

Academic Affairs will provide a list of the curriculum for each discipline and when it was last reviewed. All curriculum should be reviewed on a six-year cycle. Curriculum that has not been reviewed in the past six years needs to go through a full review and be brought current. It is helpful if the department chair or program coordinator develops a plan and assigns specific faculty with the necessary expertise to update certain courses.

- Is the curriculum current? (Current means that each course has been updated within the last SIX academic years, although courses submitted for articulation to UC should be reviewed within the past FIVE years, especially if seeking articulation.)
- If not, what is the plan to bring curriculum current?
- On the curriculum spreadsheet provided, delete any courses from the lists that are no longer active or that you will not offer in the future. Send this list of deletions to the office of the Dean of Curriculum, Educational and Support Services.

To answer these questions, review the following data:

Data: Curriculum Currency Spreadsheet (data provided by Academic Affairs Curriculum Office)

Department	Discipline	Active Courses	Courses Not Current	Course Count Minus Non-Current Courses
Pharmacy Technician (PHARM)		14	0	14

Course Currency Report of Last Full Review Date

Report Generated 5/6/2015

#	Discipline#	Last Review Date	Responsibility
1	PHARM 100	4/8/2013	74
2	PHARM 101	1/27/2014	74
3	PHARM 150	9/27/2010	74
4	PHARM 151	10/22/2012	74
5	PHARM 152	10/22/2012	74
6	PHARM 153	11/1/2010	74
7	PHARM 154A	1/27/2014	74
8	PHARM 154B	4/28/2014	74
9	PHARM 155	5/7/2013	74
10	PHARM 156	10/22/2012	74
11	PHARM 157	12/10/2012	74
12	PHARM 157L	10/22/2012	74
13	PHARM 255	10/17/2011	74
14	PHARM256.1	4/28/2014	74

5.5 Successful Program Completion

CERTIFICATES Pharmacy Technology 1221 3251 Pharmacy Technician L

2014 +23

2013 +50

2012 +30

2011 +30

2010 +27

2011 +28

2010 +21

2009 +21

2008 +30

2007 +39

2006 +46

PHARMACY TECHNOLOGY Associate Of Science (A.S.) Degree 1221.00 2009 PHARMACY TECHNICIAN

2014 +9

2013 +18

2012 +9

2011 +9

2010 +7

2009 +6

2008 +6

2007 +4

2006 +11

Pharmacy Technician Licenses

100% of students completing this program are eligble for licensure by the California State Board of Pharmacy

- Describe any course sequencing or course rotation plans that allow a student to complete their certificate/degree/major in a reasonable time frame.

Pharmacy Technology program is a 3 semester program.

- Does the program offer support or services to help students complete certificates, licensure, or majors? If so, describe those.

Yes, throughout the program contined education is supported during orientation, coursework, licensure presentations and faculty student 1: 1 contact.

- Review the trends in numbers of degrees or certificates awarded, and, if possible, explain the trend. Data are posted on the PRPP web site: www.santarosa.edu/prpp.

Upward trend in allignment with projected industry growth and program reputation or excellence.

- If available and applicable, provide data about student success rates on licensure exams or external/industry examinations or certifications. (Note: you can copy and paste that information into this text block.) If applicable, recommend ways to improve certificate, licensure and major completion overall and by targeted groups, as appropriate. “Targeted groups” could be defined by gender, age, ethnicity, disability status and income.

100% of graduates are eligble for licensure. Additional certification by the Pharmacy Technician Certificate Board is a 100% pass rate (January 2014)

- If these data are available, what has been the history of employment or job placement following the certificate or majors in your program/unit? What is the employment outlook over the next three years? If applicable, recommend ways to improve employment or job placement.

Program Director has established network for job opportunity referrals, announcements, RSS job link feeds which are sent out to graduates via Pharmacy Tech listserv. Employment outlook strong.

To answer these questions, review the following data:

Number of certificates awarded, trend (posted on the PRPP web site: www.santarosa.edu/prpp).

- Number of majors awarded (posted on the PRPP website: www.santarosa.edu/prpp).
- Number of licenses secured and the trend (program/unit must provide).

Pharmacy Technician - FY 2013-14 (plus current FY Summer and Fall)

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Pharmacy Technician	78.9%	92.1%	87.2%	83.6%	93.5%	89.0%	84.6%	86.4%	85.1%	85.5%	88.6%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Pharmacy Technician	83.9%	100.0%	0.0%	0.0%	70.0%	0.0%	91.3%	69.2%	0.0%	85.0%	76.9%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Pharmacy Technician	83.0%	92.6%	87.2%	83.6%	91.9%	89.0%	86.4%	85.6%	85.1%	85.4%	88.1%	

5.6 Student Success

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	83.6%	93.5%	89.0%	84.6%	86.4%	85.1%	85.5%	88.6%	88.6%	87.7%	80.3%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0%	70.0%	0.0%	91.3%	69.2%	0.0%	85.0%	76.9%	77.0%	100.0%	63.6%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	83.6%	91.9%	89.0%	86.4%	85.6%	85.1%	85.4%	88.1%	86.0%	90.1%	79.7%	

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	83.6%	91.7%	87.8%	84.6%	82.9%	83.6%	85.5%	88.6%	87.6%	85.8%	78.2%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.0%	70.0%	0.0%	91.3%	69.2%	0.0%	85.0%	76.9%	75.4%	100.0%	63.6%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	83.6%	90.2%	87.8%	86.4%	82.3%	83.6%	85.4%	88.1%	84.9%	88.5%	77.6%	

5.6c Grade Point Average The average GPA in each Discipline (UnitsTotal / GradePoints).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	3.47	3.70	3.21	3.51	3.25	3.25	3.61	3.55	3.41	3.40	2.97	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Pharmacy Technician	0.00	3.71	0.00	3.71	3.18	0.00	4.00	3.33	3.16	3.76	4.00	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016

Pharmacy Technician	3.47	3.70	3.21	3.52	3.25	3.25	3.62	3.55	3.34	3.42	2.99	

Pharmacy Technology Retention Spring 2013 cohort 89.35% (District 73.52%)

Students know the coursework for the full 3 semesters prior to registration. They have thought about their academic plan and goal setting one year in advance.

Suggest for consideration, publishing the schedule one year in advance.

Pharmacy Technology Successful Course Completion S'13 cohort 88% (District 69.23%)

Grade point average 3.25 (District 2.72)

Pharmacy Technology Program 75% = C grade to pass each course.

Success SNAPSHOT

Retention Spring 2013 cohort 89.35% (District 73.52%)

Successful Course Completion S'13 cohort 88% (District 69.23%)

Grade point average 3.25 (District 2.72)

Pharmacy Technician - FY 2012-13 (plus current FY Summer and Fall)

