

# **Santa Rosa Junior College**

## **Program Resource Planning Process**

### ***Pharmacy Technician 2024***

#### **1.1a Mission**

##### **Program Mission**

The faculty of the Pharmacy Technician Program at Santa Rosa Junior College is committed to delivering outstanding instruction and fostering a learning environment that promotes the progress and advancement of enrolled students. Our goal is to equip students with the necessary skills and knowledge to become proficient entry-level pharmacy technicians capable of contributing effectively to the healthcare community they serve.

#### **1.1b Mission Alignment**

The Pharmacy Technician program coursework, comprising 19.5 units, is designed to support students in their lower division academic education as they work towards obtaining an AA/AS degree and transferring to a four-year institution.

With a focus on career and technical education, the Pharmacy Technician program plays a role in promoting economic development and job growth within the community.

To ensure student success and retention, the Pharmacy Technician program actively engages in multi-dimensional collaborative partnerships throughout the community.

This program was developed in response to a recognized need within the community. The Pharmacy Technician Program at SRJC upholds high standards of healthcare education. A dedicated team of accomplished instructor(s) works together to provide students with exceptional, comprehensive healthcare education, preparing them for various retail, inpatient, outpatient, and industrial job environments. Upon completing SRJC's rigorous curriculum, students are well-equipped for a rewarding career as Pharmacy Technicians.

The Pharmacy Technician Program offers two options: a Career Certificate and an Associate of Science degree. Both pathways prepare students to become registered Pharmacy Technicians and qualify them for employment in diverse pharmacy settings. Additionally, completion of the certificate or major enables students to sit for national certification exams administered by reputable organizations in the field.

### **1.1c Description**

The Pharmacy Technician Program offers a comprehensive curriculum spanning two semesters and leads to the attainment of an A.A/A.S. Degree upon successful completion of the general education requirements.

The Pharmacy Technician Career Certificate equips students with the necessary skills to become registered pharmacy technicians and pursue employment opportunities in various pharmacy settings.

Upon successful completion of the program, students will receive the Pharmacy Technician certificate, qualifying them to apply for registration as a pharmacy technician with the California State Board of Pharmacy. Registering with the board is a legal prerequisite for employment in this field. Additionally, graduates of the certificate program are encouraged to take the National Pharmacy Technician Certification Exam, although it is not currently mandated by the state for employment. Many employers offer higher compensation to pharmacy technicians who possess national certification.

Pharmacy Technicians work under the supervision of licensed pharmacists, contributing to the systematic functioning of the pharmacy by delivering healthcare services and medications to patients. They carry out a range of

technical and operational duties that are similar to those performed by pharmacists. However, it is important to note that a pharmacist must review and approve all work completed by a technician before medication 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:

- Compounding (measuring, weighing, and mixing) medicinal drugs
- Preparing and labeling medicines
- Filling bottles and capsules with the correct quantity of medicine
- Issuing medicines to customers
- Stocking and taking inventory of prescription and over the counter medications
- Maintaining patients' medication profiles on computerized or written records or forms
- Filling orders for unit doses and prepackaged pharmaceuticals
- Preparing insurance claim forms

The technician's responsibilities may vary depending on their position. They could be responsible for managing third-party billing, handling telephone inquiries, guiding customers to specific items or referring them to the pharmacist for medication consultation. They may also receive written prescriptions, clean and sterilize dispensing bottles and instruments, assist customers with finding non-drug products, and operate a cash register.

In California, senior technicians with specialized training can oversee the work of other technicians in hospital settings. However, they must strictly adhere to protocols established by the supervising pharmacist. These protocols ensure proper procedures are followed.

Pharmacy Technicians have daily interactions with colleagues, patients, and healthcare professionals. Therefore, having good communication and interpersonal skills is crucial for success in this role.

The program emphasizes the integration of clinical and didactic education, with a sequential approach throughout its entirety. This ensures that students receive a comprehensive learning experience that combines practical application with theoretical knowledge.

### **Fall Semester (5 Classes):**

During the Fall semester, students will receive comprehensive instruction in various aspects of pharmacy. The curriculum includes essential

knowledge in pharmacy law and regulations, drugs and their properties, dosage and delivery systems, basic pharmaceutical calculations, introduction to the pharmacy profession, medical terminology, fundamental patient communication and confidentiality, dispensing procedures in both outpatient and inpatient settings, and the fundamentals of infection control and hazardous materials protection.

Additionally, students will be assigned a total of 62 hours of clinical work experience in Pharmacy 154A Clinical Retail. During this period, they will have the opportunity to observe and assist licensed pharmacists or pharmacy technicians in their daily tasks, as well as participate in other relevant activities within the facility. The course also includes a responsibility and preceptor evaluation component.

### **Spring Semester (5 Classes):**

In the Spring semester, students will be assigned to clinical affiliates to complete a minimum of 150 hours of clinical work experience, in addition to their regular coursework. The clinical experience aligns with the didactic instruction provided throughout the program. Under the direct supervision of qualified pharmacists or pharmacy technicians, students will have the opportunity to learn various aspects of pharmacy practice in retail, inpatient, and specialty settings, depending on the clinical site availability. The Spring semester typically involves an increased clinical education load, with an average of 120 to 176 clinical hours.

Furthermore, students will rotate through a minor affiliate or satellite site, in addition to the clinical experience at the primary clinical education centers. These rotations will be assigned by the clinical coordinator and are directly connected to the didactic instruction, focusing on dispensing skills, pharmacy operational principles and standards, communication, and special procedures. Each student, clinical preceptor, and staff member will have access to printed objectives, activities, evaluation criteria, and handbooks. The clinical coordinator, with the assistance of clinical instructors, will supervise students' activities at hospital, retail, and specialty sites.

Overall, all program-related activities, including clinical experience and classes, will generally be scheduled during evening hours from Monday to Sunday, as outlined in the Schedule of Classes. However, there may be exceptions to this schedule.

## **1.1d Hours of Office Operation and Service by Location**

Currently, the Pharmacy Technician Program offers its courses at the Santa Rosa Campus, except for the introductory course, which is online. Office hours are by appointment by calling (707) 524-1631. Staff is available Monday- Friday from 8am to 5pm when school is in session. The program coordinator, Jesus Nieto, is also available via email [jnieto@santarosa.edu](mailto:jnieto@santarosa.edu) or by appointment as needed.

## **1.2 Program/Unit Context and Environmental Scan**

### **Environment Scan:**

- Have there been any changes in the transfer requirements for this major, particularly at CSU or UC campuses or at other common transfer destinations in this discipline? If so, describe those.

N/A

- Are there trends in industry or technology that could affect this discipline or major?

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 283,000 (over half the workforce) in 2022. National Healthcareer Association's (NHA) and Pharmacy Technician Certification Board are both national organizations that are certify pharmacy technicians. These Organizations require that the individual applying for their certification complete a pharmacy technician program like the SRJC's or specific work experience as licensed pharmacy technician. With this information, there can be influx of interest to our program and can be done within a shorter period.

- Are there new trends in general education or basic skills that affect courses in this discipline or major?

N/A

- What partnerships or cooperative ventures exist with local employers, transfer institutions, or other community colleges?

Currently there is one partnership for all SRJC students interested in Touro University specifically their Pharmacy School program. This partnership grants an interview to the University as long as the student meet the school's admission requirements, criteria and application.

- *The SRJC Pharmacy Technician Program is one of the SRJC's Career and Technical Education (CTE) training that has been traditionally called occupational or vocational education.*
  - *Historically the retention and course completion was well above the college average. Servicing five Regions; Sonoma, Marin, Solano, Lake and Mendocino counties.*
  - *Experiential Clinical Work Site Employer Organization Rotations available in most of serving counties.*
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- What significant changes have occurred in the labor market that might impact demand for these courses, certificates or majors?

One of the major trends that has been observed by organizations that hire technicians is that there is lack of talent in the area to fill the current positions they need. On top of that the role of the pharmacy technician is expanding and evolving such that there are new positions being created to meet the demands of organizations within healthcare.

- What changes are anticipated over the next three years in this industry that might impact instruction?

Effective January 1, 2020, the Pharmacy Technician Certification Board (PTCB) changed its candidate eligibility requirements to sit in for their national pharmacy technician certification, which is to either complete a PTCB recognized education/training program (new requirement) or equivalent work experience. Previously there was no requirement of completing a program or work experience to be able to sit in for the exam. This closed the loophole of sitting in and passing the PTCB exam. Then using the certificate to satisfy the board of pharmacy's educational requirement to obtain a pharmacy technician license. This new requirement could increase the demand for our program over the next few years.

- Are there any requirements of licensing/accrediting agencies related to this program? If so, please explain.

Individuals are required to be licensed by state of California. Completing this program satisfies the educational requirement in the application.

There are two governing bodies that administer the National Pharmacy Technician Certification Examinations: The Pharmacy Technician Certification Board (PTCB) and the National Healthcareer Association (NHA).

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 two (for NHA) or four years (for PTCB). Recertification requires 20 hours of continuing education (including one hour of pharmacy law and one hour in Patient Safety) 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.

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

Currently there is no requirement for the Pharmacy Technician Program has a goal to apply and be nationally accredited by the American Society of Health-System Pharmacists (ASHP) which the current organization that gives accreditation if the given requirements are met.

- What partnerships or cooperative ventures exist with local employers, transfer institutions, other community colleges, or local high schools?

There is no exclusive partnerships but the program is collaborating with as many organizations that hire technicians so that students can be able to complete their externship hours and be exposed to networking opportunities.

- Has there been an increase or decrease in outside funding resources and/or industry/business support?

Other programs/units

Describe any changes in the social, business, cultural, educational, technological or regulatory environment that could impact your program/unit over the next three years.

There has been a saturated pool of technicians in the area to fill current traditional positions in retail as well as new roles that are being created as the field of pharmacy and healthcare is evolving. Over the past seven months we have had over twelve phone calls asking if we had any graduating or past students interested in working for them. For this reason there is high chance of an increase the demand for this program as well as the requirement of completing a pharmacy technician program/training to obtain a license.

