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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Biological and Health Sciences Division Participants in Planning: Leonis Osterdock, Sandra Simon, Nancy Alvarez, and Charlie McKellar</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Pharmacy Technology Program is dedicated to the integration of clinical, didactic, and laboratory objectives to successfully develop student's cognitive, psychomotor, and effective domains necessary for the safe and efficient preparation of pharmaceuticals in the hospital, home health care, and retail settings. This education will provide the student with a foundation to pursue life long learning.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>One of Foothill College's missions is to: provide access to career preparation. The Pharmacy Technician Program provides career preparation in the form of preparing students to become pharmacy technicians.</p>

## II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 8:00 AM Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: 4:00 PM			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
<b>Faculty Positions by Discipline</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
Program Director and Principal Instructor	1	0	Program director is responsible for all aspects of the pharmacy technician program: curriculum development ,budgeting, QA, purchasing, scheduling, community outreach,, retention, student mentoring and discipline, program compliance with accreditation standards ,adequate control of delegated responsibilities, facility maintenance and teaching.	
Instructor	0	2	Lecture and lab instruction, testing and grading	
Laboratory Teaching Assistant	0	1	Part time hourly , Certified Pharmacy Technician, compounding specialist , assisting instructors in laboratory set-up and exercises	

Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Management and Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Program Coordinator	0	1	Program applications, program clerical support
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>
Student Tutor	5	10	Tutor in all pharmacy technician subjects and test preparation
Position Title	0.00	0	
Position Title	0.00	0	

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>Annual class average size 32-35 FT students                  No. of Applications to Program: Avg. 50-60 /year                  Three Year Average WSCH/Productivity numbers vary from 50 to 68FTES. Enrollment will remain stable due to high demand and limitations of clinical space and a safe student/teacher ratio for Clinical Skills Labs. Enrollment dipped slightly last year due to both academic and personal reasons. We expect enrolment to stay high due to the constant demand for well trained, Certified Pharmacy Technicians</p>
<p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>Certificates awarded in the Pharmacy average 24 per year. Success rates vary from 83-90% depending on the year. Approximately 35-45% of the graduates also obtain their AS degrees.                  Success on State and National Licensing Examinations: The program has an exceptional pass rate of 98-100% (on the first attempt) on the national</p>

	<p>Pharmacy Technician Certification Exam for the 11 years that the program has been in existence. The program is highly respected by retail pharmacists and hospitals in the surrounding communities, who recognize the quality of the student externs and the graduates.</p>	
<p>6. <b>Student Equity</b>: Given the data, describe the trends with respect to <b>underrepresented students</b>. How will your program address the needs/challenges indicated by the data?</p>	<p>The pharmacy technician program population is extremely diverse in all aspects. Students range in age from 17 to 62 yrs. with the largest percentage in the 40-49 yr. range. All age groups average a 92% success rate (lowest percentage for 20-24 yr. of 84%) which exceeds the college success rate of 84%. The ethnic makeup of the classes is always diverse with success rates for all averaging 92%. Success rates for all ethnic groups exceed the college rates. Understanding and respect for diversity is essential for personnel in the medical field. We foster this concept in classroom activities as this diversity is found in the pharmacies. Approximately 70% of students in this program are female. This parallels what we see in the field. Salaries are not as attractive as other fields and this seem to be a problem with males entering this occupation in this community. As salaries improve this may be resolved.</p>	
<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>The release time for program director is inadequate. A load of 50% would more accurately reflect the time required for the inordinate number of duties. Directors have to maintain complex teaching facilities; order for multiple labs; deal with the application and student selection process; proof and organize health records and other documentation required by clinical sites; accreditation requirements; director's meetings; grey bars and class scheduling; community outreach;</p>	

	advisory board meetings; clinical site requirements and student records and counseling. Faculty need help with maintaining equipment, laboratory exercises and individual practical skills examinations.
8. Given the data for <a href="#">distance learning</a> , describe the trends related to <a href="#">success</a> , <a href="#">retention</a> , and <a href="#">student satisfaction</a> . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	N/A
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	N/A
10. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.	<p>In California, the number of Pharmacy Technicians is expected to grow much faster than average growth rate for all occupations. Jobs for Pharmacy Technicians are expected to increase by 36.1 percent, or 8,400 jobs between 2006 and 2016.</p> <p>In San Benito and Santa Clara Counties, the number of Pharmacy Technicians is expected to grow much faster than average growth rate for all occupations. Jobs for Pharmacy Technicians are expected to increase by 25.6 percent, or 330 jobs between 2006 and 2016.</p>

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more <a href="#">college strategic initiatives</a> or to your <a href="#">operations</a> .				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	<a href="#">Building a Community of Scholars</a>	<a href="#">Putting Access into Action</a>	<a href="#">Promoting a Collaborative Decision-making Environment</a>	<a href="#">Operations Planning</a>
Maintain ASHP Accreditation: Self Study and Site Visit Spring February 2013.				X
Constantly revise and update curriculum to better match the list of essential knowledge and skills mandated by accreditation.	X		X	X
Revision of the curriculum to better meet the practical skills needs of the pharmacy technicians.	X			X
Add optional courses for advanced IV training and continuing education.	X			
Design new classroom and laboratory facilities.				X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Maintain ASHP Accreditation: Self Study and Site Visit Spring February 2013.	Faculty actively collaborates on Program Accreditation Self Study		Faculty actively participates in preparation for and conduct of successful site visit.	
Constantly revise and update curriculum to better match the list of essential knowledge and skills mandated by accreditation.	Collaboratively re-work curriculum to better distribute the "Essentials" and eliminate duplication of material.		Revise all Course Outlines of Record to more accurately correlate with Essential Knowledge & Skills List and to redistribution of course material.	
Revision of the curriculum to better meet the practical skills needs of the pharmacy	Reconfigure several existing courses to accommodate the changing needs of the employer.		Program Director works with faculty to modify the schedule of courses to accommodate the needs.	