5.6a Retention

The percentage of students receiving a grade of A,B,C,D,CR,P,I in each discipline (gradecount, duplicated headcount).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	82.98% (78/94)	93.16% (177/190)	80.85% (266/329)	83.02% (88/106)	92.57% (249/269)	86.88% (278/320)	83.56% (61/73)	91.55% (271/296)	89.35% (235/263)	86.36% (76/88)	85.61% (232/271)	
Ethnicity	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
White	80.00% (40/50)	92.98% (106/114)	81.91% (154/188)	82.54% (52/63)	91.11% (123/135)	87.94% (124/141)	82.93% (34/41)	86.62% (136/157)	92.09% (128/139)	89.19% (33/37)	82.46% (94/114)	
Asian	100.00% (8/8)	95.83% (23/24)	94.29% (33/35)	83.33% (10/12)	94.74% (36/38)	95.45% (42/44)	90.91% (10/11)	100.00% (39/39)	96.77% (30/31)	84.62% (11/13)	100.00% (32/32)	
Black	75.00% (3/4)	100.00% (8/8)	90.48% (19/21)	100.00% (6/6)	77.78% (14/18)	78.95% (15/19)	50.00% (1/2)	92.31% (12/13)	58.33% (7/12)	100.00% (3/3)	94.44% (17/18)	
Hispanic	90.48% (19/21)	89.66% (26/29)	72.92% (35/48)	90.91% (10/11)	95.24% (40/42)	79.25% (42/53)	75.00% (6/8)	100.00% (27/27)	81.48% (22/27)	64.29% (9/14)	81.58% (31/38)	
Native American	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	66.67% (2/3)	
Pacific Islander	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	66.67% (2/3)	
Filipino	100.00% (1/1)	83.33% (5/6)	77.78% (14/18)	100.00% (1/1)	100.00% (17/17)	92.00% (23/25)	100.00% (2/2)	90.91% (20/22)	100.00% (17/17)	100.00% (4/4)	100.00% (13/13)	
Multiple Ethnicities	85.71% (6/7)	100.00% (5/5)	58.33% (7/12)	80.00% (8/10)	100.00% (19/19)	82.35% (28/34)	85.71% (6/7)	96.55% (28/29)	81.48% (22/27)	100.00% (13/13)	81.40% (35/43)	
Unknown	33.33% (1/3)	100.00% (2/2)	57.14% (4/7)	50.00% (1/2)	0.00% (0/0)	100.00% (3/3)	100.00% (1/1)	100.00% (9/9)	90.00% (9/10)	75.00% (3/4)	85.71% (6/7)	
Gender	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Male	79.31% (23/29)	92.59% (50/54)	78.35% (76/97)	80.00% (20/25)	93.42% (71/76)	82.35% (84/102)	86.96% (20/23)	93.62% (88/94)	86.81% (79/91)	76.00% (19/25)	95.06% (77/81)	
Female	83.87% (52/62)	94.03% (126/134)	82.74% (187/226)	84.62% (66/78)	92.47% (172/186)	89.62% (190/212)	81.63% (40/49)	90.55% (182/201)	90.70% (156/172)	90.32% (56/62)	80.87% (148/183)	
Unknown	100.00% (3/3)	50.00% (1/2)	50.00% (3/6)	66.67% (2/3)	85.71% (6/7)	66.67% (4/6)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	100.00% (7/7)	
Age	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
0 to 18	100.00% (7/7)	100.00% (9/9)	83.33% (10/12)	85.71% (6/7)	100.00% (7/7)	100.00% (8/8)	75.00% (3/4)	100.00% (7/7)	33.33% (1/3)	100.00% (1/1)	100.00% (1/1)	
19 to 20	64.71% (11/17)	80.00% (24/30)	66.67% (44/66)	80.00% (16/20)	92.11% (70/76)	83.72% (72/86)	76.47% (13/17)	91.80% (56/61)	94.55% (52/55)	69.23% (9/13)	82.22% (37/45)	
21 to 25	78.57% (22/28)	94.20% (65/69)	81.63% (80/98)	80.77% (21/26)	92.31% (60/65)	86.05% (74/86)	76.47% (13/17)	90.80% (79/87)	87.50% (70/80)	92.31% (24/26)	88.64% (78/88)	
26 to 30	90.00% (9/10)	94.44% (17/18)	78.38% (29/37)	85.71% (6/7)	95.00% (19/20)	83.33% (25/30)	88.89% (8/9)	95.24% (40/42)	95.24% (40/42)	92.86% (13/14)	76.92% (30/39)	
31 to 35	100.00% (8/8)	83.33% (10/12)	91.18% (31/34)	100.00% (11/11)	84.21% (32/38)	94.74% (36/38)	100.00% (7/7)	92.31% (24/26)	81.82% (18/22)	100.00% (6/6)	84.21% (16/19)	
36 to 40	70.00% (7/10)	100.00% (19/19)	73.08% (19/26)	88.89% (8/9)	100.00% (16/16)	86.36% (19/22)	87.50% (7/8)	79.31% (23/29)	81.82% (9/11)	90.00% (9/10)	83.33% (30/36)	
41 to 45	100.00% (4/4)	100.00% (8/8)	94.44% (17/18)	100.00% (8/8)	88.89% (16/18)	75.00% (12/16)	100.00% (2/2)	87.50% (14/16)	100.00% (18/18)	66.67% (2/3)	88.89% (8/9)	

46 to 50	100.00% (4/4)	100.00% (4/4)	100.00% (9/9)	50.00% (3/6)	100.00% (11/11)	81.82% (9/11)	0.00% (0/0)	100.00% (3/3)	42.86% (3/7)	100.00% (4/4)	100.00% (13/13)	
51 to 60	100.00% (6/6)	100.00% (18/18)	91.67% (22/24)	70.00% (7/10)	100.00% (15/15)	100.00% (20/20)	87.50% (7/8)	100.00% (22/22)	95.45% (21/22)	75.00% (6/8)	88.89% (16/18)	
61 plus	0.00% (0/0)	100.00% (3/3)	100.00% (5/5)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (1/1)	100.00% (3/3)	100.00% (3/3)	66.67% (2/3)	100.00% (3/3)	
Income Level	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
BOG Eligible	82.86% (29/35)	92.94% (79/85)	83.23% (129/155)	87.80% (36/41)	92.65% (126/136)	83.33% (125/150)	86.67% (26/30)	88.33% (106/120)	82.73% (91/110)	88.57% (31/35)	81.97% (100/122)	
All Other Students	83.05% (49/59)	93.33% (98/105)	78.74% (137/174)	80.00% (52/65)	92.48% (123/133)	90.00% (153/170)	81.40% (35/43)	93.75% (165/176)	94.12% (144/153)	84.91% (45/53)	88.59% (132/149)	
Disability Status	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
DSPS Students	60.00% (3/5)	100.00% (9/9)	87.50% (14/16)	60.00% (3/5)	100.00% (15/15)	78.95% (15/19)	100.00% (1/1)	70.59% (12/17)	90.00% (9/10)	100.00% (1/1)	90.00% (9/10)	
All Other Students	84.27% (75/89)	92.82% (168/181)	80.51% (252/313)	84.16% (85/101)	92.13% (234/254)	87.38% (263/301)	83.33% (60/72)	92.83% (259/279)	89.33% (226/253)	86.21% (75/87)	85.44% (223/261)	
College Status	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
1st Gen College	84.00% (21/25)	94.44% (51/54)	77.08% (74/96)	84.48% (49/58)	93.14% (95/102)	88.46% (115/130)	79.17% (38/48)	91.21% (166/182)	90.20% (138/153)	86.67% (52/60)	81.11% (146/180)	
All Other Students	82.61% (57/69)	92.65% (126/136)	82.40% (192/233)	81.25% (39/48)	92.22% (154/167)	85.79% (163/190)	92.00% (23/25)	92.11% (105/114)	88.18% (97/110)	85.71% (24/28)	94.51% (86/91)	
Basic Skills	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Basic Skills Math	100.00% (1/1)	100.00% (8/8)	85.71% (6/7)	100.00% (1/1)	100.00% (15/15)	57.14% (4/7)	100.00% (1/1)	75.00% (3/4)	100.00% (6/6)	100.00% (1/1)	30.00% (3/10)	
Basic Skills Engl	0.00% (0/0)	100.00% (4/4)	75.00% (3/4)	0.00% (0/0)	100.00% (1/1)	66.67% (2/3)	0.00% (0/0)	0.00% (0/2)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	
All Other Students	82.80% (77/93)	92.74% (166/179)	80.88% (258/319)	82.86% (87/105)	92.06% (232/252)	88.03% (272/309)	83.33% (60/72)	92.10% (268/291)	89.06% (228/256)	86.21% (75/87)	87.74% (229/261)	

5.6b Successful Course Completion

The percentage of students receiving a grade of A,B,C,CR,P in each discipline (gradecount, duplicated headcount).

	X2010	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Overall Percentages	82.98% (78/94)	91.58% (174/190)	78.42% (258/329)	80.19% (85/106)	89.59% (241/269)	81.56% (261/320)	83.56% (61/73)	90.20% (267/296)	88.21% (232/263)	86.36% (76/88)	82.29% (223/271)	
Ethnicity	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
White	80.00% (40/50)	90.35% (103/114)	79.79% (150/188)	80.95% (51/63)	86.67% (117/135)	82.98% (117/141)	82.93% (34/41)	86.62% (136/157)	91.37% (127/139)	89.19% (33/37)	79.82% (91/114)	
Asian	100.00% (8/8)	95.83% (23/24)	94.29% (33/35)	83.33% (10/12)	92.11% (35/38)	88.64% (39/44)	90.91% (10/11)	100.00% (39/39)	96.77% (30/31)	84.62% (11/13)	100.00% (32/32)	
Black	75.00% (3/4)	100.00% (8/8)	90.48% (19/21)	100.00% (6/6)	77.78% (14/18)	78.95% (15/19)	50.00% (1/2)	84.62% (11/13)	50.00% (6/12)	100.00% (3/3)	94.44% (17/18)	