## 2.1a Budget Needs

### Pharmacy Technician - FY 2022-23

#### 2.1 Fiscal Year

#### Expenditures

#### Santa Santa

#### Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2021-22	Restricted Funds	Change from 2021-22	Total	Change from 2021-22
Faculty payroll	\$73,708.47	0.00%	\$0.00	0.00%	\$73,708.47	0.00%
Adjunct payroll	\$6,389.68	>1000%	\$0.00	0.00%	\$6,389.68	>1000%
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)	\$26,323.56	>1000%	\$0.00	0.00%	\$26,323.56	>1000%
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%
<b>Total Expenditures</b>	<b>\$106,421.71</b>	<b>&gt;1000%</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$106,421.71</b>	<b>&gt;1000%</b>



**Petaluma Campus** (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2021-22	Restricted Funds	Change from 2021-22	Total	Change from 2021-22
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%
<b>Total Expenditures</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>	<b>0.00%</b>

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

Expenditure Category	Unrestricted Funds	Change from 2021-22	Restricted Funds	Change from 2021-22	Total	Change from 2021-22
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$2,245.62	0.00%	\$0.00	0.00%	\$2,245.62	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)	\$489.34	0.00%	\$0.00	0.00%	\$489.34	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%
<b>Total Expenditures</b>	<b>\$2,734.96</b>	<b>0.00%</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$2,734.96</b>	<b>0.00%</b>

**Expenditure Totals**

Expenditure Category	Amount	Change from 2021-22	District Total	% of District Total
Total Expenditures	\$109,156.67	>1000%	\$185,168,453.34	0.06%
Total Faculty Payroll	\$82,343.77	>1000%	\$53,655,688.06	0.15%
Total Classified Payroll	\$0.00	0.00%	\$22,828,190.99	0.00%
Total Management Payroll	\$0.00	0.00%	\$10,715,894.50	0.00%
Total Salary/Benefits Costs	\$109,156.67	>1000%	\$122,097,731.52	0.09%
Total Non-Personnel Costs	\$0.00	0.00%	\$21,838,250.05	0.00%

As the program is expected to grow, the efficient use of current funding is crucial. The addition of a part-time faculty member will play a pivotal role in the program's success, especially if the continuing education project is approved; they could contribute to its development. Adding an instructor will also help build the accreditation file and help establish the student-to-instructor ratio in the lab simulation classes required for accreditation.

The request to fund a part time faculty member.

Priority 1	Items/Quote for 4000 Budget*	Cost
disposable suppository molds		\$ 130.00
Secondary set		\$ 714.00
Gelatin capsules		\$ 51.99
Cocoa butter base		\$ 184.12
Heparin labels		\$ 14.95
Magnesium sulfate labels		\$ 14.95
Furosemide labels		\$ 14.95
port savers		\$ 700.00
vented needles		\$ 595.00
filter needle		\$ 548.00
Phaseal Luer-Lock		\$ 1,250.00
Phaseal Luer-Lock connector		\$ 1,250.00
Lifeshield Secondary Set, 15 Drop/mL,		\$ 1,089.28
needle 18 gauge		\$ 109.20
needle 25 gauge		\$ 109.20
BD 1mL Syringe w/ Luer-Lock Tip, Sterile,		\$ 277.20
BD 3mL Syringe w/ Luer-Lock Tip, Sterile,		\$ 277.20
BD 5mL Syringe w/ Luer-Lock Tip, Sterile,		\$ 277.20
BD 10mL Syringe w/ Luer-Lock Tip, Sterile,		\$ 277.20
Clear Training Vial w/ Distilled Water,		\$ 665.90
Simulated 0.9% NaCl 100mL IV Bag		\$ 992.00
<b>Total</b>		<b>\$ 9,542.34</b>

After the successful completion of the first cohort, new needs have arisen to continue building the program, mainly regarding the hospital setting course and sterile and non-sterile compounding. The equipment and supplies would be utilized for three of the hands-on and experimental courses. Teaching the skills learned with the equipment and supplies will set students apart and provide them with valuable skill sets.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	01	01	\$6,389.68	We are requesting a part-time Faculty request to help in the spring semester with a class and possibly the continuing education project.
0002	Santa Rosa	02	01	\$19,216.11	Compounding equipment and supplies. This is for lab simulations in three courses.
0003	Santa Rosa	02	01	\$1,999.00	The software request would be used for both semesters. Students would use PioneerRx to practice taking in, typing, billing, and processing prescriptions.
0004	Santa Rosa	02	01	\$20,000.00	Funding for professional development related to compounding, conferences and software related to AI and technology in pharmacy.(applying for AI FAST Challenge grant via California Community Colleges Chancellor's Office to research AI impact on Pharmacy technician)
0006	Santa Rosa	01	01	\$3,000.00	For this project, we would need to hire a content expert (Ideally a pharmacist) to teach the compounding training certificate course, and compounding supplies would need to be used to teach it properly.
0007	Santa Rosa	02	05	\$50,000.00	Identify and configure the area for the compounding lab in the pharmacy program. This lab will create a space dedicated to the pharmacy technician students for their hands-on skills practice.
0008	ALL	03	05	\$9,000.00	Being able to attain Accreditation Council for Pharmacy Education (ACPE) provider accreditation would enable us to provide continuing education (CE) courses that are needed for pharmacy technicians and pharmacists to be able to keep their national certification and license respectively. This would also create an opportunity for community members that have a national certification or license and need continuing education (CE) units.
0009	Santa Rosa	02	06	\$3,054.00	ASHP accreditation application fee (\$3,000) and membership application fees for one faculty members (\$54). The fee is prorated based on application date. Anticipating to apply in Fall of 2025.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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## 2.2d Adequacy and Effectiveness of Staffing

Pharmacy Technician - FY 2022-23

### 2.2 Fiscal Year Employee Data and

### Calculations Employee Head Counts

Employee Category	Count	Change from 2021-22	District Total	% of District Total
Contract Faculty	1	0.00%	311	0.32%
Adjunct Faculty	1	0.00%	1025	0.10%
Classified Staff	0	0.00%	432	0.00%
STNC Workers	0	0.00%	558	0.00%
Student Workers	0	0.00%	251	0.00%
Mgmt/Admin/Dept Chair	0	0.00%	158	0.00%

*Employee FTE Totals*

FTE Category	FTE	Change from 2021-22	District Total	% of District Total
FTE-F - Faculty	1.1000	0.00%	3418.1867	0.03%
FTE-CF - Contract Faculty	1.0000	0.00%	3088.8330	0.03%
FTE-AF - Adjunct Faculty	0.1000	0.00%	329.3537	0.03%
FTE-C - Classified	0.0000	0.00%	381.3904	0.00%
FTE-ST - STNC	0.0000	0.00%	83.1336	0.00%
FTE-SS - Support Staff	0.0000	0.00%	543.0698	0.00%
FTE-SW - Student Workers	0.0000	0.00%	78.5458	0.00%
FTE-M - Management	0.0000	0.00%	103.3772	0.00%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

### *Student Data*

Data Element	Value	Change from 2021-22	District Total	% of District Total
FTES-CR - Credit	2.8000	0.00%	10435.3874	0.03%
FTES-NC - Non-Credit	0.0000	0.00%	2155.0610	0.00%
FTES - combined	2.8000	0.00%	12590.4484	0.02%
Students Enrolled/Served	208	642.86%	30000	0.69%

### *Calculations*

Data Element	Value	Change from 2021-22	District Total	% of District Total
FTE-S : FTE-F	2.5455	0.00%	3.6834	69.11%
FTE-AF : FTE-CF	0.1000	0.00%	0.1066	93.78%
FTE-F : FTE-SS	0.0000	0.00%	6.2942	0.00%
FTE-F : FTE-M	0.0000	0.00%	33.0652	0.00%
FTE-SS : FTE-M	0.0000	0.00%	5.2533	0.00%
FTE-ST : FTE-C	0.0000	0.00%	0.2180	0.00%
Average Faculty Salary per FTE-F	\$74,857.97	0.00%	\$15,697.12	476.89%
Average Classified Salary per FTE-C	\$0.00	0.00%	\$59,855.18	0.00%
Average Management Salary per FTE-M	\$0.00	0.00%	\$103,658.20	0.00%
Salary/Benefit costs as a % of total budget	100.00%	0.00%	65.94%	151.66%
Non-Personnel \$ as a % of total budget	0.00%	0.00%	11.79%	0.00%
Restricted Funds as a % of total budget	0.00%	0.00%	22.27%	0.00%
Total Unit Cost per FTE-F	\$99,233.34	0.00%	\$54,171.54	183.18%
Total Unit Cost per FTE-C	\$0.00	0.00%	\$485,508.95	0.00%
Total Unit Cost per FTE-M	\$0.00	0.00%	\$1,791,192.38	0.00%
Total Unit Cost per FTE-S	\$38,984.53	0.00%	\$14,707.06	265.07%
Total Unit Cost per student served/enrolled	\$524.79	>1000%	\$6,172.28	8.50%

**2.2a Classified Positions** Employees paid from a Classified OBJECT code

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

**2.2b Management/Confidential Positions** Employees paid from a Management/Confidential OBJECT code

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

**2.2c STNC Workers** Employees paid from an STNC OBJECT code

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



## 2.2d Student Employees Employees paid from a Student Employee OBJECT code

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

- Does the program have adequate classified, management, STNC staff, and student workers to support its needs? If not, explain program/unit needs.

At this moment there is no need for full time support staff (classified, management, STNC staff, and student workers) since the program is establishing itself and there is only one faculty member. The coordinator will reassess based on the next academic year (2024-2025).

- Does your program/unit have any unfilled vacancies or positions that have been eliminated? If so, how are you accomplishing the work that must be performed? What impact does this have on your program/unit?

Upon completing this academic year, it would be beneficial to have a part time instructor during the spring semester to help teach at least one course and contribute to building up the program. Moreover, it would provide students with a different and diverse perspective, enhancing the students learning experience.

Historically, there have been vacancies. Currently, the request is to hire a part-time instructor for the spring semesters to help teach a course.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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## 2.3a Current Contract Faculty Positions

Position	Description
Regular Contract Faculty	Current Faculty is Instructor and Coordinator

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Pharmacy Technician	1.0000	86.0000	0.0000	0.0000	Reminder of time is for Coordinator duties

### 2.3c Faculty Within Retirement Range

No Faculty Member currently within Retirement Range

Pharmacy Technician Faculty within Retirement Range Spring 2024

Under 50	One
50 and over:	Zero
60 and over:	Zero

### 2.2 Fiscal Year Employee Data and Calculations

#### Employee Head Counts

Employee Category	Count			
Contract Faculty	1			
Adjunct Faculty	0			
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?

Recruitment of Pharmacists will be challenging as the private sector pays a higher salary that ranges from \$163,000 to \$197,600.

- When was the last time you interviewed for the adjunct pool in each discipline?

N/A

- Does the program have adequate contract and adjunct faculty to support its needs?