technicians.			
Add optional courses for advanced IV training and continuing education.	Work with hospital IV department colleagues and advisory board members to develop an IV and chemotherapy CE offering.	Sponsor innovative IV and Chemotherapy Workshop/CE's at Foothill College	
Develop a community service component.	Meet with other Allied Health Program Directors to learn how their Community Service components are structured.	Implement at least one community service requirement into an existing course.	
Design new classroom and laboratory facilities.	Track progress of design and construction of new facilities with Middlefield Dean and visit other pharmacy technician program facilities.	Work with pharmacy technician instructors, Allied Health Dean and Directors, Middlefield Dean, advisory board, and students to define ideal facilities.	
<input type="checkbox"/> Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			<b>Purpose</b>
Increased Director's Release Time	To provide adequate time for management of the PT Program that does not interfere with teaching assignments and does not lead to excessive stress and burn out. To provide the required time to prepare annual reports, Accreditation Self Study Document and plan site visit.	Compliance with ASHP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	
Funding for faculty development, curriculum revision and development and dept. meetings	The PT faculty must regularly meet to review survey data, review curriculum & correlate student learning outcomes with accreditation standards to move forward with appropriate changes to the PT curriculum and program restructuring. Both part-time & full-time faculty must be involved in this process which requires a considerable amount of time outside of class assignments	Compliance with ASHP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	

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	and ongoing program responsibilities. Provide adequate time for design of new facilities and equipment upon approval of construction of new facility		

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	The curriculum addresses the needs of diverse learners by offering instruction for visual, auditory and kinesthetic learners .
2. How does your curriculum respond to changing community, student, and employer needs?	The program has an advisory board that meets twice a year and constant feedback from potential employers. Our ASHP accreditation requires site visits at pharmacies where students are doing their clinicals and will be potentially employed in the future. ASHP requires yearly evaluation of clinical sites and preceptors. Student and faculty follow up surveys are also used.
3. How does your curriculum support the needs of other certificates or majors?	No
4. Do your courses for the major align with transfer institutions?	Yes. The units successfully completed in the certificate program are transferable to CSU's.

<p>5. Do your courses have appropriate and necessary <a href="#">prerequisites</a>? Identify any challenges and plans to address the challenges.</p>	<p>The prerequisites are:</p> <ul style="list-style-type: none"> <li>• High School diploma or equivalency</li> <li>• Minimum GPA of 2.5</li> <li>• Biology proficiency - Biology 10 or high school biology</li> <li>• Math proficiency - High School or Math 101, or placement into Math 105 on the Foothill College placement test.</li> <li>• English proficiency - eligible for ESL 25 or English 110, as determined by the English Proficiency Test. (Testing office: 650/949-7230 for algebra and English testing)</li> </ul> <p>More students would pass the program and score better if the program:</p> <p>1) had a higher level of competency in the English and Math prerequisites. 2) had human anatomy &amp; physiology as a prerequisite</p> <p>Challenges: Implementing these higher level prerequisites would most likely result in a dramatic decrease in the applicant pool thus impacting the survival of the program as that most candidates would simply apply to other programs that do not implement such high prerequisites.</p>
<p>6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a>, <a href="#">course deactivation</a>, updated <a href="#">prerequisites</a>, <a href="#">cross-listed courses</a>, measuring <a href="#">student learning outcomes</a>, <a href="#">curriculum sheets</a>, <a href="#">certificates</a> and <a href="#">degrees</a>).</p>	<p>No deficiencies</p>
<p>7. Does your program offer <a href="#">distance education</a> courses?</p>	<p>No</p>

8. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your <a href="#">distance education</a> courses provide for effective interaction between students and faculty.	NA	
9. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	NA	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What <a href="#">college skills</a> should a student have before entering your program?	<p>The prerequisites are:</p> <ul style="list-style-type: none"> <li>• High School diploma or equivalency</li> <li>• Minimum GPA of 2.5</li> <li>• Biology proficiency - Biology 10 or high school biology</li> <li>• Math proficiency - High School or Math 101, or placement into Math 105 on the Foothill College placement test.</li> <li>• English proficiency - eligible for ESL 25 or English 110, as determined by the English Proficiency Test.</li> </ul> <p>The proficiencies for the program:</p> <ul style="list-style-type: none"> <li>• Pharmacy Technology 200L (PHT 200 L)</li> <li>• Keyboarding proficiency - 35 w.p.m. highly recommended.</li> <li>• drug or alcohol felony convictions may preclude registration by the state</li> </ul> <p>Desired characteristics:</p> <ul style="list-style-type: none"> <li>• Ability to read, write, and speak English at the college level</li> <li>• Ability to compute and reason at a college level</li> <li>• Ability to listen critically and take notes and to summarize and outline material effectively</li> <li>• Understanding of Learning Style</li> <li>• Good work ethic and interpersonal skills</li> <li>• Detail oriented</li> <li>• Good time management</li> <li>• High motivation, emotional maturity, and self-monitoring skills</li> </ul>	
11. Given the data, comment on the effectiveness of the <a href="#">assessment</a> and <a href="#">placement</a> of college skills students into your program. (For MATH, ENGL and ESL only).	The program faculty judge these to be inconsistent and ineffective at ensuring that the student has college level skills in <b>ESL</b> (especially speaking and active listening); <b>English</b> (especially critical reading, effective writing including grammar, spelling, sentence writing, paragraph construction; summarizing and outlining.) <b>Math</b> (shocking lack of basic math knowledge and computational ability in many students...)	