Hispanic	90.48% (19/21)	89.66% (26/29)	66.67% (32/48)	81.82% (9/11)	95.24% (40/42)	73.58% (39/53)	75.00% (6/8)	92.59% (25/27)	81.48% (22/27)	64.29% (9/14)	76.32% (29/38)	
Native American	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	66.67% (2/3)	
Pacific Islander	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	66.67% (2/3)	
Filipino	100.00% (1/1)	83.33% (5/6)	77.78% (14/18)	100.00% (1/1)	94.12% (16/17)	92.00% (23/25)	100.00% (2/2)	90.91% (20/22)	94.12% (16/17)	100.00% (4/4)	92.31% (12/13)	
Multiple Ethnicities	85.71% (6/7)	100.00% (5/5)	50.00% (6/12)	70.00% (7/10)	100.00% (19/19)	70.59% (24/34)	85.71% (6/7)	93.10% (27/29)	81.48% (22/27)	100.00% (13/13)	74.42% (32/43)	
Unknown	33.33% (1/3)	100.00% (2/2)	57.14% (4/7)	50.00% (1/2)	0.00% (0/0)	100.00% (3/3)	100.00% (1/1)	100.00% (9/9)	90.00% (9/10)	75.00% (3/4)	85.71% (6/7)	
Gender	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Male	79.31% (23/29)	92.59% (50/54)	74.23% (72/97)	72.00% (18/25)	92.11% (70/76)	78.43% (80/102)	86.96% (20/23)	92.55% (87/94)	86.81% (79/91)	76.00% (19/25)	91.36% (74/81)	
Female	83.87% (52/62)	92.54% (124/134)	80.97% (183/226)	83.33% (65/78)	89.25% (166/186)	83.49% (177/212)	81.63% (40/49)	89.05% (179/201)	88.95% (153/172)	90.32% (56/62)	77.60% (142/183)	
Unknown	100.00% (3/3)	0.00% (0/2)	50.00% (3/6)	66.67% (2/3)	71.43% (5/7)	66.67% (4/6)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	100.00% (7/7)	
Age	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
0 to 18	100.00% (7/7)	100.00% (9/9)	83.33% (10/12)	85.71% (6/7)	100.00% (7/7)	100.00% (8/8)	75.00% (3/4)	100.00% (7/7)	33.33% (1/3)	100.00% (1/1)	100.00% (1/1)	
19 to 20	64.71% (11/17)	76.67% (23/30)	62.12% (41/66)	70.00% (14/20)	88.16% (67/76)	72.09% (62/86)	76.47% (13/17)	88.52% (54/61)	94.55% (52/55)	69.23% (9/13)	80.00% (36/45)	
21 to 25	78.57% (22/28)	91.30% (63/69)	78.57% (77/98)	76.92% (20/26)	89.23% (58/65)	80.23% (69/86)	76.47% (13/17)	88.51% (77/87)	86.25% (69/80)	92.31% (24/26)	80.68% (71/88)	
26 to 30	90.00% (9/10)	94.44% (17/18)	75.68% (28/37)	85.71% (6/7)	90.00% (18/20)	83.33% (25/30)	88.89% (8/9)	95.24% (40/42)	92.86% (39/42)	92.86% (13/14)	76.92% (30/39)	
31 to 35	100.00% (8/8)	83.33% (10/12)	88.24% (30/34)	100.00% (11/11)	81.58% (31/38)	92.11% (35/38)	100.00% (7/7)	92.31% (24/26)	81.82% (18/22)	100.00% (6/6)	84.21% (16/19)	
36 to 40	70.00% (7/10)	100.00% (19/19)	73.08% (19/26)	88.89% (8/9)	100.00% (16/16)	86.36% (19/22)	87.50% (7/8)	79.31% (23/29)	72.73% (8/11)	90.00% (9/10)	80.56% (29/36)	
41 to 45	100.00% (4/4)	100.00% (8/8)	94.44% (17/18)	100.00% (8/8)	83.33% (15/18)	75.00% (12/16)	100.00% (2/2)	87.50% (14/16)	100.00% (18/18)	66.67% (2/3)	88.89% (8/9)	
46 to 50	100.00% (4/4)	100.00% (4/4)	100.00% (9/9)	50.00% (3/6)	100.00% (11/11)	72.73% (8/11)	0.00% (0/0)	100.00% (3/3)	42.86% (3/7)	100.00% (4/4)	100.00% (13/13)	
51 to 60	100.00% (6/6)	100.00% (18/18)	91.67% (22/24)	70.00% (7/10)	100.00% (15/15)	100.00% (20/20)	87.50% (7/8)	100.00% (22/22)	95.45% (21/22)	75.00% (6/8)	88.89% (16/18)	
61 plus	0.00% (0/0)	100.00% (3/3)	100.00% (5/5)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (1/1)	100.00% (3/3)	100.00% (3/3)	66.67% (2/3)	100.00% (3/3)	
Income Level	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
BOG Eligible	82.86% (29/35)	91.76% (78/85)	79.35% (123/155)	82.93% (34/41)	88.24% (120/136)	72.67% (109/150)	86.67% (26/30)	85.83% (103/120)	81.82% (90/110)	88.57% (31/35)	78.69% (96/122)	
All Other Students	83.05% (49/59)	91.43% (96/105)	77.59% (135/174)	78.46% (51/65)	90.98% (121/133)	89.41% (152/170)	81.40% (35/43)	93.18% (164/176)	92.81% (142/153)	84.91% (45/53)	85.23% (127/149)	

Disability Status	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
DSPS Students	60.00% (3/5)	100.00% (9/9)	81.25% (13/16)	60.00% (3/5)	100.00% (15/15)	73.68% (14/19)	100.00% (1/1)	70.59% (12/17)	90.00% (9/10)	100.00% (1/1)	90.00% (9/10)	
All Other Students	84.27% (75/89)	91.16% (165/181)	78.27% (245/313)	81.19% (82/101)	88.98% (226/254)	82.06% (247/301)	83.33% (60/72)	91.40% (255/279)	88.14% (223/253)	86.21% (75/87)	81.99% (214/261)	
College Status	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
1st Gen College	84.00% (21/25)	88.89% (48/54)	75.00% (72/96)	84.48% (49/58)	93.14% (95/102)	86.92% (113/130)	79.17% (38/48)	90.11% (164/182)	89.54% (137/153)	86.67% (52/60)	78.33% (141/180)	
All Other Students	82.61% (57/69)	92.65% (126/136)	79.83% (186/233)	75.00% (36/48)	87.43% (146/167)	77.89% (148/190)	92.00% (23/25)	90.35% (103/114)	86.36% (95/110)	85.71% (24/28)	90.11% (82/91)	
Basic Skills	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Basic Skills Math	100.00% (1/1)	100.00% (8/8)	85.71% (6/7)	0.00% (0/1)	100.00% (15/15)	57.14% (4/7)	100.00% (1/1)	75.00% (3/4)	100.00% (6/6)	100.00% (1/1)	30.00% (3/10)	
Basic Skills Engl	0.00% (0/0)	100.00% (4/4)	50.00% (2/4)	0.00% (0/0)	100.00% (1/1)	66.67% (2/3)	0.00% (0/0)	0.00% (0/2)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	
All Other Students	82.80% (77/93)	91.06% (163/179)	78.68% (251/319)	80.95% (85/105)	88.89% (224/252)	82.52% (255/309)	83.33% (60/72)	90.72% (264/291)	87.89% (225/256)	86.21% (75/87)	84.29% (220/261)	

Pharmacy Technician - FY 2012-13 (plus current FY Summer and Fall)

5.6c Grade Point Average

The average GPA in each discipline (GradePoints / UnitsTotal).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall GPA	2.976	3.324	3.068	3.262	3.163	3.207	3.473	3.696	3.218	3.520	3.248	
Ethnicity	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
White	2.921	3.314	3.111	3.253	3.116	3.301	3.439	3.706	3.345	3.701	3.342	
Asian	3.368	3.609	3.153	3.492	3.311	3.595	3.867	3.826	3.646	3.127	3.827	
Black	2.750	2.941	2.807	3.500	2.800	2.906	3.000	3.360	2.074	4.000	3.364	
Hispanic	2.989	3.155	2.962	3.140	3.188	2.836	3.031	3.583	2.816	3.040	2.836	
Native American	0.000	3.200	0.000	0.000	0.000	4.000	0.000	0.000	0.000	0.000	1.400	
Pacific Islander	0.000	0.000	0.000	0.000	0.000	0.000	4.000	0.000	0.000	0.000	3.750	
Filipino	4.000	3.583	3.220	4.000	3.176	3.260	3.000	3.771	3.216	3.929	3.625	
Multiple Ethnicities	2.875	3.556	2.950	3.023	3.400	2.925	3.538	3.684	3.114	3.647	2.855	
Unknown	2.000	3.200	2.647	2.000	0.000	3.667	4.000	3.657	2.714	3.250	3.385	
Gender	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Male	2.785	2.977	2.881	3.000	3.061	3.170	3.385	3.725	3.143	3.188	3.450	
Female	3.079	3.529	3.156	3.424	3.233	3.217	3.514	3.684	3.256	3.654	3.131	
Unknown	2.667	0.600	2.600	2.000	2.533	3.583	4.000	3.000	0.000	4.000	3.857	