Currently the request would be to hire a part-time instructor for the spring semester to help teach a course and help meet demand during the spring semester.

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?

N/A

- 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.

Hiring a part-time faculty member could help open up new sections in the morning.

- 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)?

Currently one new contract faculty member serving as an instructor and coordinator for the program.

## Pharmacy Technician - FY 2022-23

### 2.3a Contract Faculty Positions

Employees paid from a Contract Faculty OBJECT code

Name Last	First	Position	Hours	HR FTE	DM FTE
Nieto	Jesus	Faculty	0.00	1.0000	0.0000
<b>Totals</b>			<b>0.00</b>	<b>1.0000</b>	<b>0.0000</b>

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

Name Last	First	Position	Hours	FTE
Nieto	Jesus		54.00	0.1000
Totals			54.00	0.1000

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	Pharmacy Technicain Program	Additional part-time faculty can help contribute to the program curriculum and SLO assessment, help build the file for national accreditation, and meet the student-to-faculty ratio needed for accreditation.

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

Is existing equipment, technology and software meeting the needs of the instructional program? **NO, The current software is on a one-year license and must be renewed.**

Is equipment, technology and software up to industry standards? **yes, Equipment and software**

What are the highest priorities for equipment, technology and software over the next three years?



2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Compounding equipment	1	\$19,216.11	\$19,216.11	Jesus M Nieto		Jesus M Nieto

2.4d Non-Instructional Equipment and Technology Requests

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

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	PioneerRx software- Pharmacy- Prescription Processing	1	\$1,999.00	\$1,999.00	Jesus M Nieto		Jesus M Nieto

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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## 2.5b Analysis of Existing Facilities

Currently, there is a need for a dedicated compounding /lab area for the pharmacy technician program. A small closet space is being utilized as a mock pharmacy in the Williams Race building, room 4024, which is a dedicated of the dental program. The pharmacy program works around the dental program's schedule to utilize this space to have a stable location to compound medications and use the mock pharmacy for simulations for the students.

A dedicated space can help increase the course availability for different times of the day. As an example, For the Fall semester of 2023, the program will use the space on Tuesday and Thursday afternoons and evenings to have access and not conflict with the dental program's schedule. The spring semester will look different as they utilize that room more compared to the spring semester.

## 3.1 Academic Quality

Goal 1: Ensure quality of courses and andragogy across disciplines and modalities.

Promote robust professional development and maintain professional development resources on culturally responsive andragogy and practices that are annually reviewed and updated.

The pharmacy technician instructors will be encouraged and supported to continue on with their professional development as an individual and within the pharmacy field. There are events and conferences throughout the year that pharmacist and pharmacy technicians can attend increase their professional development. Because pharmacist and certified pharmacy technicians are required to complete continuing education hours to renew their credentials it is a win-win for both the organization and the individuals in the program. The program aims to have a variety of modalities to meet the changing demands in the workforce and review the program at least once a year.

Another goal for the program is to obtain year-round funding to be able to send instructors/staff to events and conferences so that they can develop or learn new skill and keep current with the industry.

Inspire and prepare students for transfer, degree or certificate completion, and lifelong learning through critical thinking and civic engagement.

Promote robust professional development and maintain professional development resources on culturally responsive andragogy and practices that are annually reviewed and updated.

The faculty are dedicated to preparing and inspire students to continue on with their education and involvement within the community they work in. It is a reason that the faculty will encourage students to join associations or clubs they are interested in or within their field of work.

### **3.2 Student Success and Support**

- Goal 1: Build a culture and ecosystem that creates a sense of belonging and purpose for all students.

Prioritize student services events and activities which sustain a community committed to student learning and development

The faculty can create a sense of belonging for all students, including creating a safe and welcoming environment and empowering students. The faculty should also establish positive interactions with the students to create an environment where students can ask questions and share their perspectives.

- Goal 2: Leverage basic needs services in support of student success while at the college and in the community.

Provide all students with comprehensive learning opportunities on accessing basic needs in support of wellness.

Future faculty will be given a list of resources within the SRJC or area of the SRJC that can be referenced when students bring up needs for basic services or know that they can reach out to current faculty to address the need(s) of the student promptly. There will also be faculty handbook created to achieve this goal and provide other resources for faculty.

### **3.3 Responsiveness to Our Community**

- Goal 1: Offer SRJC programming that impacts all members of our community. SRJC programs regularly assess their purpose in relation to diverse needs in education, community, and economics.

N/A

- Goal 2: Provide equitable access to District opportunities in recognition of diversification in county population.

All new and updated policies, procedures, and practices will be reviewed to ensure equitable access to District opportunities (i.e., programs, enrollment, and employment).

N/A

### **3.4 Campus Climate and Culture**

Goal 1: Formalize a campus climate that is culturally aware and prioritizes efforts in support of inclusion, diversity, equity, antiracism, and accessibility (IDEAA).

Establish and regularly assess an identifiable campus climate and culture for everyone who interacts with SRJC.

The program is currently making a positive impact on the campus climate by actively reaching out to students and raising awareness about available resources, such as the HOPE program, which provides assistance for healthcare-related courses. By offering diverse modalities, the program ensures accessibility for individuals who may not have been able to attend in-person classes. This inclusive approach enhances the campus climate by accommodating a wider range of students and their unique needs.

Goal 2: Promote a community culture of sustainability.

Identify annual goals for sustainability, including the creation and regular assessment of a District Sustainability Plan that achieves the Presidential Climate Commitment.

The program is working on reducing its paper usage by having students submit assignments online as much as possible. Another way is that the program will reuse and maximize equipment and supplies as long as it is safe.

### **3.5 Establish a Culture of Sustainability**

Green Practices:

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

### **4.1a Course Student Learning Outcomes Assessment**

Note: This section only applies to programs/units that offer courses.

- SLO assessments are now archived in the SLO Assessment Share Point site. Be sure all program/unit assessments are posted there. For instructions, go to the SLO website at <http://slo.santarosa.edu/>

- How have course SLO assessment results over the past three years, including the current year, been used to improve student learning at the course level? (Note: All assessments should be documented in the SLO Assessment Tracking System in SharePoint.)

ACCJC Accreditation Standards require an ongoing, systematic assessment of all courses and programs. Within each 7 year accreditation cycle, SRJC must establish documented improvements in student learning where warranted.

As of 05/08/23, 17 of the 28 SLOs for the pharmacy technician program have been reviewed and updated. The remainder are on track to be reviewed in Fall of 2024.

#### **4.1b Program Student Learning Outcomes Assessment**

Note: This section applies only to programs/units that offer certificates or majors.

- ACCJC Accreditation Standards require an ongoing, systematic cycle of assessment of all certificates and majors, even low-unit certificates. At SRJC, our cycle is that all of the SLOs in every certificate/major must be assessed at least once every seven years.
- For information and instructions on how to assess certificate and major SLOs, go to this web site: <http://slo.santarosa.edu/certificates-majors-slo-assessment>

- In the text block provided, describe your department/discipline seven-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.
- What certificates/majors(s) has the program/unit assessed over the past three years?

The Pharmacy Technician Program certificate and major have been assessed within the past seven months as the program is being re-established, including the courses associated with the certificate and major.

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

The program aims to improve and increase student learning that it has increased simulation time to meet the demands of the organizations that are hiring technicians. Some courses are being changed as needed as the industry demands change or technology implementation is being adopted by the industry.



#### **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
Pharmacy 102	X		X	X	X		X	X	X	X	X					X
Pharmacy 103	X	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
Pharmacy 152	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

## 4.2b Narrative (Optional)

Explain how your program/unit has participated in dialogue about SLOs over the past three years

In today's increasingly competitive world, relevance is a crucial factor. Regularly reviewing Student Learning Outcomes (SLOs) is instrumental in ensuring the program remains relevant, whether it is

academic or industry changes. As you may remember, the national organization recently revised the prerequisites for pharmacy technician certification. By updating the SLOs regularly, we can ensure that the program meets industry demands and keeps the students' learning content up to date.

## 5.0 Performance Measures

The Pharmacy Technician program will routinely measure employer feedback and training needs through the Advisory Committee, employer and graduates surveys, one-to-one consultation, outreach, and preceptorships.

Successful completion of the Pharmacy Technician Program allows for 100% of participants to apply for their California State Board of Pharmacy license and begin employment as a pharmacy technician. In addition, the graduates are eligible to sit in for Pharmacy Technician Certification Board which is a national certification test which is the Pharmacy Technician Certification Board (PTCB).

Pharmacy Technician Certification Board SRJC Graduates National Exam pass rate data\*:

<b>Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>SRJC Pass Rate</b>	78%	80%	100%
<b>National Average Pass Rate</b>	72%	70%	70%
<b>Exams Passed</b>	7	4	3
<b>Exams Administered</b>	9	5	3

*\*As of 05/20/24, there is no new current data but anticipating data by the end of 2024 as graduating students take the exam.*

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

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

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	38	84	67	0	0	0	0	0	28	18	96	

[illegible]

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

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	0	0	7	0	0	0	0	0	0	0	0	

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

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	38	84	74	0	0	0	0	0	28	18	96	

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

The Santa Rosa Campus Program is scheduled for the Fall on Tuesdays and Thursdays evenings from 4 pm to 10 pm. During the spring, classes are offered on Tuesdays, Wednesdays, and Thursdays, with times ranging from 2:30pm to 9:30pm. It is anticipated that as it continues to grow, it will offer classes during the day, Fridays, and weekends. This should allow an increased number of working individuals to have access.

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

Currently, one instructor teaches all the courses in Santa Rosa; once the program grows, the coordinator will consider expanding to other sites, such as Petaluma or Roseland.

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

Yes, the Pharmacy Technician programs contains a combination of 100% online, face to face and will be offering a hybrid class in the Fall of 2025

Course	Mode	Potential
Pharm 102	Face to Face	Hybrid

Pharm 103	Face to Face	Hybrid
Pharm 150	Online	Hybrid
Pharm 152	Face to Face	Hybrid
Pharm 154 A	Hybrid	
Pharm 154 B	Hybrid	
Pharm 155	Hybrid	
Pharm 156	Face to Face	Hybrid
Pharm 157	Hybrid	
Pharm 157 L	Face to Face	N/A

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

Currently, all the required courses are being offered, which allows the students to complete the program within a year if they start in the fall semester.

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

Once the Santa Rosa Pharmacy Technician program is established and gains more faculty, the program can expand to either the Roseland or Petaluma campus and offer courses there. The current goal is to build the Pharmacy Technician laboratory in Santa Rosa to standardize the program with a dedicated space for lab instruction.