<p>12. In what ways are you addressing the needs of the college skills students in your program?</p>	<p>Basic math tutoring with faculty is available as needed concurrently with PHT 54 A and B, Dosage Calculations. All courses (including the Prerequisite course PHT 200- Introduction to Pharmacy Technology) require many reading, writing, summarizing, outlining, and critical thinking assignments and assessments of various types</p>	
<p>13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?</p>	<p>Directors of the Allied Health programs discuss common problems and solutions. Using Rosetta Stone (available at Middlefield Campus) students practice spoken English ability. Students taking the PHT-200 course (Introduction to Pharmacy Technology) are strongly advised to work on ESL spoken English and keyboarding skills if necessary for success in the program and on the job. Resume writing and interviewing skills are reviewed with help of college specialists.</p>	
<p><i>Program Mapping</i></p>		

**PROGRAM REQUIREMENTS****UNITS REQUIRED FOR MAJOR: 52**

UNITS REQUIRED FOR CERTIFICATE: 52

**Fall Quarter**

PHT 50 Orientation To Pharmacy Technology (3 Units)

PHT 51 Basic Pharmaceutics (4 Units)

PHT 52A Inpatient Dispensing (3 Units)

PHT 53 Ambulatory Pharmacy Practice (4 Units)

PHT 54A Dosage Calculations A (3 Units)

PHT 60A Retail Clinical (1.5 Unit)

**or** PHT 62A Hospital Clinical (1.5 Unit)**Winter Quarter**

PHT 52B Aseptic Technique &amp; IV Preparation (4 Units)

PHT 54B Dosage Calculations B (3 Units)

PHT 55A Pharmacology (6 Units)

PHT 56A Dispensing &amp; Compounding A (4 Units)

PHT 60A or B Retail Clinical (1.5 Unit)

**or** PHT 62A or B Hospital Clinical (1.5 Unit)**Spring Quarter**

PHT 55B Pharmacology B (6 Units)

PHT 56B Dispensing &amp; Compounding B (3 Units)

PHT 61 Home Healthcare Supplies (3 Units)

PHT 60A or B Retail Clinical (1.5 Unit)

PHT 62A or B Hospital Clinical (1.5 Unit)

Entry to the program is in the Fall Quarter.

14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.

<p>15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.</p>	<p>Yes, they are. The courses are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking.</p>	
<p>16. If applicable, describe any <a href="#">capstone course</a>, <a href="#">signature assignment</a> (project, <a href="#">service learning</a>, portfolio), or <a href="#">exam</a> that demonstrates knowledge, skills, and abilities, indicating successful program completion?</p>	<p>The Pharmacy Technician Certification Exam is a national test taken by graduates. Passing this exam is indicative of a certain level of competency in this field and is recommended for registration. Plans to introduce a portfolio of case studies in final Internship course (PHT60B or PHT 62B)</p>	
<i>Course Scheduling &amp; Consistency</i>		
<p>17. Given available data, describe the <a href="#">trends</a> in the scheduling of <a href="#">morning</a>, <a href="#">afternoon</a>, and <a href="#">evening</a> classes, as well as Friday, <a href="#">Weekend</a>, and <a href="#">distance education</a> classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>Currently, scheduling of program courses is during the day (8a–2p) Monday thru Thursday. There is an increasing need emerging to provide courses at a time when working pharmacy clerks could attend. Currently the faculty is fully loaded and engaged in teaching the curriculum as scheduled and our program is fully enrolled. A survey will be conducted to assess the actual level of demand before considering any change.</p>	
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <a href="#">prescribed length of time</a>? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>Yes. Rationale for Course Sequencing is described in detail in #14, #15, and #16 above... There is no need to change the carefully constructed and workable scheduling pattern.</p>	

<p>19. How does the department determine that classes are taught consistently with the <a href="#">course outline of record</a>?</p>	<p>The Program Director regularly and informally monitors all courses. The Tenure Review and Peer Review Evaluations also serve to periodically assess the instructor's content as it relates to the Course Outline of record.</p> <p>Faculty meet regularly to review curriculum, content &amp; student progress and success. We regularly review our SLO's, our course outlines, and the textbooks/resources used in each course in the program. Generally, instructors teach the same courses for a number of years. This means that there is a great deal of expertise and consistency on the part of the instructor in each course. Faculty performs Title V updates to all Course Outlines on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate and employer surveys, accreditation mandates, and advisory board suggestions.</p>	
<b>Summary of Planning Goals and Action Plans</b>		



<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p style="text-align: center;"><b>GOALS</b></p> <ul style="list-style-type: none"> <li>A. A primary goal of the program is to graduate competent Pharmacy Technicians.</li> <li>B. The clinical competency skills of the graduating student will be at the level of an entry-level technician as defined by the clinical institutions of the community and national standards.</li> <li>C. The graduating student will be eligible to apply for registration with the California State Board of Pharmacy.</li> <li>D. Students wishing to continue with their education may take the required coursework that would lead to an Associate in Science Degree in Pharmacy Technology.</li> <li>E. After successful program completion and graduation, the student is eligible to take the national PCT (Pharmacy Certified Technician) examination.</li> </ul> <p>The goals of the program must meet the accreditation standards. Earning and maintaining a “Fully Accredited” program status affirms that the program curriculum goals are met.</p> <p>There are the obvious measurable outcomes from the national certification examination.</p> <p>The required SLOs each have objective and measurable outcomes for each course.</p>		
<p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>			
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>	

Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual & biennial reports, new curriculum and the extremely time consuming comprehensive Program Self-Study and Site Visit every six years.	Compliance with ASHP Accreditation Standards. SI #2: Promote Collaborative Decision Making Environment and Community.	