Age	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
0 to 18	3.143	3.722	2.806	3.667	3.000	3.292	3.333	3.600	1.500	4.000	4.000	
19 to 20	2.447	2.936	2.552	3.059	3.095	2.787	2.853	3.605	3.111	3.735	3.238	
21 to 25	3.033	3.167	2.897	3.136	3.033	3.084	3.338	3.687	3.170	3.382	3.032	
26 to 30	3.412	3.130	3.329	3.806	3.136	3.581	3.913	3.760	3.468	3.889	2.973	
31 to 35	3.000	2.962	3.208	3.750	3.186	3.710	4.000	3.708	3.182	3.692	3.258	
36 to 40	2.333	3.778	3.250	3.727	3.623	3.121	3.938	3.717	3.000	4.000	3.583	
41 to 45	4.000	4.000	3.761	3.500	2.580	3.273	4.000	3.600	3.660	3.500	3.278	
46 to 50	3.579	3.533	3.481	2.400	3.955	3.321	0.000	4.000	2.000	4.000	3.918	
51 to 60	3.857	3.822	3.453	2.744	3.727	3.817	4.000	3.816	3.328	2.364	3.821	
61 plus	0.000	4.000	4.000	4.000	3.375	4.000	4.000	4.000	3.400	2.667	3.800	
Income Level	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
BOG Eligible	3.205	3.295	3.108	3.437	3.092	2.916	3.535	3.507	2.940	3.474	2.993	
All Other Students	2.833	3.348	3.032	3.152	3.236	3.466	3.419	3.828	3.398	3.559	3.466	
Disability Status	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
DSPS Students	1.800	3.333	2.896	2.214	3.544	3.000	4.000	3.688	3.478	4.000	3.053	
All Other Students	3.067	3.324	3.079	3.292	3.141	3.220	3.471	3.696	3.209	3.519	3.256	
College Status	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
1st Gen College	2.791	3.053	2.772	3.286	3.413	3.485	3.352	3.701	3.369	3.456	3.179	
All Other Students	3.059	3.434	3.188	3.222	3.011	3.015	3.710	3.687	2.997	3.713	3.378	
Basic Skills	**X2010**	**F2010**	**S2011**	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Basic Skills Math	4.000	3.138	2.947	1.000	3.387	3.250	4.000	2.750	3.235	4.000	2.222	
Basic Skills Engl	0.000	2.867	2.333	0.000	3.000	2.625	0.000	0.000	2.000	0.000	0.000	
Basic Skills ESL	0.000	0.000	0.000	0.000	4.000	0.000	0.000	0.000	0.000	0.000	0.000	
All Other Students	2.961	3.341	3.079	3.289	3.146	3.212	3.461	3.710	3.221	3.512	3.267	

5.7 Student Access

5.7a Students Served - by Ethnicity

The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations

(Combined totals from ALL locations in the District)

Pharmacy Technician	Ethnicity	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	White	308	52.2%	222	38.5%	304	49.0%	324	50.1%
	Asian	80	13.6%	76	13.2%	59	9.5%	73	11.3%
	Black	23	3.9%	36	6.3%	16	2.6%	30	4.6%
	Hispanic	60	10.2%	162	28.1%	161	26.0%	168	26.0%
	Native American	0	0.0%	5	0.9%	1	0.2%	11	1.7%
	Pacific Islander	9	1.5%	2	0.3%	0	0.0%	1	0.2%
	Filipino	39	6.6%	29	5.0%	25	4.0%	6	0.9%
	Other Non-White	0	0.0%	30	5.2%	51	8.2%	32	4.9%
	Decline to state	71	12.0%	14	2.4%	3	0.5%	2	0.3%
	ALL Ethnicities	**590**	**100.0%**	**576**	**100.0%**	**620**	**100.0%**	**647**	**100.0%**

Santa Rosa Junior College - Program Unit Review

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Pharmacy Technician	Gender	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	Male	194	32.9%	173	30.0%	155	25.0%	146	22.6%
	Female	394	66.8%	390	67.7%	461	74.4%	495	76.5%
	Unknown	2	0.3%	13	2.3%	4	0.6%	6	0.9%
	ALL Genders	**590**	**100.0%**	**576**	**100.0%**	**620**	**100.0%**	**647**	**100.0%**

Santa Rosa Junior College - Program Unit Review

Pharmacy Technician - FY 2014-15 (plus current FY Summer and Fall)

5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Pharmacy Technician	Age Range	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	0 thru 18	10	1.7%	4	0.7%	8	1.3%	23	3.6%
	19 and 20	127	21.5%	80	13.9%	59	9.5%	85	13.1%
	21 thru 25	171	29.0%	176	30.6%	199	32.1%	208	32.1%
	26 thru 30	90	15.3%	93	16.1%	137	22.1%	128	19.8%
	31 thru 35	52	8.8%	48	8.3%	62	10.0%	53	8.2%
	36 thru 40	39	6.6%	70	12.2%	41	6.6%	34	5.3%
	41 thru 45	36	6.1%	22	3.8%	26	4.2%	34	5.3%
	46 thru 50	7	1.2%	32	5.6%	40	6.5%	42	6.5%
	51 thru 60	51	8.6%	41	7.1%	33	5.3%	34	5.3%
	61 plus	7	1.2%	10	1.7%	15	2.4%	6	0.9%
	ALL Ages	**590**	**100.0%**	**576**	**100.0%**	**620**	**100.0%**	**647**	**100.0%**

RETENTION
District
White 75% PHARM Tech 42%
Asian 76% 14%
Black 66% 5%
Hispanis 70% 26 %

GENDER
District
Male 72% PHARM Tech 30%
Female 75% 66%

AGE
District

0-18 73% PHARM Tech 0.5%
19-20 74% 13%
20-25 72% 32%
26-30 73% 15%
31-35 75% 8%
36- 40 75% 12%
41- 45 75% 5%
46-50 78% 5%
50-60 74% 7%
60+ 74% 2%

Participation in HOPE Center, High School target audience, Facebook, DUO, Health and Career Fairs.

Support with campus resources, referrals, and outreach.

Pharmacy Technician - FY 2012-13 (plus current FY Summer and Fall)

5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Pharmacy Technician	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	White	298	53.8%	312	48.1%	308	52.2%	251	41.1%
	Asian	60	10.8%	90	13.9%	80	13.6%	82	13.4%
	Black	31	5.6%	37	5.7%	23	3.9%	32	5.2%
	Hispanic	77	13.9%	98	15.1%	60	10.2%	160	26.2%
	Native American	2	0.4%	1	0.2%	0	0.0%	4	0.7%
	Pacific Islander	0	0.0%	1	0.2%	9	1.5%	3	0.5%
	Filipino	22	4.0%	42	6.5%	39	6.6%	34	5.6%
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	28	4.6%
	Decline to state	64	11.6%	68	10.5%	71	12.0%	17	2.8%
	ALL Ethnicities	**554**	**100.0%**	**649**	**100.0%**	**590**	**100.0%**	**611**	**100.0%**

5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Pharmacy Technician	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	Male	166	30.0%	188	29.0%	194	32.9%	184	30.1%
	Female	387	69.9%	447	68.9%	394	66.8%	405	66.3%
	Unknown	1	0.2%	14	2.2%	2	0.3%	22	3.6%

	ALL Genders	**554**	**100.0%**	**649**	**100.0%**	**590**	**100.0%**	**611**	**100.0%**

5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Pharmacy Technician	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14	Percent
	0 thru 18	28	5.1%	20	3.1%	10	1.7%	3	0.5%
	19 and 20	86	15.8%	164	25.6%	127	21.8%	82	13.7%
	21 thru 25	180	33.0%	163	25.4%	171	29.3%	195	32.6%
	26 thru 30	55	10.1%	57	8.9%	90	15.4%	93	15.5%
	31 thru 35	54	9.9%	82	12.8%	52	8.9%	48	8.0%
	36 thru 40	50	9.2%	46	7.2%	39	6.7%	77	12.9%
	41 thru 45	29	5.3%	39	6.1%	36	6.2%	27	4.5%
	46 thru 50	17	3.1%	26	4.1%	7	1.2%	32	5.3%
	51 thru 60	47	8.6%	44	6.9%	51	8.7%	42	7.0%
	61 plus	8	1.5%	8	1.2%	7	1.2%	12	2.0%
	ALL Ages	**546**	**100.0%**	**641**	**100.0%**	**583**	**100.0%**	**599**	**100.0%**

5.8 Curriculum Offered Within Reasonable Time Frame

Pharmacy Technology is a 3 semester, year program rotation.
Summer, Fall, Spring.