- 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.)
-

2023-2024 was the first year the program offered all the courses, and they were taught in the evening part of the day. The schedule has been condensed so that students are on campus twice a week in the fall and three times a week in the spring. So far, this schedule works as some students work and allows them to use the other days and weekends to complete their homework and required externship hours.

- Are course offerings being scheduled frequently enough or in rotation to assure that students can complete the program within the stated duration of the program or within a “reasonable” time frame (often interpreted to be two years, but it could be longer)?

Yes, the program is offering the courses for students to complete the program within a year's time.

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

The program has been promoted across various media outlets such as email list serves, online, radio, and newspapers. In addition, presentations have been and will continue to be done in high schools and counselors of high schools, as well as the SRJC counseling to help promote the program. Last year, the program coordinator promoted the program at the Wednesday night market in Downtown Santa Rosa several times and plans to do so again this year.



## 5.2a Enrollment Efficiency

### Pharmacy Technician - FY 2022-23 (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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	126.7%	72.5%	55.8%	0.0%	0.0%	0.0%	0.0%	0.0%	93.3%	60.0%	64.0%	

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

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

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	126.7%	72.5%	47.7%	0.0%	0.0%	0.0%	0.0%	0.0%	93.3%	60.0%	64.0%	

Enrollment efficiency, also known as fill rate, 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 (fill rate) is **below 85%**, consider the following questions:

- Is the department scheduling more sections than demand warrants, particularly multiple sections of the same course?

Currently, the only instructor offers classes in the afternoons/evenings, and we can only offer multiple sections if we create overload or we need additional faculty to teach.

- 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.

- 

The program is set up so that students can take classes in one or two-year timeframe.

- 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?

Currently we are appealing to evening students; we have yet to determine any pattern as we are restarting the program.

- Could this program benefit from offering some sections online or through other delivery mechanisms, where greater flexibility might attract more students?

The program is offering an online class and is considering hybrid methods for other courses.

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

If your enrollment efficiency (fill rate) is **very near 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).

## 5.2b Average Class Size

### Pharmacy Technician - FY 2022-23 (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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	38.0	21.8	16.8	0.0	0.0	0.0	0.0	0.0	28.0	18.0	19.2	

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	0.0	0.0	7.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

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

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	38.0	21.8	14.8	0.0	0.0	0.0	0.0	0.0	28.0	18.0	19.2	

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.

Patterns are yet to be determined, as for spring 2023, the Pharm 150 class had 26 students.

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

Currently we have a class limit of 35 students per class. We will track data for courses that have waitlist to plan for additional sections if deemed appropriate.

To answer these questions, review the following data:

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

### 5.3 Instructional Productivity

Pharmacy Technician - FY 2022-23 (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		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	<b>FTES</b>	3.80	7.85	7.55	0.00	0.00	0.00	0.00	0.00	2.80	1.80	9.01	
	<b>FTEF</b>	0.20	0.67	0.66	0.00	0.00	0.00	0.00	0.00	0.20	0.20	0.87	
	<b>Ratio</b>	<b>19.18</b>	<b>11.77</b>	<b>11.40</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>14.00</b>	<b>9.09</b>	<b>10.39</b>	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Pharmacy Technician		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	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		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	FTES	0.00	0.00	1.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.00	0.00	0.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	0.00	0.00	3.11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

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

Pharmacy Technician		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	FTES	3.80	7.85	8.95	0.00	0.00	0.00	0.00	0.00	2.80	1.80	9.01	
	FTEF	0.20	0.67	1.11	0.00	0.00	0.00	0.00	0.00	0.20	0.20	0.87	
	Ratio	19.18	11.77	8.04	0.00	0.00	0.00	0.00	0.00	14.00	9.09	10.39	

The Instructional Productivity Ratio is defined as FTES divided by FTEF (see explanation below). The District goal for productivity is at least 17.5 full-time equivalent students for each full-time equivalent faculty member, a ratio of 17.5 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 17.5 full time equivalent students each semester or **35** full-time equivalent students per academic year.

- If your program's productivity ratio is **lower than 17.5**, explain any circumstances that contribute, such as limitations of facilities, regulations, special pedagogy, or scheduling challenges.
- If your program's productivity ratio is **17.5 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 at least 17.5 per term. This productivity is roughly achieved when the average class size for lecture is 35 and the average class size for lab is 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.*

Historical Data shows that there was a decline in productivity, as the program starts back up we are anticipating a demand for this program, as there is a lack of pharmacy technicians in the area.

## 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.)

- 

Yes the curriculum is current.

- 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	Active Courses	Courses Not Current	Course Count Minus Non-Current Courses
Pharmacy Technician (PHARM)	10	0	10

#	Discipline#	Last Review Date
1	PHARM 102	1/23/2023
2	PHARM 103	1/23/2023
3	PHARM 150	1/23/2023
4	PHARM 152	12/12/2023
5	PHARM 154A	12/12/2023
6	PHARM 154B	11/13/2023
7	PHARM 155	12/10/2018
8	PHARM 156	12/10/2018
9	PHARM 157	09/11/2023
10	PHARM 157L	11/13/2023

## 5.5 Successful Program Completion

Pharmacy Technician - FY 2022-23 (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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	84.2%	71.3%	77.6%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	68.8%	75.8%	

## Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	0.0%	0.0%	71.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

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

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	84.2%	71.3%	77.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	68.8%	75.8%	

### 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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	81.6%	67.8%	77.6%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	68.8%	73.7%	

### Petaluma Campus

(Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	0.0%	0.0%	71.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

### ALL Locations

(Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	81.6%	67.8%	77.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	68.8%	73.7%	

### 5.6c Grade Point Average

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

## Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	3.06	3.10	3.12	0.00	0.00	0.00	0.00	0.00	2.88	2.57	3.08	

### Petaluma Campus

(Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
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	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	0.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

### ALL Locations

(Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Pharmacy Technician	3.06	3.10	3.17	0.00	0.00	0.00	0.00	0.00	2.88	2.57	3.08	

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

The Pharmacy Technician program is a two semester program.

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

Upon successful completion of the Pharmacy Technician Program, students will fulfill the educational requirement to qualify for their pharmacy technician license in California. Furthermore, completing the program will enable them to be eligible to take the national certification exam. The program will help prepare the student for national certification during the Pharm 156 course that includes practice tests and reviewing material to help increase their success in passing the exam.

- 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](http://www.santarosa.edu/prpp).

One of the trends is that the certificate is more popular compared to the associate degree this could be due to the time it takes to complete the degree. Another trend is the decline after FY 2015-2016. After 2019-2020, we see the sharp decline due to the COVID pandemic was the reason that the program was placed in hiatus.

- 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.

Year	2020	2021	2022
SRJC Pass Rate	78%	80%	100%
National Average Pass Rate	72%	70%	70%

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.

- Number of certificates awarded, trend (posted on the PRPP web site: [www.santarosa.edu/prpp](http://www.santarosa.edu/prpp)).
- Number of majors awarded (posted on the PRPP website: [www.santarosa.edu/prpp](http://www.santarosa.edu/prpp)).

Department	Title	Program Type	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021
HSCI-Health Sciences	Pharmacy Technician	Associate of Science	9	8	15	5	8	3	6	
HSCI-Health Sciences	Pharmacy Technician	Cert	23	33	31	21	10	12	11	

#### Historical Data

Department	Title	Prog Type	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013
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HSCI-Health Sciences	Pharmacy Technician	AS-O	11	4	6	6	7	9	9	
HSCI-Health Sciences	Pharmacy Technician	Cert	46	39	30	21	21	30	30	

## 5.6 Student Success

*\*There was no data for the program for FY 2021-2022 to compare. Data from FY 2020-2021 was used for the program.*

- How does student **retention** at the discipline level compare to the overall District **retention** rate? (Retention means the student remained in the class to the end of the semester and received a grade in the course that is an A, B, or C, D, Pass or Incomplete).

Pharmacy Technician program Retention 2020-2021 is **74.45%** (District 2021-2022 **93.92%**)

- How does student **success** at the discipline level compare to the overall District **success** rate? (Success means the student achieved a successful grade in the course that an A, B, or C, or Pass).

Pharmacy Technician program Successful Course Completion 2020-2021 is **72.7%** (District 2021-2022 **84.43%**)

- How does the average student GPA at the discipline level (total units/grade points) compare to the overall District GPA? If there is a difference (either above or below), can you explain that?

The grade point average for 2020-2021 is **3.11** (District 2021-2022 is **3.19**), it is below the District and do not have an answer at this time. Faculty will document to gain some insight for the future.

The Pharmacy Technician program requires a 75% = C grade to pass each course.

Historical Data:

### 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 (grade count, duplicated headcount).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
<b>Overall Percentages</b>	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)	
<b>Ethnicity</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)	
<b>Gender</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)	
<b>Age</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)	
<b>Income Level</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)	
<b>Disability Status</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)	
<b>College Status</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>





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).