## IV. Student Learning Outcomes

### *Student Learning Outcome Assessment*

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**
2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Equipment, Materials, and Supplies	Keep PT Lab equipped with state-of-the-art medical equipment for students to train on. Expensive and resource intensive clinical skills labs.	Compliance with ASHP Accreditation Standards. Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)
Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual & biennial reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every six years.	Compliance with ASHP Accreditation Standards. SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

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V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	<p><b>Advisory Board:</b> consisting of pharmacists and pharmacy technicians in private retail, chain retail, hospital, mail-order, home health care, representatives from animal related industry and institutions, graduates, and students.</p> <p><b>Student Status Committee:</b> All PT Faculty, meet to review student progress, identify at-risk students, discuss interventions, and disciplinary matters.</p>
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The program director regularly attends BHS Division Program Director meetings and Division Meetings to discuss issues of common concern and support each other in the routine operation of the programs (budget, outreach, etc.) The group collaboratively develops policies for student due process, discipline and dismissal; student policy manuals, student admissions, outreach, etc.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Work with Marketing and Public Relations and Outreach personnel to conduct tours, and to provide program information nights, and career fairs. Work with the Foundation to make connections with potential donors.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	Conduct tours and program informational sessions when needed.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	N/A.
<b>Summary of Planning Goals and Action Plans</b>	

<p>6. What are your goals with respect to departmental engagement and how will those goals be measured?</p>	<p>The majority of the faculty of the Pharmacy Technician Program has been teaching together for over 10 years and work together as a team. The program holds regular departmental meetings. All faculty participate in addition to their part time teaching assignments.</p>		
<p>7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource</p>			
<p><input type="checkbox"/></p>			
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>	
<p>Director Release Time and/or Stipend</p>	<p>Program Director needs release time or a stipend to increase community contact, implement advisory board responsibilities, write annual &amp; biennial reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every six years. Additional monitoring of experiential sites and preceptors profiles is also required.</p>	<p>Compliance with ASHP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>	
<p>Part time laboratory assistant</p>	<p>To take over a portion of the routine laboratory and regulatory compliance. This would free the faculty up for additional collaboration and Departmental Engagement.</p>	<p>Compliance with ASHP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment</p>	

		and Community. SI #3: Build a Community of Scholars (Student Success)	

<b>VI. Professional Development</b>	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Annual NPTA Conference; pharmacy professional CE events; monthly online CE courses; curriculum/course Outline training, SLO Training/Workshops. On-site training by vendor representatives on new medical and A/V Equipment and interactive teaching/learning software.
2. What opportunities does your department take to share professional development experiences with colleagues?	Close working relationship among faculty. Information is shared at regular Departmental Meetings and during the work week.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	New medical information and techniques are integrated into all courses as it becomes available. New equipment or A/V Resources are purchased and the faculty get necessary training and integrate the new technology into the lecture and clinical laboratory curriculum.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	See #3 Funds are needed for faculty to attend professional development, CE meetings and workshops. There is a continual need to upgrade knowledge and clinical skills and learn new technology. Perkins Grant Funds have been awarded and provide for registration and travel for professional development. We must continue to receive these funds.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	We request on going faculty development funds so that our faculty can continue to attend CE courses and professional meetings. Pharmacist and pharmacy technicians attend continuing education to stay current and to maintain licensure. Professional development assistance from the college (\$1,000 per person per year) is vital and is the minimum needed each year. We will continue to fund raise and look for additional sources of funding (i.e. Perkins Grant)
<b>Summary of Planning Goals and Action Plans</b>	
6. What are your goals with respect to professional development and how will those goals be measured?	The goal is to stay current in our field and to ensure that the students are provided with the most up to date information and training on state-of-the-art equipment. Student success has been discussed and ultimately is measured by the success



VI. Professional Development		
		rate on national Certification Examinations and by full employment of graduates.
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Funds for faculty development	We request ongoing faculty development funds so that our faculty can continue to attend CE courses and professional meetings. Pharmacist and pharmacy technicians attend continuing education to stay current and to maintain licensure. Professional development assistance from the college (\$1,000 per person per year) is vital and is the minimum needed each year. We will continue to fund raise and look for additional sources of funding (i.e. Perkins Grant)	Compliance with ASHP Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

## VII. Support Services

### *Support Services*

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	No	All clerical work and administration falls on the Program Director to do. Faculty assists to some degree whenever possible. The accreditation documentation and tracking is extensive and time consuming. Purchasing and maintenance of equipment, inventorying, consistent restocking of laboratory supplies requires constant attention. Accreditation requirements are not taken into account with programs. The barrier is that this vocational program exists in a community college setting where not enough money is allocated to pay for support.
2. Are there sufficient college and departmental computer labs available to support this program?	No	Middlefield Campus has provided sufficient computer lab and ETS support. However, ideally we would have an additional 6 computers and printers dedicated to the pharmacy PPC program for patient profiles and labeling. Currently student must repeatedly move between classrooms to complete laboratory exercises. Students may use computers in the "HUB" on the Middlefield campus.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	No	Middlefield Campus does not have library facilities due to lack of funds and staffing capabilities.