Program offers extreme flexibility; students may complete in 5 semesters or more.

Santa Rosa Campus courses offered Fridays/Saturdays. Clinicals externships determined by students for maximum accomodation, adaptation, retention and success.

Growth to offer Tuesday evening courses at the Petaluma campus to compliment the Santa Rosa campus Saturday courses, to capture market share of career track, adult learners, and evening cooperatives.

This maintains, currency, retention of students, knowledge retention by students, enhancing student success and completion.

- If courses are offered in rotation, describe the rotation plan or copy and paste into the text area a schedule of course offering patterns. (Data Source: Program must provide.)

Summer Pharmacy 150

Fall Pharmacy 100, 101, 151, 152, 154 A

Spring Pharmacy 153, 154B, 155, 156

5.9a Curriculum Responsiveness

Bi-annually at the Pharmacy Technician Advisory Meetings the first Saturdays in May and November.

5.9 Curriculum Responsiveness (every third year)

- How does the program/unit curriculum respond to changing student, community, and employer needs?

Pharmacy Technology Program faculty work in the field, maintain connections and continuting education, and have relevant Advisory Committee Members. Trends and workforce needs reviewed every 6 months.

- Has your program/unit fully complied with the State requirement that every general education course that transfers to a CSU or UC campus must include objectives (content) related to gender, global perspectives, and American cultural diversity? If not, describe the plan to bring the curriculum into compliance.

Yes.

- How does the curriculum support the needs of other programs, certificates, or majors?

Qualifies with the AS and AA degrees.

- Offer recommendations and describe plans for new directions in the curriculum.

Computer skills, programs and insurance, workflow, hands-on preparation for the workforces with the architecturally accurate and fully functional Pharmacy Technology Training Center under development.

- **How does the curriculum support the needs of other programs, certificates, or majors?**

  Whenever we can, specifically, SRJC Workforce Mentor/Protege Project, pre-pharmacy transfer curriculumn, and AS/AA majors.

- **Offer recommendations and describe plans for new directions in the curriculum.**

Offer at the Petaluma camups to capture geographic student population.

CTE Only:

- How many advisory committee members attend your meetings that represent industry?

Twenty to 25 each May and November.

- How many of these members represent industry and also serve as adjunct faculty?

Seven.

- Is the diversity of membership on your advisory committee representative of the fields in which students will be entering upon completion of your degree, certificate or major? If not, what is your plan to diversify membership?

Yes, multiple employment markets are represented.

- In the past year, has the advisory committee reviewed your curriculum for currency?
  - If not, why?
  - If so, what changes were implemented as a result of this feedback?

  Yes, the addition and implementation of ethics, conceptual math skills, interactive student learning, IV inpatient training, compounding, and insurance concepts.

  Under development the Pharmacy Technology Training Center.

Does this position support collaborative efforts with other colleges in the region?

Yes, our program is a participant in the California Community Colleges Workforce.

Barbara Gammon Brock, BS, MPA
Deputy Sector Navigator
Interior Bay Area Region, Health Sector
Doing What MATTERS for Jobs and the Economy, California Community Colleges
Cell: (707) 815-5733, Voicemail Only: (707) 864-7000 X5753
Barbara.Brock@solano.edu

List of courses and course descriptions

Pharmacy 150

An introduction to the role and working environment of the pharmacy technician, in both inpatient and outpatient settings. In addition to the legal responsibilities, technical activities and common medications encountered, the pharmacy technician student will identify and interpret common prescriptions and conduct simple pharmaceutical mathematics

Pharmacy 100

Instruction in advanced arithmetic skills designed for Health Science students. Prepares students for success in medication administration through advanced skills development of operations with fractions, decimals, and percents. Teaches students to convert between metric, household, and apothecary systems, using proportion, equation, and formula methods. Introduces and develops advanced skills in calculating drug dosages in preparation for safe administration of medications in the health field.

Pharmacy 101

Prepares students for success in the application of learned theory. The development of necessary discernment, reason, and proficiencies with regard to pharmaceutical solutions, volumes, formulas, compounds, dosages, and dosing. Application of numeric systems, theorems, principles, postulates, and provisions to enable the student to perform at an advanced level of pharmaceutical care and service.

Pharmacy 151

An introduction to pharmacological principles as they are related to and support an understanding of the rationale behind drug prescribing and usage impacted by the United States Pharmacopoeia and federal and state regulations.

Pharmacy 152

An overview of the skills needed to operate effectively in an ambulatory setting, with emphasis on receiving and controlling inventory, processing prescriptions using computerized prescription processing, medical insurance billing, and customer relations.

Pharmacy 153

Calculation of the correct oral and parenteral dosages of drugs using information from prescriptions or medications orders. Accurate interpretation of the correct amount of ingredients for the compounding of pharmaceutical products from a prescription or medications order.

Pharmacy 154 A

The practice, in outpatient environment, of pharmacy technician skills developed in didactic and laboratory training. Activities will be performed by the student and evaluated by a supervising licensed pharmacist.

Pharmacy 154 B

The practice, in an outpatient environment, of advanced pharmacy technician skills developed in didactic and laboratory training. Activities will be performed by the student and evaluated by a supervising licensed pharmacist.

Pharmacy 155

This course introduces the pharmacology technician student to the historical development of the use of medicinal drugs, the basic mechanism of drug action, pharmacokinetics and basic concepts related to the administration of

pharmacologic agents. Therapeutic effects of identified groups of drugs, their side effects, interactions and potential error sites are integrated throughout the course. Focus is on selected drug classes.

Pharmacy 156

General preparation of topical, transdermal, rectal, opthalmic, nasal, oral and otic pharmaceutical dosage forms. Practical experience in the manipulative and record keeping functions associated with the compounding and dispensing of prescriptions. Study of dosage forms, advantages and disadvantages, uses, storage and packing of pharmaceutical products.

Pharmacy 157

This course is designed to prepare the Pharmacy Technician for employment in an inpatient hospital setting including employment as a fill technician and/or IV compounding technician.

Pharmacy 157 L

The practice, in a hospital pharmacy environment, of advanced pharmacy technician skills developed in didactic and laboratory training. Activities will be performed by the student and evaluated by a preceptor.

5.9b Alignment with High Schools (Tech-Prep ONLY)

5.9b Alignment with High Schools (Tech-Prep ONLY, every third year)

- Does the program align with high school preparation?

Student and instructor participation in Career Fairs, Piner HS Tour, Outreach with Michelle, speaker opportunities, HOPE Center, and mentoring and employer programs.

For the last 3 years, the Pharmacy Technology Program at Santa Rosa Junior College has been in collaboration with:
HOPE Center, Juan Arias jarias@santarosa.edu
Schools Relations & Outreach, Michelle Booher-Poggi 707.521.7854

Most recently, the Small Schools Event, on Friday, February 7, 2014. The Schools Relations and Outreach is hosted a group of high school Seniors and their Counselors/Teachers from a number of the District's small high schools promoting medical careers and programs. The outreach plans for 210 students and 45 adults.

In January 2014 the Pharmacy Technology Program participated in the Santa Rosa Plaza Outreach Event. Karla Turcios, Pharmacy Technician candidate June 2014, volunteered working four days, (1/5-1/8) with Admission and Records. We were very happy that she did. She is a very pleasant and professional young woman and she is definitely a great representative for the college.

In the Fall 2013 issue of Making Tracks to SRJC, SRJC Welcomes High School Concurrent Enrollment Students for Spring 2014. The Pharmacy Technology Program implemented a streamlined, easy process for high school students to participate in the program. They may take a course or courses concurrently and have a Pharmacy Technician Certificate and career by the time they are 18 years of age.
http://www.santarosa.edu/for_students/schools-relations/making-tracks-to-SRJC/pdf/Fall_2013.pdf

The Santa Rosa Junior College Pharmacy Technology Program Advisory Board comprises multi-dimensional talent from all business, institutional, and political sectors.

Our program contributed to the Contextual Learning Project for Pharmacy 153 Dosage Calculations and Pharmacy 101 Ethics. We teamed with Audrey White, Math Department and Ann Foster, English Department to achieve our goals within a flipped classroom, interactive participation, and peer instruction environment. This more closely aligned with the employment environment and the development of the much requested 'soft skills'.

The Counseling Department is dynamically informed. The Pharmacy Technology Program is hosting an Informational Session, Saturday, April 12th from 10 am to 11 am in Race 4044. This was also sent to High School counselors.