Table 1: Grade Point Average – The average GPA in each discipline (Grade Units / Units Total).												
	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	

## Pharmacy Technician - FY 2017-18 (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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	87.7%	80.3%	85.6%	75.4%	85.2%	89.0%	76.3%	88.3%	89.0%	0.0%	88.5%	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	100.0%	63.6%	73.7%	94.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	90.1%	79.7%	83.0%	79.7%	85.2%	89.0%	76.3%	88.3%	89.0%	0.0%	88.5%	

## 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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	85.8%	78.2%	85.6%	75.4%	83.7%	89.0%	73.7%	84.8%	87.0%	0.0%	87.8%	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	100.0%	63.6%	71.9%	94.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	88.5%	77.6%	82.6%	79.7%	83.7%	89.0%	73.7%	84.8%	87.0%	0.0%	87.8%	

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

### Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	3.40	2.97	3.46	3.25	3.12	3.57	2.71	3.29	3.37	0.00	3.46	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	3.76	4.00	3.21	3.59	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Pharmacy Technician	3.42	2.99	3.38	3.27	3.12	3.57	2.71	3.29	3.37	0.00	3.46	

## 5.7 Student Access

### Santa Rosa Junior College - Program Unit Review

Pharmacy Technician - FY 2022-23 (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	2020-21	Percent	2021-22	Percent	2022-23	Percent	2023-24	Percent
	White	56	32.6%	0	0.0%	9	34.6%	33	17.4%
	Asian	5	2.9%	0	0.0%	3	11.5%	5	2.6%
	Black	5	2.9%	0	0.0%	1	3.8%	10	5.3%
	Hispanic	86	50.0%	0	0.0%	9	34.6%	114	60.0%
	Native American	1	0.6%	0	0.0%	0	0.0%	0	0.0%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.5%
	Filipino	3	1.7%	0	0.0%	1	3.8%	15	7.9%
	Other Non-White	2	1.2%	0	0.0%	2	7.7%	5	2.6%
	Decline to state	14	8.1%	0	0.0%	1	3.8%	7	3.7%
	<b>ALL Ethnicities</b>	<b>172</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>	<b>190</b>	<b>100.0%</b>

**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	2020-21	Percent	2021-22	Percent	2022-23	Percent	2023-24	Percent
	Male	54	31.4%	0	0.0%	10	38.5%	28	14.7%
	Female	114	66.3%	0	0.0%	14	53.8%	154	81.1%
	Unknown	4	2.3%	0	0.0%	2	7.7%	8	4.2%
	<b>ALL Genders</b>	<b>172</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>	<b>190</b>	<b>100.0%</b>

**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	2020-21	Percent	2021-22	Percent	2022-23	Percent	2023-24	Percent
	0 thru 18	7	4.1%	0	0.0%	3	11.5%	28	14.7%
	19 and 20	25	14.5%	0	0.0%	5	19.2%	37	19.5%
	21 thru 25	48	27.9%	0	0.0%	5	19.2%	53	27.9%
	26 thru 30	32	18.6%	0	0.0%	3	11.5%	12	6.3%
	31 thru 35	14	8.1%	0	0.0%	2	7.7%	30	15.8%
	36 thru 40	14	8.1%	0	0.0%	1	3.8%	3	1.6%
	41 thru 45	7	4.1%	0	0.0%	0	0.0%	1	0.5%
	46 thru 50	7	4.1%	0	0.0%	1	3.8%	3	1.6%
	51 thru 60	10	5.8%	0	0.0%	6	23.1%	23	12.1%
	61 plus	8	4.7%	0	0.0%	0	0.0%	0	0.0%
	<b>ALL Ages</b>	<b>172</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>	<b>190</b>	<b>100.0%</b>

**Student Access**

- Do students from diverse ethnic backgrounds enroll in the disciplines at rates equal to their participation rates in the District as a whole? If not, how could the program attract students that may be underrepresented in the program?

Yes, based on the data ranging from spring of 2018 to the Spring of 2021, 73% of the students that have applied are from a diverse ethnic background vs the district at 60.2%

- Do students from diverse ethnic backgrounds enroll in the disciplines at rates equal to their participation rates in the District as a whole?

The data shows that students from diverse backgrounds are enrolling in the program at a higher rate.

- Do male or female students constitute 75% or more in this discipline? If so, what strategies are being used or planned to increase enrollment of the non-traditional gender?

Based on the data ranging from spring of 2018 to the Spring of 2021, 79.0% of program students are female compared to the district at 58.5% (female).

- Has the program/unit experienced changes to its student population or changes in the needs of students in the last four years?

Historical data indicates that Hispanic students have consistently shown higher enrollment rates in the program compared to their White counterparts. However, there has been a decline in the number of Asian students since spring 2020, and a decrease in the enrollment of Black students since spring 2019.

- What types of outreach or retention efforts are occurring or should be implemented to better serve under-served or under-represented populations in this program?

The program will continue its outreach to high schools and healthcare organizations. Additional marketing has been done through a bilingual radio station, newspaper outlet and social media.

- How does this program/unit serve students that are often underrepresented in college including various ethnic groups, lower socioeconomic groups, English language learners?

Yes, the program's data shows that it is serving various age groups, ethnic groups and gender groups. One of projects for the program once it is well established is to create a pharmacy technician course for English language learners.



## 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%
	<b>ALL Ethnicities</b>	<b>554</b>	<b>100.0%</b>	<b>649</b>	<b>100.0%</b>	<b>590</b>	<b>100.0%</b>	<b>611</b>	<b>100.0%</b>

### 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%
	<b>ALL Genders</b>	<b>554</b>	<b>100.0%</b>	<b>649</b>	<b>100.0%</b>	<b>590</b>	<b>100.0%</b>	<b>611</b>	<b>100.0%</b>

### 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%
	<b>ALL Ages</b>	<b>546</b>	<b>100.0%</b>	<b>641</b>	<b>100.0%</b>	<b>583</b>	<b>100.0%</b>	<b>599</b>	<b>100.0%</b>

## Pharmacy Technician - FY 2017-18 (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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	White	315	50.6%	155	33.7%	102	33.8%	82	26.0%
	Asian	70	11.3%	62	13.5%	50	16.6%	40	12.7%
	Black	26	4.2%	28	6.1%	19	6.3%	24	7.6%
	Hispanic	159	25.6%	155	33.7%	111	36.8%	113	35.9%
	Native American	11	1.8%	1	0.2%	0	0.0%	0	0.0%
	Pacific Islander	1	0.2%	0	0.0%	0	0.0%	1	0.3%
	Filipino	6	1.0%	32	7.0%	3	1.0%	18	5.7%
	Other Non-White	32	5.1%	18	3.9%	10	3.3%	22	7.0%
	Decline to state	2	0.3%	9	2.0%	7	2.3%	15	4.8%
	<b>ALL Ethnicities</b>	<b>622</b>	<b>100.0%</b>	<b>460</b>	<b>100.0%</b>	<b>302</b>	<b>100.0%</b>	<b>315</b>	<b>100.0%</b>

### 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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	Male	136	21.9%	68	14.8%	75	24.8%	64	20.3%
	Female	480	77.2%	392	85.2%	227	75.2%	251	79.7%
	Unknown	6	1.0%	0	0.0%	0	0.0%	0	0.0%
	<b>ALL Genders</b>	<b>622</b>	<b>100.0%</b>	<b>460</b>	<b>100.0%</b>	<b>302</b>	<b>100.0%</b>	<b>315</b>	<b>100.0%</b>

**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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	0 thru 18	21	3.4%	9	2.0%	14	4.6%	20	6.3%
	19 and 20	85	13.7%	48	10.4%	40	13.2%	28	8.9%
	21 thru 25	198	31.8%	125	27.2%	108	35.8%	110	34.9%
	26 thru 30	123	19.8%	115	25.0%	44	14.6%	80	25.4%
	31 thru 35	49	7.9%	44	9.6%	36	11.9%	26	8.3%
	36 thru 40	34	5.5%	23	5.0%	24	7.9%	25	7.9%
	41 thru 45	34	5.5%	28	6.1%	16	5.3%	3	1.0%
	46 thru 50	40	6.4%	39	8.5%	8	2.6%	5	1.6%
	51 thru 60	32	5.1%	25	5.4%	5	1.7%	15	4.8%
	61 plus	6	1.0%	4	0.9%	7	2.3%	3	1.0%
	<b>ALL Ages</b>	<b>622</b>	<b>100.0%</b>	<b>460</b>	<b>100.0%</b>	<b>302</b>	<b>100.0%</b>	<b>315</b>	<b>100.0%</b>

## 5.8 Curriculum Offered Within Reasonable Time Frame

Title 5 regulations require that all courses for certificates and majors be offered within a “reasonable time frame.” A reasonable time frame is often considered to be two years, but it could be longer if appropriate. For example, a reasonable time frame for an evening program designed for working adults might be three years.

Are all courses in certificates and majors offered on a regular or rotational basis so that students can complete their programs within a reasonable time frame?

Pharmacy Technician program is a 2 semester (one year) program, starting in the Fall semester. The Program offers extreme flexibility; students may complete in 5 semesters or more if needed.

Are you course sequences (program maps) current on the majors/certificate website? If not, plan to update those.

Yes, the course sequence was updated in May of 2023

To answer this question, review the following data:

- Enrollment at first census in each course by location, past four years (Data Source: Data mine. Chair must pull this information. For assistance, contact supervising administrator.)

<b>Term</b>	Spring 2023
<b>Course</b>	Pharm 150
<b>Student Count</b>	26

- Number of sections offered each semester at which locations (Data source: Data mine -- use "course count" or "section count" data. Chair must pull this information. For assistance, contact supervising administrator.)

<b>Term</b>	Spring 2023
<b>Course</b>	Pharm 150
<b>Student Count</b>	26
<b>Sections offered</b>	1
<b>Location</b>	Santa Rosa

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.)

<b>First Semester (Fall)</b>		
PHARM 150	Introduction to Pharmacy Technician	3.00
PHARM 102	Pharmaceutical Calculations for the Pharmacy Technician	2.00
PHARM 103	Critical Thinking and Management Skills for the PT	2.00
PHARM 152	Ambulatory Pharmacy Practice	2.00
PHARM 154A	Retail Clinical 1	1.00
<b>First Semester Unit Total:</b>		<b>10.00</b>
<b>Second Semester (Fall)</b>		
PHARM 154B	Retail Clinical 2	2.00
PHARM 155	Pharmacology	4.00
PHARM 156	Dispensing and Compounding	2.50
PHARM 157	Hospital Pharmacy Practice for the Pharmacy Technician	0.50
PHARM 157L	Hospital Pharmacy Clinical Experience	0.50
<b>Second Semester Unit Total:</b>		<b>9.50</b>

## **5.9a Curriculum Responsiveness**

### **5.9a Curriculum Responsiveness**

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

The program will undergo biannual reviews by the advisory committee. Each semester, student feedback regarding individual classes and the overall program will be collected. Feedback from both parties will be used to assess and make necessary adjustments to the curriculum.

- 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.

Not applicable

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

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

The program will be adjusting as needed in order to meet the requirements of the American Society of Health-System Pharmacists specifically the pharmacy technician program accreditation. As the goal for the program is to be nationally accredited.

#### CTE Only:

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

The program has reached out to 8 members to represent the industry

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

No members represent both the industry and serve as adjunct faculty.

- 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, the members that the program has reached out to represents a diverse field of the industry.

- In the past year, has the advisory committee reviewed your curriculum for currency?

Historically, yes. There was a meeting in May of 2023 where the advisory committee reached a consensus to provide input on the curriculum, courses, and essential skills required for students to thrive in the industry.

- If not, why?
- If so, what changes were implemented as a result of this feedback? Feedback has been used to improve the program.

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

Not at this time.

To answer these questions, review the following data:

- List of courses and course descriptions (Data Source: College catalog or the web.).