4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	No	All the work of maintaining regulatory compliance falls on the program faculty with minimal support from the college or district. Required Compliance Mandated: Cal-OSHA-Health and Safety, EPA/Haz Mat, DEA-Controlled Devices, FDA-Pharmaceuticals.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	No	The Tutorial Center does not support the program at the Middlefield Campus and the program does not have sufficient funding to hire tutors. Additional funds for PT Hourly Program Specialists to tutor would be productive and improve student success.
7. Are general tutorial services adequate?	No	See # 6
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   No	Adequate counseling and advising is not always available at the times the classes are attended. Previously, our dedicated counselor was exceptional at this function. Currently, the part time counselors are not always knowledgeable about the program. The pharmacy technician faculty does a considerable amount of outreach advising and mentoring, and advising of program students.
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	No	Middlefield Campus does not have a library facilities due to lack of funds and staffing capabilities. The students have free access to some resources by arrangement with the references sources and foundation support.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?		N/A
<i>Marketing &amp; Outreach</i>		

<p>11. What impact do you feel the <a href="#">college catalog</a>, <a href="#">class schedule</a>, and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?</p>	<p>The printed College Catalog has limited effectiveness. The Online College Catalog and the Online Schedule of Classes is heavily used and relied upon by Faculty and Students. In general, marketing accurately reflects the program, requirements, and services available. Program Director must update the website and program collaterals annually.</p>
<p>12. What impact does the college or departmental website have on marketing your program?</p>	<p>Both are essential and indispensable marketing/outreach and informational resource tools. I refer potential students to this site for specific information about the program.</p>
<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>Make the program website easier easy to find from the Foothill Home Page!</p> <p>Competing Private schools (i.e. Western Career College) are attracting students away from Foothill with their large advertising campaigns.</p> <p>Increase the marketing of the Pharmacy Tech Program and other Allied Health Programs. The public is generally unaware of the outstanding education and training we have to offer and how excellent and affordable our programs are. It is important that marketing emphasize the difference between our programs and the competing private, for profit programs.</p> <p>Funds should be available for advertising/ marketing to potential students and pharmacies.</p>
<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>Career Fairs directed at High School Graduates and College age students. On-Campus Outreach to new students with undeclared majors. Program Information nights to disseminate information to groups rather than to individuals. Advertising at local theaters, radio, busses, and TV adds, as used by other schools, would help.</p>
<p><i>Programs, clubs, organizations, and special activities for students</i></p>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	<p>Students do not have time for club activities on top of the rigors of the curriculum and internship requirements. Many of the students work 20 hours or more during the 9 month training period.</p>

16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Regular recipients of: Kaider Scholarships awards, Kahn Scholarship, and the Long's Scholarship for Pharmacy Technicians. An average of 5-6 graduates from each year continue on to Doctor of Pharmacy Programs and earn a Pharm D Degree. Many graduates have risen to positions of leadership in the profession such as: Lead Technicians, District Coordinators, Pharmaceutical Representatives, and Pharmaceutical Equipment Representatives.
<b>Summary of Planning Goals and Action Plans</b>	
17. What are your goals with respect to support services and how will those goals be measured?	Continue to shift the burden of counseling and mentoring from the faculty in effective ways that maintain the quality and accessibility. A designated academic counselor is ideal. Andy Lee provided our students and applicants with the highest level of counseling advice and mentoring. Continuing a Program Coordinator, Charlie McKellar, is also invaluable for potential applicants to all the allied health programs at Middlefield. The best measurement of success is the number of students who have counseling appointments and the number of applicants to programs.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
11 month Contract for Program Director	Extended externship over the summer months are now required due to recent scarcity in clinical site openings. Applications and health forms must be monitored SI #1: Access Into Action (Outreach): For applicants who apply for the program over the summer months and to supervise and mentor clinical externships.
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused, and less effective that it could be. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community.

Library facilities at Middlefield Campus	Library access should be available at the Middlefield Campus for accreditation.	Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)	
PT Hourly Program Specialist	Tutoring and additional clinical skills mentoring and testing	Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)	
Marketing Funds	Outreach to externship sites and potential students	SI #1: Access Into Action (Outreach)	

## VIII. Career and Technical Education Programs

*Response to Labor Market Demand*

According to EDD, the following information supports the size of Foothill's annual class of approx. 25-30 graduates. Many of the graduates are subsequently employed at their last clinical training site.

According to EDD:

The median wage in 2009 for Pharmacy Technicians in California is \$36,513 annually, or \$17.55 hourly. The median wage for Pharmacy Technicians in San Benito and Santa Clara Counties is \$39,765 annually, or \$19.12 hourly. The median is the point at which half of the workers earn more and half earn less.

Change to Hourly Wages

Annual Wages for 2009	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$30,493	\$36,513	\$41,947
San Benito and Santa Clara Counties	\$33,054	\$39,765	\$48,854

Source: EDD/LMID [Occupational Employment Statistics Survey, 2009](#) Wages do not reflect self-employment.

The region is expected to provide 146 annual job openings from Program students are employed part time (15-20hrs/wk) in their required internships during the last four quarters of training. Student is often "graduate employed."

In California, the number of Pharmacy Technicians is expected to grow much faster than average growth rate for all occupations. Jobs for Pharmacy Technicians are expected to increase by 36.1 percent, or 8,400 jobs between 2006 and 2016.

In San Benito and Santa Clara Counties, the number of Pharmacy Technicians is expected to grow much faster than average growth rate for all occupations. Jobs for Pharmacy Technicians are expected to increase by 25.6 percent, or 330 jobs between 2006 and 2016.