SRJC Pharmacy Technician website: http://online.santarosa.edu/presentation/page/?28999

On January 30th, 2014 School performance reporting from the Pharmacy Technician Certification Board (PTCB) was reported on the Pharmacy Technician Certification Exam (PTCE). Summary Results for Santa Rosa Junior College, Santa Rosa CA:
SRJC Pharm Tech Percentage of Candidates Passed: 100%
National Average: 73%
SRJC Percentage of Candidates Failed: 0%
National Average: 27%

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Pharmacy Technology Program aligns with AA/AS as 25 qualifying units.

Additionally, 5-7 % Pharmacy Technology students move forward in higher education to Doctors of Pharmacy and other higher education goals.

5.11a Labor Market Demand (Occupational Programs ONLY)

JOB OUTLOOK and PROGRAM COMPARISONS

Unemployment Insurance Data: www.edd.ca.gov

http://www.labormarketinfo.edd.ca.gov/OccGuides/Summary.aspx?Soccode=292052&Geography=0601000000#FHOutlookhttp://www.labormarketinfo.edd.ca.gov/OccGuides/Summary.aspx?Soccode=292052&Geography=0601000000#FHOutlook

"Along with new jobs, the need to replace workers who retire, transfer to other occupations, or leave the labor force will increase the number of job openings ".

A licensed pharmacy technician find employment in retail pharmacies, hospital pharmacies, home health care pharmacies, nursing home pharmacies, clinic pharmacies, mail order prescription pharmacies, and with pharmaceutical companies. Employment opportunities for graduates of community college Pharmacy Technician programs are excellent. Changes in the California State Pharmacy Law requiring registration have created an increasing demand for trained pharmacy technicians.

US Department of Labor ~ BUREAU of Labor Statistics OCCUPATIONAL Handbook
http://www.bls.gov/oco/home.htm

http://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm

"Employment of pharmacy technicians is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Several factors will lead to increased demand for prescription medications."

Employment is expected to increase much faster than the average, and job opportunities are expected to be good. As a result of job growth, the need to replace workers who leave the occupation, the limited number of training programs, the increasing numbers of middle-aged and elderly people—who use more prescription drugs than younger people—will continue to spur demand. In addition, as scientific advances lead to new drug products, and as an increasing number of people obtain prescription drug coverage, the need for pharmacy workers will continue to expand and be needed in growing numbers.

- Employment is expected to **increase much faster than the average.**
- Job opportunities are expected to be good.

- As a result of job growth, the need to replace workers who leave the occupation, the limited number of training programs, the increasing numbers of middle-aged and elderly people—who use more prescription drugs than younger people—will continue to spur demand.
- In addition, as scientific advances lead to new drug products, and as an increasing number of people obtain prescription drug coverage, the need for pharmacy workers will continue to expand and be needed in growing numbers.

Employment Change between 2008 and 2018

- Employment of pharmacy technicians is expected to **increase by 31 percent.**
- As cost-conscious insurers begin to use pharmacies as patient-care centers and pharmacists become more involved in patient care, pharmacy technicians will continue to see an expansion of their role in the pharmacy. In addition, they will increasingly adopt some of the administrative duties that were previously performed by pharmacy aides.
- As a result of this development, demand for pharmacy technicians will increase.

Job prospects

- Job opportunities for pharmacy technicians are expected to be good, especially for those with previous experience, formal training, and certification.
- Job openings will result from employment growth, as well as the need to replace workers who transfer to other occupations or leave the labor force.

Projections Data

Occupational Outlook Handbook Pharmacy Technicians, January 8th 2014:
www.bls.gov/ooh/healthcare/**pharmacy**-technicians.htm

"**Job Outlook**

Employment of pharmacy technicians is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Several factors will lead to increased demand for prescription medications."

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Pharmacy technicians and aides	—	381,200	477,500	96,300	25
Pharmacy technicians	29-2052	326,300	426,000	99,800	31
Pharmacy aides	31-9095	54,900	51,500	3,500	6

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

Pharmacy technicians work under the supervision of pharmacists.

Quick Facts: Pharmacy Technicians

2012 Median Pay	$29,320 per year $14.10 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None

On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2012	355,300
Job Outlook, 2012-22	20% (Faster than average)
Employment Change, 2012-22	70,700

SNAPSHOT Pharmacy Technicians

REPORT California HealthCare Foundation, which, in partnership with The California Endowment, funds the California Workforce Initiative.

http://www.oshpd.ca.gov/HWDD/HWC/RP-PharmTechn.pdf

There are only three of our community colleges that offer an unrestricted similar Pharmacy Technology Program. They provide higher education pathways and career employment opportunities for the overwhelming majority of their graduates.

CALIFORNIA Community Colleges

PHARMACY TECHNOLOGY PROGRAMS Comparisons

Please use this URL to retrieve your file

http://www2.santarosa.edu/f/?nARAWYvw

The Pharmacy Technology Program tailors instruction and training to match current standards while maintaining flexibility to quickly adjust to new information and the changing environment. With this foundation, faculty members must have the practical experience necessary to be a viable instructor.

Expertise crosses several educational and experiential domains: career combinations of safety, health sciences to relevant pharmacy, computer technology, skills training and instruction. This blend is a vital component to the development of Pharmacy Technology.

SNAPSHOT Pharmacy Technicians

REPORT California HealthCare Foundation, which, in partnership with The California Endowment, funds the California Workforce Initiative.

http://www.oshpd.ca.gov/HWDD/HWC/RP-PharmTechn.pdf

There are only three of our community colleges that offer a Pharmacy Technology Program. They provide higher education pathways and career employment opportunities for the overwhelming majority of their graduates.

5.11b Academic Standards

- Does the program regularly engage in dialogue about academic standards? If so, describe any conclusions or plans.

Yes, ongoing to exceed competencies.

Competency Profile For Pharmacy Technicians *

The Pharmacy Technician Competency Profile was developed by using three assumptions about the pharmacy

technician's role and eight expectations of pharmacy technicians who will practice within the proposed expanded role.

Assumptions

Upon registration by the Santa Rosa Junior College, pharmacy technicians will:

1. Act within the established parameters of the role as outlined by the College and will comply with the College's professional standards, practice expectations, and, where established, will follow applicable policies and procedures of the College and/or the workplace

2. Exercise professional judgment related to the technical and distributive aspects of dispensing in the expanded role

3. Recognize practice situations in which decisions and actions must involve the pharmacist; those in which consultation with the pharmacist or, where appropriate, with other registered pharmacy technicians can occur; and those decisions and actions that can be undertaken independently. Pharmacy technicians exercise critical-thinking, problem-solving, decision-making, and judgment to differentiate among these three contexts

Expectations

Pharmacy technician students registered with the College will be personally responsible and professionally accountable to practice knowledgeably, safely, and competently to support the best interests of patients by:

1. Knowing and complying with all provincial and federal legislation and regulations relevant to pharmacy and their role as pharmacy technicians within pharmacy practice; with professional standards and practice expectations and guidelines; and with policies and procedures where established

2. Using critical-thinking and decision-making skills appropriate to the pharmacy technician role
Critical thinking is the foundation for making safe, patient care-focused decisions. It is the process of integrating one's relevant theory, experience, and observations, as well as recognizing similarities/differences/changes in context and situations into a whole. Critical thinking by pharmacy technicians should be consistent with the technician's level of education, training, experience, and scope of practice. Decision-making by technicians should involve the ability to question effectively, to seek out guidance and

information, to incorporate information, and to select those options, from a variety of options, that result in safe and competent technician practice.

3. Performing, safely and competently, the technical and distributive aspects of dispensing as permitted by law, professional standards, practice guidelines and expectations, and applicable policies and procedures.

4. Demonstrating the judgment required to identify the need for pharmacist intervention and to notify the pharmacist of this need.

5. Demonstrating the judgment and safe practices required to: receive and enter written, orally, and electronically transmitted new and repeat prescriptions; differentiate changes to patient profiles or health records, and notifying the pharmacist when these occur; prepare, compound, and check pharmaceutical products; and collaborate with the pharmacist in their release

6. Acting within the limits of the expanded professional role and personal knowledge and skills

While it is anticipated that as pharmacy technicians mature within their professional roles they will demonstrate quality improvement related to increased knowledge and experience in the expanded role: All registered pharmacy technicians will be held accountable to the public to not exceed the legislated parameters of their roles

7. Behaving in a professional manner; acting within an ethical framework at all times; and demonstrating personal integrity

8. Engaging in quality assurance activities including a commitment to life-long learning; and identification, implementation, and evaluation of learning plans, activities, and opportunities

Furthermore, entry-level pharmacy technician students in the expanded role will:

1. Be registered in Santa Rosa Junior College, thus entitled to the rights of, and be expected to comply with the responsibilities of, a self-regulating profession; and

2. Possess the essential knowledge, skills, values, and judgment required to demonstrate these Competencies

However, entry-level pharmacy technician students may have differing experiences as they enter the role — given the variety of environments in which learning and practice occur. Therefore, the College will engage in a process that will ensure consistent benchmarks for entry.