**Pharmacy 102**

This course will prepare students for success in therapeutic calculations through pharmaceutical skills development (dosage, volume, concentration) of computations with absorption rate, admixtures, medicinal compounding, and applied measurement systems. Students will learn to identify and distinguish the bioavailability and bioequivalence alliteration and accurately recognize pharmaceutical units as required by the California State Board of Pharmacy.

**Pharmacy 103**

Students will learn how to apply theory to pharmacy settings. The student will learn to develop the necessary discernment, reason, and proficiencies regarding pharmaceutical critical thinking and solutions. The student will perform at an advanced level of pharmaceutical care and service by identifying and understanding the application of systems, theorems, principles, postulates, and provisions.

**Pharmacy 150**

Students will be introduced to the role and work environment of the pharmacy technician in a retail, hospital, and other healthcare settings. The student will learn about legal responsibilities, technical activities and common medications used. The pharmacy technician student will also learn how to interpret common prescriptions and conduct simple pharmaceutical mathematic calculations.

**Pharmacy 152**

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

**Pharmacy 154A**

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 154B**

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 or pharmacy technician.

**Pharmacy 155**

This course introduces the Pharmacy 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, ophthalmic, 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 157L**

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.

- Input from advisory committees (CTE programs only). (Data Source: Program/unit must provide.)

The historical advisory committee meeting minutes had advised that Pharm 157 (Hospital Pharmacy Practice for the Pharmacy Technician) and Pharm 157L(Hospital Pharmacy Clinical Experience) be offered more often. Now it has been incorporated into the program for these courses to taught every spring. There was

Official advisory committee will meet in November 2023.

## **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?

The new instructor has participated in various events, such as the Healthcare Career in Demand event hosted by Sonoma County of Education for Amarosa Academy, a continuation high school.

The program also participated in a tabling event for the High School Counselors Conference (2022) at Shone Farm.

The instructor also presented at the Annual MEChA event, which middle school and high school students from all over the area attended here at the SRJC.

Another event that the program presented was the Academic Talent Search event held at the SRJC and also presented to seniors at the Roseland University Prep.

The Pharmacy Technician Program at Santa Rosa Junior College has been reaching out and sending students to HOPE Center and keeping in touch with Daisy Cardenas [dcardenas@santarosa.edu](mailto:dcardenas@santarosa.edu)

The instructor has also committed to participating in the HOPE's Science Workforce Academy Preparation (SWAP) to present information and conduct a hands-on activity for sophomore and junior students this summer (2023).

The program's direction and goal is to meet the American Society of Health-Systems Pharmacists (ASHP) quality standards. ASHP is the national organization that sets the standards and accredits pharmacy technician programs across the United States. With the program aligning with its requirements, it can attain accreditation in the near

future. In addition, it assures both the pharmacy field and the public that students here are learning, at the very least, the minimum requirements before heading out to the workforce.

SRJC Welcomes High School Concurrent Enrollment Students since Spring of 2014. The Pharmacy Technician Program has no current application process, making it easy for high school students to participate in the program. For the spring of 2023, we have one High School student enrolled. They may take a course or courses concurrently and have a Pharmacy Technician Certificate and career. The only restriction is that the Board of Pharmacy requires the individual to be 18 years of age to apply for a Pharmacy technician license.

The Santa Rosa Junior College Pharmacy Technician Program Advisory Board comprises multi-dimensional talent from various businesses, institutions, and sectors.

Teaching methods that are being adopted are a flipped classroom model, interactive participation, and a peer instruction environment. This is more closely aligned with the employment environment and the development of the much-requested 'soft skills.'

## **5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)**

N/A

## **5.11a Labor Market Demand (Occupational Programs ONLY)**

**5.11a Labor Market Demand (CTE Programs ONLY) (Update every second year during even numbered years; **next 2026**)**

As required by Title 5, section 78016, the Board must assure that each CTE career certificate or degree meets a documented labor market demand and does not represent unnecessary duplication of manpower training in the area.

- Provide the employment growth data (both number of job openings and percentage growth) in the Career and Technical Education Occupations(s) for which you are training for the most recently captured ten-year period as projected by the California Employment Development Department for Sonoma County. In addition, please include the average of the nine-county Bay Area. If you need assistance, please call the office of the Dean of Career and Technical Education and Economic Development at (707) 524-1792.

The average growth rate for the nine-county bay area is 13.31% which has grown compared to last year 10.92%.

## Occupational Wages

Area	Year	Period	Hourly Mean	Hourly 25th Percentile
California	2023	1st Qtr	\$26.00	\$20.61

[View Wages for All Areas](#) [About Wages](#)

## Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment Estimated	Employment Projected	Employment Change Number	Employment Change Percent
California	2018 - 2028	37,600	42,600	5,000	

[View Projections for All Areas](#) [About Projections](#)

<https://labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0601000000&socode=292052&search=Explore+Occupation>

2020-2030 Occupational Employment Projections Santa Rosa Metropolitan Statistical Area (Sonoma County)														
SOC Level <sup>[1]</sup>	SOC Code <sup>[2]</sup>	Occupational Title <sup>[3]</sup>	Base Year Employment Estimate 2020 <sup>[4][5]</sup>	Projected Year Employment Estimate 2030	Numeric Change 2020-2030 <sup>[6]</sup>	Percent -age Change 2020-2030	Exits <sup>[7]</sup>	Transfers <sup>[8]</sup>	Total Job Openings <sup>[9]</sup>	Median Hourly Wages <sup>[10]</sup>	Median Annual Wages <sup>[10]</sup>	Entry Level Education <sup>[11][12]</sup>	Work Experience <sup>[11][12]</sup>	On-the-Job Training <sup>[11][12]</sup>





4	29-2052	Pharmacy Technicians	1,980	2,350	370	18.7%	590	930	1,890	\$27.58	\$57,363	High school diploma or equivalent	None	Moderate-term on-the-job training
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2020-2030 Occupational Employment Projections Vallejo-Fairfield Metropolitan Statistical Area (Solano County)														
SOC Level <sup>[1]</sup>	SOC Code <sup>[2]</sup>	Occupational Title <sup>[3]</sup>	Base Year Employment Estimate 2020 <sup>[4][5]</sup>	Projected Year Employment Estimate 2030	Numeric Change 2020-2030 <sup>[6]</sup>	Percent -age Change 2020-2030	Exits <sup>[7]</sup>	Transfers <sup>[8]</sup>	Total Job Openings <sup>[9]</sup>	Median Hourly Wages <sup>[10]</sup>	Median Annual Wages <sup>[10]</sup>	Entry Level Education <sup>[11][12]</sup>	Work Experience <sup>[11][12]</sup>	On-the-Job Training <sup>[11][12]</sup>
4	29-2052	Pharmacy Technicians	430	490	60	14.0%	130	200	390	\$26.22	\$54,524	High school diploma or equivalent	None	Moderate-term on-the-job training

\*Data is from the California Employment Development Department website specific data for the nine-county Bay Area

<https://labormarketinfo.edd.ca.gov/data/employment-projections.html#Long>

- As appropriate, please provide additional regional, and/or state labor market data as it relates to certificates, degrees and majors in this program/unit. You may cite any current sources of data that have informed your planning (e.g., newspaper articles, journals, Chancellor's Office labor market studies written in the last two years, etc.). Please share any feedback related to labor market trends identified by your advisory committee.

•

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2022-32



				Percent	Numeric
Pharmacy technicians	29-2052	459,600	485,500	6	25,900

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

\*Data is from Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Pharmacy Technicians,  
at <https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm#tab-6>

States with the highest employment level in Pharmacy Technicians:

State	Employment <a href="#">(1)</a>	Employment per thousand jobs	Location quotient <a href="#">(9)</a>	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">California</a>	41,420	2.31	0.76	\$ 26.79	\$ 55,710
<a href="#">Texas</a>	38,960	2.87	0.95	\$ 20.67	\$ 42,990
<a href="#">Florida</a>	37,980	3.97	1.31	\$ 20.01	\$ 41,620
<a href="#">New York</a>	23,320	2.48	0.82	\$ 21.04	\$ 43,760
<a href="#">Illinois</a>	22,950	3.82	1.26	\$ 20.60	\$ 42,850

\*Data is from Bureau of Labor Statistics, U.S. Department of Labor

Top paying metropolitan areas for Pharmacy Technicians:

<b>Metropolitan area</b>	<b>Employment <a href="#">(1)</a></b>	<b>Employment per thousand jobs</b>	<b>Location quotient <a href="#">(9)</a></b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Napa, CA</a>	190	2.44	0.80	\$ 33.48	\$ 69,630
<a href="#">San Jose-Sunnyvale-Santa Clara, CA</a>	2,120	1.85	0.61	\$ 33.01	\$ 68,670
<a href="#">San Francisco-Oakland-Hayward, CA</a>	4,040	1.67	0.55	\$ 32.36	\$ 67,310
<a href="#">Vallejo-Fairfield, CA</a>	430	3.13	1.03	\$ 29.18	\$ 60,680
<a href="#">Santa Rosa, CA</a>	420	2.01	0.66	\$ 29.00	\$ 60,330
<a href="#">Seattle-Tacoma-Bellevue, WA</a>	5,280	2.54	0.84	\$ 28.22	\$ 58,700
<a href="#">Sacramento--Roseville--Arden-Arcade, CA</a>	2,630	2.51	0.83	\$ 27.66	\$ 57,540
<a href="#">Santa Maria-Santa Barbara, CA</a>	450	2.22	0.73	\$ 26.57	\$ 55,260
<a href="#">Salinas, CA</a>	400	2.18	0.72	\$ 26.19	\$ 54,480
<a href="#">San Luis Obispo-Paso Robles-Arroyo Grande, CA</a>	340	2.86	0.94	\$ 26.12	\$ 54,330

\*Data is from Bureau of Labor Statistics, U.S. Department of Labor

Top paying states for Pharmacy Technicians:

State	Employment <a href="#">(1)</a>	Employment per thousand jobs	Location quotient <a href="#">(9)</a>	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">California</a>	41,420	2.31	0.76	\$ 26.79	\$ 55,710
<a href="#">Washington</a>	8,890	2.54	0.84	\$ 26.63	\$ 55,390
<a href="#">District of Columbia</a>	740	1.05	0.35	\$ 25.98	\$ 54,030
<a href="#">Oregon</a>	4,610	2.37	0.78	\$ 24.25	\$ 50,440
<a href="#">Alaska</a>	860	2.75	0.91	\$ 23.95	\$ 49,810

\*Data is from Bureau of Labor Statistics, U.S. Department of Labor  
<https://www.bls.gov/oes/current/oes292052.htm#st>

#### Job Outlook:

Employment of pharmacy technicians is projected to grow 6 percent from 2022 to 2032, faster as the average for all occupations.