1. How does your program meet labor market demand? Cite specific examples and sources.



2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Based on the best projections-Yes!
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	This job, as currently defined is newly emerging, and the market is expected to grow steadily.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Starting salaries in the San Francisco-San Jose Bay Area, according to the advisory board and students surveys is between \$16-\$23/hour ( mean salary \$19.12/hr.) with differentials for late and night shifts and chemotherapy preparation. Students with National Certification and/or AS may earn slightly more.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Indeterminate. Varies with setting. Employees receive a raise after 6 months and are reviewed annually for step increases. The range of starting salary to maximum salary is listed above. Most PHT's reach the top of the pay scale in 10 yrs after graduation.
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	No. Advanced degrees are not typically needed for advancement. Pharmacy technicians are rewarded and compensated for additional years of practical experience and contribution to the practice.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes. Our AS Degree and certificate unit are transferable to the USC's.

<p>8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?</p>	<p>Yes. The program is current and highly rigorous. The education the students receive provide them with many opportunities within the medical profession. The nationally accredited program includes approx. 1100 hours and significantly exceeds the state requirements. This program is recognized in every state.</p> <p>The need for lifelong learning is emphasized throughout the curriculum. The curriculum provides a solid foundation of knowledge (basic principles and theory), clinical skills, and professional attitudes that enable the student to build upon them. One of the program goals is to instill an understanding of the need for lifelong learning to stay current in the pharmacy profession. Many students continue with their education for advancement and exploration of other medical specialties.</p> <p>The field is continually evolving and changing daily with new knowledge, drugs and technology. The students are taught and understand the need to take continuing education to stay current and employable in their profession. Once certified by the national exam students are required to obtain CE's on a yearly basis to retain that certification.</p>
<p>9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p>	<p>No. The terminal objective is the eligibility for national certification and state licensing.</p>
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	<p>N/A</p>
<p>11. How does this program prepare students for competitive employment?</p>	<p>The reputation of the Foothill Pharmacy Program and the program externs and graduates in the Greater Bay Area is outstanding due to the rigorous education and training the students receive. Many programs are not accredited and substandard to ASHP requirements.</p> <p>This ensures that they are highly competitive and that they are clearly distinguished from other program graduates.</p>
<p><i>Advisory Board</i></p>	

<p>12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.</p>	<p>Charlie McKellar (Program Coordinator)          Elisa Costa, CPhT (Walgreens District Representative)          Tatjana Pantic (Student Representative)          Eileen Paulson (Foundation &amp; Community Representative)          Dr. Denise Swett, PhD (Dean Middlefield Campus)          Lionel Jara, RPh (Santa Clara Drug)          Sandra Simon, PharmD (Kaiser Inpatient Santa Clara &amp; Faculty)          Nancy Alvarez, CPhT (Santa Clara Drug &amp; Faculty)          LeeAnn Osterdock, RPh (Program Director &amp; Faculty)          Vijay Kumar, PT (Pharmerica)          Sumita Battacharya, CPhT, PharmD (Pharmerica)          Virginia Okabayashi, RPh-Sequoia Hospital          Jack Castaldo, RPh-Los Altos Pharmacy          Eloise Orrell, MA-Foothill Dean of Biological and Health Division          Hsin Kuo, CPhT (Kaiser Hosp. Inpatient Pharmacy, Santa Clara)          Stu Kalilo, CPhT (Lead Technician, VA Inpatient Pharmacy, Palo Alto)</p>
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<p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>	<p>Advisory Board Meetings are held on a biannual basis.</p> <p>Eleven people participated in the last advisory board meeting on <b><u>Wednesday, June 17, 2009</u></b></p> <p>Charlie McKellar (Program Coordinator)          Elisa Costa, CPhT (Walgreens District Representative)          Tatjana Pantic (Student Representative)          Eileen Paulson (Foundation &amp; Community Representative)          Dr. Denise Swett, PhD (Dean Middlefield Campus)          Lionel Jara, RPh (Santa Clara Drug)          Sandra Simon, PharmD (Kaiser Santa Clara &amp; Faculty)          Nancy Alvarez, CPhT (Santa Clara Drug &amp; Faculty)          LeeAnn Osterdock, RPh (Program Director)          Vijay Kumar, PT (Pharmerica)          Sumita Battacharya, CPhT, PharmD (Pharmerica)</p> <p><b><u>Wednesday, April 30, 2008</u></b>- 12 people participated in the meeting</p> <p>Attending: (see #12 above for titles)</p> <p>Hsin Kuo, CPhT          Charlie McKellar          Mike Holden (student rep)          Stu Kallio, CPhT          Eileen Paulsen          Denise Swett          Eloise Orrell          Nancy Alvarez          LeeAnn Osterdock          Gurmi (visiting tech from KPS)          Vijay Kumar          Sumita Battacharya</p>
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14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	Members have been instrumental in securing equipment and monetary donations for the program. They also review curriculum, admission standards, class size, clinical sites and preceptors and various other facets as required by ASHP. The advisory board members give the program valuable feedback concerning the quality of the student interns and graduates and any areas of excellence or apparent deficiencies. The program incorporates the advisory board feedback into the strategic planning and program review process.
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	Yes-ASHP (American Association of Health System Pharmacists) California State Board of Pharmacy
16. What is the program's accreditation status?	Accredited
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	<p>Program is in year three of its accreditation cycle. All partially compliant and non-compliant recommendations by the committee have been acted upon and addressed to their satisfaction.</p> <p>The non-compliance areas concerned the responsibilities of the advisory board and the requirement of meeting twice a year, documentation requirements on preceptors competency and single tracking sheet for each student.</p> <p>The program has been fully accredited for the past 9 years.</p>
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	Students have had a 100 % pass rate on the first attempt of the national Pharmacy Technician Certification Exam for the 11 years the program has been in existence.
19. What indicators does your program use to determine success of our students after completion?	<p>1. PTCE (Pharmacy Technician Certification Exam)</p> <p>National Test for Pharmacy Technicians</p> <p>2. Procurement and successful performance of a job as a pharmacy technician.</p>