Summary

We recognize that any expansion into the technical and distributive aspects of dispensing (outlined in this Profile) will require the College to support this new role through appropriate legislation and regulation, creation of a registered class, and regulatory infrastructure that will ensure consistent benchmarks for technicians' entry into, and continuance in, the expanded role.

This Profile offers a clear picture of the requirements of the expanded technician role and goes beyond the current definition and framework of the voluntary certification program. Enabled by legislation and supported by complementary professional standards, practice expectations, and regulatory framework, the Profile will support optimal pharmaceutical care and pharmacy services to the public.

*Wed 4/11/2007 5:57 AM

Hello, Diana- Thank you for your interest and for asking permission to use the Pharmacy Technician Objective Competencies. Absolutely you may use these and thank you for acknowledging the College as providers of this information.

Susan Rawlinson
Ontario College of Pharmacists
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Toronto, ON
M5R 2R4
(416) 847-8294
srawlinson@ocpinfo.com

A: COMPETENCY: PRACTICE IN A PROFESSIONAL MANNER THAT IS WITHIN LEGAL REQUIREMENTS AND AN ETHICAL FRAMEWORK

A1.0 COMPETENCY UNIT

Comply with legal requirements; demonstrate professional integrity; and act ethically.

COMPETENCY ELEMENTS

A1.1 Use critical-thinking skills in all situations

A1.2 Comply with federal and provincial legislation, professional standards, ethical guidelines, practice expectations, and established policies and procedures

Keep current with, apply knowledge of, and work within relevant legislation, regulations, policies and procedures

i) Recognize the right, role, and responsibility of regulatory bodies to establish and monitor professional standards, ethical guidelines, and practice expectations

ii) Keep current with, and work within, professional standards, practice expectations, ethical guidelines, and, where provided, established policies and procedures

A1.3 Demonstrate professional and personal integrity

i) Accept responsibility for own decisions and actions

ii) Practice within the limits of professional role and personal knowledge and expertise

iii) Integrate professional knowledge, skills, values, and judgment into practice

iv) Respect the rights, roles, and responsibilities of the patient, the patient's agent, the pharmacy team, healthcare providers, and others

v) Act as a role model and mentor

vi) Respect the roles and collaborate with members of the pharmacy team

vii) Behave professionally

viii) Maintain confidentiality

A1.4 Take responsibility for own professional development

i) Reflect upon own practice to identify learning needs

ii) Develop, implement, evaluate, and update learning plans to gain knowledge and experience and to maintain and improve practice

iii) Seek out and incorporate into practice, information, guidance and constructive feedback from the pharmacist and/or, if required, from other healthcare professionals
iv) Demonstrate evidence-based knowledge, appropriate to their role
v) Commit to life-long learning

A1.5 Apply ethical principles to practice
i) Ensure that the professional role, responsibilities, actions, and behaviors are carried out in the best interest of the patient and the public
ii) Reflect on personal values and attitudes and examine their influence on interactions with the patient, the patient's agents, members of the pharmacy team, healthcare providers
iii) Respect diversity

A1.6 Protect patient rights to quality care, dignity, privacy, and confidentiality

A1.7 Understand and promote the pharmacy team's role in promoting patients' health and wellness

A1.8 Contribute to team problem-solving, decision-making, and collaboration by developing effective working relationships, using team-building strategies, communicating effectively, and by supporting members of the pharmacy team

B: COMPETENCY: RECEIVE A PRESCRIPTION

Pharmacy technicians, as part of the pharmacy team, use their knowledge and skills and follow applicable policies & procedures to:

B1.0 COMPETENCY UNIT
Receive a new written prescription, or a request to renew a prescription, from a patient or patient's agent.
COMPETENCY ELEMENTS
B1.1 Gather information to create and maintain a patient profile or health record
i) Obtain patient consent where required
ii) Differentiate when there are changes in the drug and dosage, the patient profile or health record and, where provided, the diagnosis or medical condition; and notify the pharmacist
iii) Update demographic and prescription data

iv) Use paper-based, electronic, and other resources to locate and select information

B1.2 Check authenticity of the prescription
i) Determine whether the prescription meets all legal requirements, and, where it does not, notify the pharmacist, and follow up using applicable policies, effective communication, and discretion
ii) Use healthcare provider lists, where available, to determine current status of prescriber's privileges

B1.3 Verify accuracy and completeness of the demographic and prescription data
i) Check the demographic and prescription data for accuracy and completeness
ii) Review the prescription for clarity of abbreviations, medical terminology, drug names, dosage forms, strengths, availability, schedule, route, and related information
iii) Notify the pharmacist regarding known allergies, therapeutic considerations, and/or discrepancies.

COMPETENCY ELEMENTS
B2.1 Receive a written prescription from the patient or agent.
i) Use effective communication skills, and where available, established communication policies, procedures, or guidelines when receiving an written prescription
ii) Verify demographic and prescription data with the healthcare provider
iii) Refer therapeutic questions to the pharmacist
iv) Transcribe an written prescription by:
• Using appropriate format, abbreviations, drug names, dosage forms, strengths, availability, schedule, route, and related information
• Checking that the transcribed demographic and prescription data are accurate and complete

B2.2 Gather information to create and maintain the patient profile or health record
i) Differentiate when there are changes in the drug and dosage, the patient profile or health record, and, where provided, the diagnosis or medical condition; and notify the pharmacist
ii) Update demographic and prescription data
iii) Use paper-based, electronic, and other resources to locate and select information
B2.3 Check for authenticity of orally and electronically transmitted prescriptions
i) Determine whether the prescription meets all legal requirements: when it does not, notify the pharmacist and

follow up by using applicable policies, effective communication, and discretion
ii) Use healthcare provider lists, where available, to determine current status of prescriber's privileges

B2.4 Verify accuracy and completeness of orally and electronically transmitted demographic and prescription data
i) Notify the pharmacist on known allergies, therapeutic considerations, and/or discrepancies
ii) Check the demographic and prescription data for accuracy and completeness
iii) Review the prescription for clarity on: abbreviations, medical terminology, drug names, dosage forms, strengths, availability, schedule, route, and other related information

B3.0 COMPETENCY UNIT
Transfer/copy a prescription in compliance with relevant legislation and established policies and procedures.

COMPETENCY ELEMENTS
B3.1 Transfer a prescription to another pharmacy
i) Confirm that the patient or the patient's agent has approved/requested the transfer
ii) Ensure accuracy and completeness before transferring a prescription
iii) Complete required documentation

B3.2 Receive a transfer or copy of a prescription from another pharmacy
i) Receive/transcribe the prescription, gather information, verify accuracy and completeness of the demographic and prescription data, and check for authenticity
ii) Complete required documentation

B3.3 Provide a copy of a prescription to an authorized recipient
i) Ensure accuracy and completeness of demographic and prescription data
ii) Complete required documentation

C: COMPETENCY: ENTER A PRESCRIPTION

Pharmacy technicians, as part of the pharmacy team, use their knowledge and skills and follow applicable policies and procedures to:

C1.0 COMPETENCY UNIT

Enter a prescription as part of the processes used to prepare a pharmaceutical product for release and to keep records.

COMPETENCY ELEMENTS

C1.1 Enter and update demographic information in the patient profile or health record while ensuring privacy and confidentiality

i) Verify accuracy and completeness of demographic information with the patient, the patient's agent, or the patient's healthcare provider

C1.2 Enter prescription data into the patient profile or health record

i) Confirm accuracy, completeness, and authenticity of the prescription data and notes

ii) Use correct format, terminology, abbreviations, and symbols

iii) Associate drug names and classifications with common health conditions

C1.3 Notify the pharmacist of any alerts or therapeutic issues

i) Differentiate when there are changes in the drug and dosage, the patient profile or health record, and, where provided, the diagnosis or medical condition

ii) Review the patient profile or health record for alerts

iii) Review the patient notes for patient preferences

iv) Contact the patient or patient's agent to provide or retrieve relevant information or instructions

v) Review current patient profile or health record to note duplicate therapies and active prescriptions on file

vi) Notify the pharmacist of any changes and compliance issues

C1.4 Enter the pharmaceutical product/compound that meets the requirements of the prescription

i) Determine patient preferences

ii) Apply knowledge about available forms of the pharmaceutical product

iii) Apply knowledge of third-party insurance plan coverage

C1.5 Verify that the entry of the demographic and prescription data is accurate and complete

i) Compare demographic and prescription data entered into the record against information contained in the written prescription received, the electronically transmitted prescription, or the transcribed oral prescription

D: COMPETENCY: PREPARE A PHARMACEUTICAL PRODUCT FOR RELEASE IN COLLABORATION WITH THE PHARMACIST

Pharmacy technicians, as part of the pharmacy team, use their knowledge and skills and follow applicable policies & procedures to:

D1.0 COMPETENCY UNIT

Confirm that the pharmacist has had the opportunity to review the prescription and the patient profile or health record prior to the release of the pharmaceutical product.