About 44,900 openings for pharmacy technicians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

#### Employment

Demand for pharmacy services is expected to increase because of the large number of older people, who typically use more prescription medicines than younger people. Higher rates of chronic diseases, such as diabetes, among all age groups also will lead to increased demand for prescription medications.

In addition, pharmacy technicians will be needed to take on a greater role in pharmacy operations because pharmacists are increasingly performing more patient care activities. Technicians will need to perform tasks—such as collecting patient information, handling prescription transfers, and verifying the work of other technicians—that were previously done by pharmacists.

\*Data is from Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Pharmacy Technicians, at <https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm>.

As insurers and organizations increasingly prioritize cost-efficiency, pharmacies are emerging as vital patient-care centers, leading to a greater involvement of pharmacists in patient care. Consequently, the role of pharmacy technicians is expanding within the pharmacy setting. Notably, during the pandemic, a national emergency waiver enabled trained pharmacy technicians to administer COVID and flu vaccinations. Prior to this waiver, only pharmacists were authorized to administer vaccinations in pharmacies, with only a few states permitting pharmacy technicians to do so (Adams et al., 2022). The pandemic demonstrated the capabilities of pharmacy technicians with provided training to administer vaccines to patients, thereby freeing up more time for pharmacists to focus on patient care.

#### Reference:

Adams, A. J., Bright, D., & Adams, J. (2022). Pharmacy technician-administered immunizations: A five-year review. *Journal of the American Pharmacists Association : JAPhA*, 62(2), 419–423.  
<https://doi.org/10.1016/j.japh.2021.11.011>

Article: Hospitals and Health Systems Experiencing Severe Shortage of Pharmacy Technicians.  
Link:

<https://www.ashp.org/news/2022/03/15/hospitals-and-health-systems-experiencing-severe-shortage-of-pharmacy-technicians?loginreturnUrl=SSOCheckOnly>

Article: Pharmacy's most pressing issue: a technician shortage

Link:  
<https://www.beckershospitalreview.com/pharmacy/the-next-pharmacy-issue-a-technician-shortage.html>

In the advisory committee this May 2024, all of the industry representatives expressed that there is need for technicians as they have job postings that have not been filled which is not normal.

- Which local community colleges (North Bay) and private higher education institutions provide a degree, certificate or major in the same discipline?

Current colleges that offer certificates and/or degrees in the area are:

Sonoma State University via Online (Rohnert Park, CA)

Foothills College (Los Altos Hills, CA)

City College of San Francisco (San Francisco, CA)

Cosumnes River College (Sacramento, CA)

College of the Redwoods via Online (Eureka, CA)



## **Labor Market Information Report Pharmacy Technician Occupations Santa Rosa Junior College**

**Prepared by the San Francisco Bay Center of Excellence for Labor Market Research**

**March 2024**

**Recommendation**

Based on all available data, there appears to be an “undersupply” of Pharmacy Technician workers compared to the demand for this cluster of occupations in the Bay region and in the North Bay sub-region (Marin, Napa, Solano, Sonoma counties). There is a projected annual gap of about 677 students in the Bay region and 91 students in the North Bay Sub-Region.

**Introduction**

This report provides student outcomes data on employment and earnings for TOP 1221.00 - Pharmacy Technology programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Santa Rosa Junior College and in the region.

This report profiles Pharmacy Technician Occupations in the 12 county Bay region and in the North Bay sub-region for a program review at Santa Rosa Junior College.

- **Pharmacy Technicians (29-2052):** Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

Entry-Level Educational Requirement: High school diploma or equivalent

Training Requirement: Moderate-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 51%

**Occupational Demand**

**Table 1. Employment Outlook for Pharmacy Technician Occupations in Bay Region**

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning
Pharmacy Technicians	8,063	8,188	125	2%	3,896	779	\$21
<b>Total</b>	<b>8,063</b>	<b>8,188</b>	<b>125</b>	<b>2%</b>	<b>3,896</b>	<b>779</b>	<b>\$21</b>

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning
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Source: Lightcast 2022.3

**Bay Region includes:** Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Pharmacy Technician Occupations in North Bay Sub-region**

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning
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Pharmacy Technicians	1,236	1,199	-37	-3%	562	112	\$21
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<b>Total</b>	<b>1,236</b>	<b>1,199</b>	<b>-37</b>	<b>-3%</b>	<b>562</b>	<b>112</b>	<b>\$21</b>
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Source: Lightcast 2022.3

**North Bay Sub-Region includes:** Marin, Napa, Solano, Sonoma Counties

### **Educational Supply**

There are three (3) community colleges in the Bay Region issuing 39 awards on average annually (last 3 years ending 2021-22) on TOP 1221.00 - Pharmacy Technology. In the North Bay Sub-Region, there is one (1) community college that issued 10 awards on average annually (last 3 years) on this TOP code.

There are a six (6) other CTE educational institutions in the Bay Region issuing 63 awards on average annually (last 3 years ending 2021-22) on CIP 51.0805 - Pharmacy Technician/Assistant. There is one (1) other CTE educational institution in the North Bay Sub-Region issuing 11 awards on average annually (last 3 years) on this CIP code.

**Table 7a. Community College Awards on TOP 1221.00 - Pharmacy Technology in Bay Region**

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Foothill	Silicon Valley	8	6	0	14

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
San Francisco	Mid-Peninsula	0	15	0	15
Santa Rosa	North Bay	4	0	6	10
<b>Total</b>		<b>12</b>	<b>21</b>	<b>6</b>	<b>39</b>
Source: Data Mart					
Note: The annual average for awards is 2019-20 to 2021-22.					

**Table 7b. Other CTE Institutions Awards on CIP 51.0805 - Pharmacy Technician/Assistant in Bay Region**

College	Subregion	Certificates of at least 1 but < 2 years	Certificates of < 1 year	Total
Bay Area Medical Academy	Mid-Peninsula	0	4	4
Carrington College-Pleasant Hill Campus	East Bay	6	0	6
Carrington College-San Jose	Silicon Valley	8	0	8
Carrington College-San Leandro Campus	East Bay	7	0	7
Contra Costa Medical Career College	East Bay	0	27	27
InterCoast Colleges-Fairfield	North Bay	8	3	11
<b>Total</b>		<b>29</b>	<b>34</b>	<b>63</b>
Source: Data Mart				
Note: The annual average for awards is 2019-20 to 2021-22.				

### Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 779 annual openings for the Pharmacy Technician occupational cluster and 102 annual (3-year average) awards for an annual undersupply of 677 students. In the North Bay Sub-Region, there is also a gap with 112 annual openings and 21 annual (3-year average) awards for an annual undersupply of 91 students.

### Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1221.00 - Pharmacy Technology**



Metric Outcomes	Bay All CTE Programs	SRJC All CTE Programs	Bay 1221.00	North Bay 1221.00	SRJC 1221.00
Students with a Job Closely Related to Their Field of Study	74%	76%	80%	100%	100%
Median Annual Earnings for SWP Exiting Students	\$53,090	\$46,746	\$40,642	\$39,452	\$39,452
Median Change in Earnings for SWP Exiting Students	24%	31%	21%	22%	22%
Exiting Students Who Attained the Living Wage	54%	61%	36%	53%	53%
Source: Launchboard Strong Workforce Program Median of 2018 to 2021.					

### Methodology

Occupations for this report were identified by use of job descriptions and skills listed in O\*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCCO Data Mart and CTE Launchboard.

### Sources

O\*Net Online

Lightcast

CTE LaunchBoard [www.calpassplus.org](http://www.calpassplus.org)

Launchboard

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

Living Insight Center for Community Economic Development

Chancellor's Office MIS system

### Contacts

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## 5.11b Academic Standards

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

Acknowledging and revising the program's academic standards and developing new guidelines to ensure that it fulfills current and future requirements is crucial. The program's objective is to hold quarterly meetings with the faculty, where any industry updates or changes are addressed and presented to the program's advisory committee for evaluation. These quarterly reviews should include course outlines, learning outcomes, and industry standards to enhance student success.

Historical Data:

Competency Profile For Pharmacy Technicians \*

The Pharmacy Technician Competency Profile was developed by using three assumptions about the pharmacy technician's role and expectations of pharmacy technicians who will practice within the proposed expanded role.

Assumptions

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

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

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

Recognize practice situations in which decisions and actions must involve the pharmacist; those in which consultation with the pharmacist, 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 practice 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:

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

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 for 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.

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.

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

Demonstrating the judgment and safe practices required to: receive and enter written, orally, and electronically transmitted new and changed 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

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 and increased knowledge and experience in the expanded role: All registered pharmacy technicians will be held accountable to the public and meet the legislated parameters of their roles

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

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

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

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

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.

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

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

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

#### COMPETENCY ELEMENTS

1.1 Use critical-thinking skills in all situations

1.2 Comply with federal and provincial legislation, professional standards, ethical guidelines, practice expectations, and established procedures

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

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

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

1.3 Demonstrate professional and personal integrity

Accept responsibility for own decisions and actions

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

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

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

Act as a role model and mentor

Respect the roles and collaborate with members of the pharmacy team

Behave professionally  
) Maintain confidentiality

4 Take responsibility for own professional development

Reflect upon own practice to identify learning needs

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

Seek out and incorporate into practice, information, guidance and constructive feedback from the pharmacist and/or, if required, from

other healthcare professionals

Demonstrate evidence-based knowledge, appropriate to their role

Commit to life-long learning

5 Apply ethical principles to practice

Ensure that the professional role, responsibilities, actions, and behaviors are carried out in the best interest of the patient and the p

Reflect on personal values and attitudes and examine their influence on interactions with the patient, the patient's agents, members

pharmacy team, healthcare providers

Respect diversity

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

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

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

COMPETENCY: RECEIVE A PRESCRIPTION

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

10 COMPETENCY UNIT

Receive a new written prescription, or a request to renew a prescription, from a patient or patient's agent.

COMPETENCY ELEMENTS

1.1 Gather information to create and maintain a patient profile or health record

Obtain patient consent where required

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

Update demographic and prescription data

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

2 Check authenticity of the prescription

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

Use healthcare provider lists, where available, to determine current status of prescriber's privileges

3 Verify accuracy and completeness of the demographic and prescription data

Check the demographic and prescription data for accuracy and completeness

Review the prescription for clarity of abbreviations, medical terminology, drug names, dosage forms, strengths, availability, schedule, and related information

Notify the pharmacist regarding known allergies, therapeutic considerations, and/or discrepancies.