<p>20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.</p>	<p>We do not conduct a formal written survey of employers because they are not returned. We did do this for two years and received 1 return out of 38 sent. We do ask potential employers at our clinical sites for feedback on “would you hire our student if you had an opening”. The answer is consistently “yes” because they are well trained. . No pharmacy employer has indicated any dissatisfaction. Program Interns and Graduates enjoy a highly favorable reputation and are in high demand. Many new applications are from previous student’s referrals. This is largely due to the high level of satisfaction with previous interns and graduates. We do conduct annual graduate satisfaction surveys and the return rate is about 20% and the general consensus is that we are doing an excellent job on preparing student for the field</p>	
<p>21. Does the department’s analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?</p>	<p>Yes</p>	
<p>22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.</p>	<p>Yes</p>	
<p><b>Summary of Planning Goals and Action Plans</b></p>		
<p>23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?</p>	<p>Continue to educate, train and graduate high quality PT’s who are competitive in the labor market and prepared for lifelong learning or advanced education and training. Maintain the high standards required for continued Full Accreditation by the ASHP.</p>	
<p>24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>

<p>11 month Program Director Release Time</p>	<p>Program Director needs release time or a stipend to increase community contact, write and compile new employer survey, and the extremely time consuming comprehensive documentation for Program Self-Study and Site Visit for ASHP accreditation.</p>	<p>SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)</p>	

## IX. Resource Planning: Personnel, Technology, Facilities, and Budget

### *Faculty*

1. How does your <b>PT/FT ratio</b> impact the program?	
2. What staffing needs do you anticipate over the next four years. (Consider: <b>retirements</b> , <b>PDL</b> , <b>reassigned time</b> , <b>turnover</b> , growth or reduction of the program)	<p>FT Program Director-retirement<sup>9</sup>            Director requires additional reassigned time to provide the time required to run the PT Program. Currently the Release Time = 0.0833, which is vastly inadequate time to manage the program.            Additionally, the Program Director should have an 11-month contract.            Need additional PT Hourly Program Specialists for Tutoring students and assistance in laboratory management and testing.</p>

### *Classified Staff*

3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	If director's release time is appropriately increased, current classified staff is adequate.
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### *Technology and Equipment*

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	<p>The medical and A/V equipment is currently state-of-the-art but technology advances rapidly in the pharmacy field and equipment will become outdated or even obsolete over five years. Material and supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. The program is currently supplementing the "B" budget with the Lottery Budget and Perkins funds.            When and if new facilities are available, updated equipment will be purchased. This is required by the ASHP accreditation committee.</p>
5. Do you have adequate resources to support <b>ADA</b> needs in your physical and/or online courses and classrooms?	There are no unmet ADA need at this time.



6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	N/A
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	<b>Yes</b>
8. List needs for upgrades for existing spaces	Listing is not feasible because the building is outdated, too small, and owned by the city of Palo Alto.
9. List any new spaces that are needed	<ol style="list-style-type: none"> <li>1. Separate laboratory and lecture facilities with attached office spaces and easy access storage. Durable furniture and equipment will be needed</li> <li>2. Larger laboratory physical plant and facilities.</li> <li>3. Clean room to meet ASHP 797 standards</li> </ol> Measure C funds have been made available for these facilities.
10. Identify any long-term maintenance needs.	Ongoing and regular updating and calibration of medical equipment and support equipment, routine maintenance of extensive inventory of medical equipment.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	No. Lecture room size is adequate except for climate control. These buildings are over 50 years old and never updated.. Until new buildings are in place we definitely can not expand student capacity. Laboratory facilities are totally inadequate and crowded..

12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	We are at the Middlefield Campus and do not have maintenance by the district.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	<p>No</p> <p><b>A-Budget:</b> Need additional funds for hiring part time lab assistants and tutors. PHT 52 A&amp;B and PHT 54A&amp;B labs require additional supervision by laboratory assistants. Tutors would contribute to student success.</p> <p><b>B-Budget:</b> Inadequate. Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. Funds for mileage and travel to meet contractual and accreditation requirements for hospital and retail site visits are required. The program is supplementing the "B" budget with the Lottery Budget and Perkins Grants.</p>
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	<p><b>Student Numbers:</b> cannot be maintained with a deficient budget.</p> <p><b>Student Success:</b> Inadequate Instructional Equipment and Supplies for students to learn and practice essential clinical skills and procedures. Students cannot be successful if they aren't afforded the opportunity to learn and to practice using expensive and expendable materials and supplies. The overall quality of students will decline as well as limiting the faculty's ability to address the various needs of students. Laboratory facilities do not meet standards.</p>
15. Are there ways to use existing funds differently within your department to meet changing needs?	The program director and faculty are continually assessing and reevaluating the allocation and use of resources to maximize economy and effectiveness. Laboratory supplies are usually not reusable even in a simulated situation.
<b>Summary of Planning Goals and Action Plans</b>	