D2.0 COMPETENCY UNIT

Prepare/compound a pharmaceutical product for release in collaboration with the pharmacist.

COMPETENCY ELEMENTS

D2.1 Obtain a pharmaceutical product that meets the requirements for the prescription

i) Confirm availability of the product

ii) Locate alternate sources when required

D2.2 Prepare/compound a sterile pharmaceutical product

i) Follow approved formulation instructions

ii) Select the needed product(s) and check the expiry date(s)

iii) Calculate, convert, and document the results of dosage calculations and extemporaneous weights and volumes

iv) Verify calculations with a second member of the pharmacy team who is registered

v) Verify accuracy and appropriateness of ingredients and quantities including weights and volumes; and document

vi) Select equipment

vii) Follow aseptic technique

D2.3 Prepare a non-sterile compound, a pre-packaged pharmaceutical product, or a reconstituted pharmaceutical product

i) Follow approved formulation instructions

ii) Select the needed product(s) and check the expiry date(s)

iii) Verify dosage calculations, weights and volumes, and, where necessary, confirm these with a second member of the pharmacy team who is registered and document the results.
iv) Count, measure, or weigh the pharmaceutical product or products
v) Follow clean technique
D2.4 Label the pharmaceutical product
i) Select the appropriate container for the pharmaceutical product
ii) Affix the appropriate label(s) to the pharmaceutical product or container
iii) Provide appropriate patient information materials when specified by the pharmacist

D3.0 COMPETENCY UNIT
Verify the accuracy and completeness of a pharmaceutical product prepared for release.

COMPETENCY ELEMENTS
D3.1 Check the accuracy and completeness of the pharmaceutical product.
i) Ensure that the demographic and prescription data are correct and complete
ii) Confirm that the:
• Correct pharmaceutical product is being dispensed
• Pharmaceutical product is correctly labeled, including appropriate auxiliary labels
• Appropriate patient information materials have been provided
iii) Confirm that the pharmaceutical product has been checked and signed off by a registered pharmacist, pharmacy intern, registered pharmacy technician *
* Explanation
To support public safety:
(a) The registered pharmacy technician shall be permitted to check pharmaceutical products prepared by another registered pharmacy technician or by unregistered pharmacy personnel
(b) The registered pharmacy technician, having prepared a pharmaceutical product, shall have it checked by a registered pharmacist, pharmacy intern or another registered pharmacy technician

D3.2 Complete required records and documentation.

D4.0 COMPETENCY UNIT
Collaborate with the pharmacist in the release of the pharmaceutical product to the correct patient or patient's

agent.

COMPETENCY ELEMENTS
D4.1 Confirm that the patient or the patient's agent has received or has been offered counseling by the pharmacist

E: COMPETENCY: PERFORM DISTRIBUTIVE AND QUALITY ASSURANCE FUNCTIONS TO ENSURE THE PATIENT RECEIVES QUALITY PHARMACEUTICAL PRODUCTS

Pharmacy technicians, as part of the pharmacy team, use their knowledge and skills and follow applicable policies and procedures to:

E1. 0 COMPETENCY UNIT
Participate in distributive and quality assurance functions.

COMPETENCY ELEMENTS
E1.1 Contribute to optimal patient care and pharmacy services
i) Use critical-thinking, problem-solving, and decision-making skills to support effective and efficient patient care and pharmacy services
ii) Develop effective working relationships with members of the pharmacy team
iii) Provide constructive feedback on opportunities that could lead to increased effectiveness and efficiency of pharmacy services
iv) Work with pharmacy management to identify staffing requirements, schedule personnel, determine and coordinate tasks, prioritize and organize pharmacy services, and develop operational policies
v) Work together with members of the team to determine workflow, monitor progress of workflow, and identify and resolve barriers and challenges to optimal workflow
vi) Use time management skills to prioritize workload demands, establish and work within realistic time frames, and evaluate and modify work patterns
vii) Select technology that is appropriate to the task and use correctly
viii) Follow guidelines for safe and correct use of automated medication storage distribution devices
ix) Comply with health and safety legislation and workplace policies and procedures
x) Address patient and colleague safety by ensuring a clean and accessible work area following infection control procedures, exercising caution related to workplace hazards, and making certain that high-risk activities are

performed safely

E1.2 Apply knowledge of inventory management to contribute to optimal patient care and pharmacy services

E1.3 Follow procedures for the proper storage, handling, preparation, distribution, removal, and disposal of drugs

E1.4 Participate in error reduction and prevention processes
i) Carry out distributive functions in a manner that minimizes medication errors and discrepancies
ii) Collaborate with other healthcare professionals in reducing and preventing medication errors and discrepancies

E1.5 Perform appropriate audits on automated dispensing cabinet replenishment, packaging/repackaging of pharmaceutical products, bulk compounding products, and medication storage areas outside the dispensary
i) Confirm that the:
• Correct pharmaceutical product is being dispensed
• Dosage and quantity of the pharmaceutical product being dispensed is correct
• Pharmaceutical product is correctly labeled
ii) Confirm that the appropriate signatures have been affixed and that documentation has been completed

E1.6 Participate in the development, implementation, and evaluation of quality indicators

F: COMPETENCY: COMMUNICATE WITH PATIENTS, PATIENTS' AGENTS, PHARMACISTS, AND HEALTHCARE PROVIDERS

Pharmacy technicians, as part of the pharmacy team, use their knowledge and skills and follow applicable policies & procedures to:

F1. 0 COMPETENCY UNIT
Communicate within the role to support optimal patient care and pharmacy services.

COMPETENCY ELEMENTS
F1.1 Refer all therapeutic issues and questions to the pharmacist

F1.2 Establish and maintain positive working relationships with the patient, the patient's agent, members of the pharmacy team, and healthcare providers
i) Display:
• Respect, attentiveness, openness, empathy, and caring
• Sensitivity to nonverbal communication
• Sensitivity to diversity
ii) Demonstrate appropriate and effective communication skills by:
• Recognizing facilitators of, and challenges, to communication
• Using oral and written language and communication style appropriate to purpose, setting, and situation
• Using active listening, verbal and nonverbal communication skills including interviewing skills, and whenever appropriate, conflict resolution skills

F1.3 Maintain confidentiality of patient information

F1.4 Document demographic and prescription data, and other pharmacy related information in the patient profile or health record
i) Follow standards, policies, and procedures related to documentation and to the maintenance, security, and disposal of records
ii) Document clearly, concisely, correctly, and in a timely manner

F1.5 Use established communication policies, procedures, or protocols within the pharmacy, and when interacting with the patient, the patient's agent, and healthcare providers

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	02	01	Laboratory classroom in Emeritius 1558 designed with non functional hoods for use in Pharmacy Technician program. supplies and equipment orgainized for maximum use.	Support student success and training meeting workforce needs.	1 year	
0002	Santa Rosa	01	01	Organized supplies and equipment in a storage area allocted for Pharmacy Technician program in Emeritus adjunct to Laboratory classrooom.	Support studnet success and training with current supplies and equipment.	1 year	
0003	Santa Rosa	01	06	We plan creating and adding a 1-2 unit class on 'Insurance and Billing for the Pharmacy Tech.' There has been much discussion about this plus demand. We believe our students will be more prepared for their careers and ready to hit the ground running.	To enhance student learning and employability	1 year	

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	02	01	Laboratory classroom in Emeritius 1558 designed with non functional hoods for use in Pharmacy Technician program. supplies and equipment orgainized for maximum use.	Support student success and training meeting workforce needs.	1 year	
0002	Santa Rosa	01	01	Organized supplies and equipment in a storage area allocted for Pharmacy Technician program in Emeritus adjunct to Laboratory classrooom.	Support studnet success and training with current supplies and equipment.	1 year	
0003	Santa Rosa	01	06	We plan creating and adding a 1-2 unit class on 'Insurance and Billing for the Pharmacy Tech.' There has been much discussion about this plus demand. We believe our students will be more prepared for their careers and ready to hit the ground running.	To enhance student learning and employability	1 year	