## COMPETENCY ELEMENTS

1 Receive a written prescription from the patient or agent.

Use effective communication skills, and where available, established communication policies, procedures, or guidelines when receiving a written prescription

Verify demographic and prescription data with the healthcare provider

Refer therapeutic questions to the pharmacist

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

2 Gather information to create and maintain the patient profile or health record

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

Update demographic and prescription data

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

3 Check for authenticity of orally and electronically transmitted prescriptions

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

Use healthcare provider lists, where available, to determine current status of prescriber's privileges

4 Verify accuracy and completeness of orally and electronically transmitted demographic and prescription data

Notify the pharmacist on known allergies, therapeutic considerations, and/or discrepancies

Check the demographic and prescription data for accuracy and completeness

Review the prescription for clarity on: abbreviations, medical terminology, drug names, dosage forms, strengths, availability, schedule, and other related information

## 10 COMPETENCY UNIT

Transfer/copy a prescription in compliance with relevant legislation and established policies and procedures.

### COMPETENCY ELEMENTS

1 Transfer a prescription to another pharmacy

Confirm that the patient or the patient's agent has approved/requested the transfer

Ensure accuracy and completeness before transferring a prescription

Complete required documentation

2 Receive a transfer or copy of a prescription from another pharmacy

Receive/transcribe the prescription, gather information, verify accuracy and completeness of the demographic and prescription data

Check for authenticity

Complete required documentation

3 Provide a copy of a prescription to an authorized recipient

Ensure accuracy and completeness of demographic and prescription data

Complete required documentation

### COMPETENCY: ENTER A PRESCRIPTION

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



## 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

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

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

2 Enter prescription data into the patient profile or health record

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

Use correct format, terminology, abbreviations, and symbols

Associate drug names and classifications with common health conditions

3 Notify the pharmacist of any alerts or therapeutic issues

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

Review the patient profile or health record for alerts

Review the patient notes for patient preferences

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

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

Notify the pharmacist of any changes and compliance issues

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

Determine patient preferences

Apply knowledge about available forms of the pharmaceutical product

Apply knowledge of third-party insurance plan coverage

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

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

### 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:

## 1.0 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.

## 1.0 COMPETENCY UNIT

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

### COMPETENCY ELEMENTS

1.1 Obtain a pharmaceutical product that meets the requirements for the prescription

Confirm availability of the product

Locate alternate sources when required

1.2 Prepare/compound a sterile pharmaceutical product

Follow approved formulation instructions

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

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

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

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

Select equipment

Follow aseptic technique

1.3 Prepare a non-sterile compound, a pre-packaged pharmaceutical product, or a reconstituted pharmaceutical product

Follow approved formulation instructions

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

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.

Count, measure, or weigh the pharmaceutical product or products

Follow clean technique

1.4 Label the pharmaceutical product

Select the appropriate container for the pharmaceutical product

Affix the appropriate label(s) to the pharmaceutical product or container

Provide appropriate patient information materials when specified by the pharmacist

## 1.0 COMPETENCY UNIT

Verify the accuracy and completeness of a pharmaceutical product prepared for release.

### COMPETENCY ELEMENTS

1.1 Check the accuracy and completeness of the pharmaceutical product.

Ensure that the demographic and prescription data are correct and complete

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

Confirm that the pharmaceutical product has been checked and signed off by a registered pharmacist, pharmacy intern, registered pharmacy technician \*

Explanation

Support public safety:

The registered pharmacy technician shall be permitted to check pharmaceutical products prepared by another registered pharmacist or by unregistered pharmacy personnel

The registered pharmacy technician, having prepared a pharmaceutical product, shall have it checked by a registered pharmacist, pharmacy intern or another registered pharmacy technician

1.2 Complete required records and documentation.

## 1.0 COMPETENCY UNIT

Collaborate with the pharmacist in the release of the pharmaceutical product to the correct patient or patient's agent.

### COMPETENCY ELEMENTS

1.1 Confirm that the patient or the patient's agent has received or has been offered counseling by the pharmacist

## 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:

## 10 COMPETENCY UNIT

participate in distributive and quality assurance functions.

### COMPETENCY ELEMENTS

#### 1 Contribute to optimal patient care and pharmacy services

Use critical-thinking, problem-solving, and decision-making skills to support effective and efficient patient care and pharmacy services

Develop effective working relationships with members of the pharmacy team

Provide constructive feedback on opportunities that could lead to increased effectiveness and efficiency of pharmacy services

Work with pharmacy management to identify staffing requirements, schedule personnel, determine and coordinate tasks, prioritize

Organize pharmacy services, and develop operational policies

Work together with members of the team to determine workflow, monitor progress of workflow, and identify and resolve barriers and

Challenges to optimal workflow

Use time management skills to prioritize workload demands, establish and work within realistic time frames, and evaluate and modify

Patterns

Select technology that is appropriate to the task and use correctly

Follow guidelines for safe and correct use of automated medication storage distribution devices

Comply with health and safety legislation and workplace policies and procedures

Address patient and colleague safety by ensuring a clean and accessible work area following infection control procedures, exercising

Caution to workplace hazards, and making certain that high-risk activities are performed safely

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

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

#### 4 Participate in error reduction and prevention processes

Carry out distributive functions in a manner that minimizes medication errors and discrepancies

Collaborate with other healthcare professionals in reducing and preventing medication errors and discrepancies

#### 5 Perform appropriate audits on automated dispensing cabinet replenishment, packaging/repackaging of pharmaceutical products, and

Compounding products, and medication storage areas outside the dispensary

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  
Confirm that the appropriate signatures have been affixed and that documentation has been completed

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

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:

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

#### COMPETENCY ELEMENTS

1 Refer all therapeutic issues and questions to the pharmacist

2 Establish and maintain positive working relationships with the patient, the patient's agent, members of the pharmacy team, and healthcare providers

Display:

Respect, attentiveness, openness, empathy, and caring

Sensitivity to nonverbal communication

Sensitivity to diversity

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

3 Maintain confidentiality of patient information

4 Document demographic and prescription data, and other pharmacy related information in the patient profile or health record

Follow standards, policies, and procedures related to documentation and to the maintenance, security, and disposal of records

Document clearly, concisely, correctly, and in a timely manner

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	01	01	Continue to develop and evolve the Pharmacy Technician program so that can support the ongoing needs of local pharmacies and be up to date with industry standards.	Review and update program requirements so that we can have an effective program.	2022-2025	<p>We anticipate eight graduates and will use their feedback, as well as that of the advisory committee members, to recruit more students, as there is a shortage of technicians.</p> <p>Funding or hiring faculty to allow dedicated release time to review and update curriculum and certificate/program requirements. Update: We have reviewed most of the curriculum and must continue to do so as the pharmacy field evolves..</p>
0002	Santa Rosa	02	06	Hire some part-time adjunct faculty to help expand the programs enrollment	Grow the faculty in the program to have the capacity of the anticipated growth of the program	2023-2025	Funding for a contract faculty position.Update- will be looking this fall 2024
0003	Santa Rosa	01	06	Achieve entry level national accreditation by the American Society of Health-Systems Pharmacist (ASHP)	Obtain national accreditation and continue to maintain it by updating the program to continue meeting the ASHP requirements.	2023-2024	Funding for accreditation, part time faculty, equipment, and supplies.Update- Still gathering data and documentation
0004	Santa Rosa	03	05	Fill the gap of pharmacy technicians	Continue to grow the pharmacy technician program by providing externships, hands-on experience, and didactic.	2023-2030	Update: Eight students will graduate this May after the first year of offering all the courses for the program. Other students are taking classes part-time, and students from other programs are taking classes to prepare them for the program they intend to apply to. As of May 22, there are an average of 14 students signed up to take all the fall courses.

## **6.2b PRPP Editor Feedback - Optional**

Great job on your PRPP Jesus!



**6.3a Annual Unit Plan**

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	01	Continue to develop and evolve the Pharmacy Technician program so that can support the ongoing needs of local pharmacies and be up to date with industry standards.	Review and update program requirements so that we can have an effective program.	2022-2026	Funding for a contract faculty position. Funding for faculty release time to review and update curriculum and certificate/program requirements. Software cost (\$2000.00)
0002	Santa Rosa	02	06	Hire a part-time faculty member to help expand the programs enrollment	Grow the faculty in the program to have the capacity of the anticipated growth of the program	2024-2025	Funding for a contract faculty position.
0003	Santa Rosa	01	01	Create and develop a dedicated compounding classroom/lab	Identify a potential space that could be dedicated to the pharmacy technician program. Find funding. Create a plan to utilize the space for students and community members (pharmacy technicians/ pharmacists) during downtimes (summer) to generate revenue through sterile and non-sterile compounding training or continuing education. The end goal is to create sustainable revenue to keep the pharmacy technician program cost for students minimal or zero.	2024-2026	Dedicated physical space for compounding classroom, equipment and supplies. Hire a content expert. Funding to pay for content expert and supplies. (\$3,000.00 estimate)
0004	ALL	01	01	Research how artificial intelligence (AI) and technology will impact the pharmacy technician role	<ul style="list-style-type: none"> <li>-Identify Current AI and Technological Innovations in Pharmacy</li> <li>-Assess the Impact on Pharmacy Technician Responsibilities and Workflows</li> <li>-Predict Future Trends and Educational Needs</li> </ul>	2024-2027	Funding to attend conferences, professional development, software, release time (Time to research) or outside collaboration. (\$6,000.00)
0005	Santa Rosa	01	06	Achieve entry level national accreditation by the American Society of Health-Systems Pharmacist (ASHP)	Obtain national accreditation and continue to maintain it by updating the program to continue meeting the ASHP requirements.	2024-2026	Funding for accreditation fees, part time faculty, equipment, and supplies (\$9,000.00)

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0006	ALL	03	05	Achieve Accreditation Council for Pharmacy Education (ACPE) provider accreditation in order to provide continuing education credits for pharmacy technicians and pharmacists.	<p>-Provide quality continuing education for pharmacy technicians (post students and community members).</p> <p>-Generate some revenue to make this a sustainable project while providing post-education to former students.</p> <p>-Establish enough CE courses and update them as needed to keep the program going.</p>	2025-2028	With an application fee of \$6,750.00, we are also seeking additional resources, including temporary staff, to expedite the creation of our high-quality continuing education coursework. (\$9,000.00)