<p>16. What are your goals with respect to resource planning and how will those goals be measured?</p>	<p>To be good stewards of the resources provided and remain student centered. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students. To seek out and secure alternate sources of funding to augment the existing funds. The goals will be assessed and measured by the various outcomes assessments regularly administered to the students, graduates and employers, which have been exhaustively discussed elsewhere in this document!</p>
<p>17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and ration <b>B-Budget:</b> Inadequate. Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. Funds for mileage and travel to meet contractual and accreditation requirements for hospital and retail site visits are required. The program is supplementing the “B” budget with the Lottery Budget and Perkins Grants.ale for each resource.</p>	
<p>Identified Resource</p>	<p>Purpose</p> <p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>
<p>Instructional Equipment and Supplies</p>	<p>Instructional Equipment and Supplies budgets have been reduced 50% and are inadequate to purchase required materials and supplies. Funds for mileage and travel to meet contractual and accreditation requirements for hospital and retail site visits are required. The program is supplementing the “B” budget with the Lottery Budget and Perkins Grants.</p> <p>Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)</p>

<p>Facility</p>	<p>1. Separate laboratory and lecture facilities with attached office spaces and easy access storage. Durable furniture and equipment will be needed                  2. Larger laboratory physical plant and facilities.                  3. Clean room to meet ASHP 797 standards                  *Measure C funds have been made available for these facilities.</p>	<p>Supports Student Learning.                  SI #3: Build a Community of Scholars (Student Success)</p>
<p>Budgets</p>	<p><b>A-Budget:</b> Need additional funds for hiring part time lab assistants and tutors. PHT 52 A&amp;B and PHT 54A&amp;B labs require additional supervision by laboratory assistants. Tutors would contribute to student success.  <b>B-Budget:</b> Inadequate. Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. Funds for mileage and travel to meet contractual and accreditation requirements for hospital and retail site visits are required. The program is supplementing the “B” budget with the Lottery Budget and Perkins Grants</p>	<p>SI #1: Access Into Action (Outreach)                  SI #2: Promote Collaborative Decision Making Environment and Community.                  SI #3: Build a Community of Scholars</p>

Maintenance	Ongoing and regular updating and calibration of medical equipment and support equipment, routine maintenance of extensive inventory of medical equipment	Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)	

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years. Rev. 06/26/2

Operational Goals	Action Plan
New Facilities for program on Middlefield Campus	Director and faculty actively participate in design of need facilities.
Maintain Full ASHP Accreditation: Self Study and Site Visit in spring 2013.	Faculty actively collaborates on Program Accreditation Self Study
Revise and update curriculum to better match the list of Essential Knowledge and Skills mandated by accreditation.	Collaboratively re-work curriculum to better distribute the core material and “Essential Skills” and eliminate duplication of material.
.Provide additional assistance, supervision and testing in laboratories	Hire additional part time program specialist.
Promote & Sponsor Continuing Education.	Work with colleagues to develop an Advanced IV Course and Certification Review for graduate technicians and technicians desiring to move to hospital pharmacy.
Add a Community Service component to the Curriculum.	Work with directors to learn how their community service components are structured.
Provide Tutors for At-Risk Students	Find funding for additional PT hourly program specialists for tutoring students and clinical assistance.

<p>2. Final Resource Request Summary: <b>When the program planning and review form is online – the section below will automatically fill in with your responses from each section.</b></p>	<p>Note: If you are requesting resources this year, these items have to be included in your current program</p>
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			review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.
<b>Resource</b>	<b>Purpose</b>	<b>Rationale</b>	<b>Estimated Cost</b>
New facilities for pharmacy technician program	Accreditation Standards	Compliance with accreditation standards Supports Student Learning. SI #3: Building a Community of Scholars	Covered by Measure C funds
Increased Release Time to 50% for Program Director	Program Director has insufficient release time to manage this program and the clinical facility. Directors must deal with the application and student selection process; proof and organize health records and other documentation required by clinical sites; meet accreditation requirements; write the extremely time consuming comprehensive Program Self-Study and Site Visit every six years; director's meetings; grey bars and class scheduling; community outreach; advisory board meetings; clinical site requirements and student records and counseling. Directors need	Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	?

<p>Increased Release Time to 50% for Program Director</p>	<p>Program Director has insufficient release time to manage this program and the clinical facility. Directors must deal with the application and student selection process; proof and organize health records and other documentation required by clinical sites; meet accreditation requirements; write the extremely time consuming comprehensive Program Self-Study and Site Visit every six years; director's meetings; grey bars and class scheduling; community outreach;</p>	<p>Compliance with Accreditation Standards. Supports Student Learning.                  SI #1: Access Into Action (Outreach)                  SI #2: Promote Collaborative Decision Making Environment and Community.                  SI #3: Build a Community of Scholars (Student Success)</p>	<p>?</p>
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<p>Instructional Equipment and Supplies.                  Specific and critical need for A/V resources, and Software to support the Pharmacy Technician courses.</p>	<p>The Pharmacy Technician Lab is equipped with state-of-the-art medical equipment, materials, and supplies for student training. Expensive and resource intensive clinical skill labs using expendable materials and supplies. Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. The program is supplementing the "B" budget and the Lottery</p>	<p>Compliance with Accreditation Standards. Supports Student Learning.                  SI #3: Build a Community of Scholars (Student Success)</p>	<p>\$5,000.00</p>
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	Budget with increased Materials Fees and funds from CTE (Perkins).		
Funding for faculty development	Faculty Education and Training to maintain currency in field and professional license.	Compliance with Accreditation Standards. Supports Student Learning. SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	\$3,000.00
Outreach Specialist Dedicated to Programs	Essential to recruit and maintain program student numbers. Outreach is too fractured, inconsistent, unfocused, and less effective that it could be.	Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	Shared by Division
Marketing Funds	Outreach to externship sites and potential students	Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	\$2,500.00

<i>Leonis Osterdock, RPh Program Director</i>	<i>11/17/2009</i>	
<i>Supervising Administrator Signature</i>	<i>Completion Date</i>	

