

1. Number of full-time faculty in the program.

1

2. Number of part-time faculty in the program.

5

3. Number of staff in the program.

1

4. Do the above numbers reflect any staffing changes?

No, Dr. Diane DeNagel will be retiring at the end of Spring Quarter 2024

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

2019-2020 Comprehensive Program Review Identified actions for improvement:

- Restructure and align curriculum to decrease unit load to create a sequential, 2-tier **accredited** Pharmacy Technology Program.
 - Entry-Level** Certificate: **6 months**
 - Advanced-Level** Certificate: **9 months**
- Create a **dual enrollment** “Pharmacy Careers Pathway” with stackable certificates.
 - Pharmacy Assistant (Aid/Clerk) Certificate**
 - Basic Pharmacy Technician Certificate
- Partner with Boys and Girls Club, Veteran's Administration VITALS program, educational entities and employers to support the program graduates.
- Connect with NOVA, Adult Ed, and regional recruitment events to increase marketing and outreach.

2023-24 New Actions for Improvement:

- Hiring qualified PT/FT instructors.
- Increase enrollment through exploring and implementing alternative outreach opportunities within the community.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

- Reviewed and revised all Pharmacy Technology CORS to meet current State curriculum requirements.
- Resumed Dual Enrollment Pharmacy Careers Pathway-**VITAL 2.0**: 39 student cohort in Spring 2023 for AHS 51. 18 students continued with the Pharmacy Careers Coursework (PHT 101, PHT 102 & PHT 103) with the intention of obtaining BOTH Pharmacy Assistant & Basic Pharmacy Technician stackable certificates: 10 students received Pharmacy Assistant Certificate of Achievement. The college unexpectedly canceled PHT 63 and PHT 64 course offerings for Summer 2024 required for students to obtain their Basic Pharmacy Technician Certificate.
- Collaborated with Stanford, Lucile Packard Children's Hospital & Walgreens to host the first series of "Lunch N' Learn" Sessions to support program students with job opportunities and growth within the profession.
- Met with Leigh Howell (FHDA) and McKesson Foundation to discuss grants to support the program.
- Hired Dr. Noren Lopez, PharmD PT instructor to teach PHT program courses.

7. Explain your implementation timeline and if there have been any changes or updates.

- COR revision timeline in accordance to Foothill College Curriculum Title V requirements and ASHP/ACPE Accreditation annual requirements. In addition, college-wide SLO revisions for all courses are underway in 2024-25.
- The partnership with BGCP, Department of Veterans Affairs for **VITAL 3.0** is currently on hold (as of 2024-25) per Senior Leadership directive. The hope is to eventually resume this DE program to serve impacted student communities. The program wishes to run the program however, current status is reliant on various factors to be resolved by senior leadership.
- Continue in 2024-25 academic year to have "Lunch N' Learn" sessions to support program students during both 2025 Winter and Spring Quarters. Increase to include other Industry partners such as CVS Health, Santa Clara County, Dept. of Veteran's Affairs and Kaiser Permanente.
- Plan to meet with Leigh Howell/McKesson in Fall 2024 to discuss grant options.

5. Continue to seek and hire qualified PT instructors for the program.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

1. Approved CORS for Pharmacy Technology Program courses by college curriculum committee vote and progression to the State Chancellor's Office for review and processing. Progress: All courses were approved.
2. Continued email communication with Senior Leadership regarding progression and status of dual enrollment VITAL program
**Progress was slow in Fall of 2024. However, 2025 late Spring, Senior Leadership confirmed to resume VITAL 3.0 in Spring 2026 if an amendable MOU is executed between BGCP and FHDA.
3. The scheduling, confirmation and delivery of "Lunch N' Learn" sessions with industry partners during the program. The increase in the number of sessions and industry participants will be an indicator of progress.
4. Resume discussions with Leigh Howell/McKesson however Angela was on sabbatical Fall 2024. Dean Nancy Cheung was in communication with Leigh Howell during Fall 2024 and indicated it would be best to defer discussions in late Winter/Spring 2025.
5. Dr. Noren Lopez hired in 11/2023: taught Winter/Spring 2024 PHT 102-103.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.





https://foothilldeanza-my.sharepoint.com/:b:g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzpIFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

2023-24 Data: PHT Program Groups experiencing Disproportionate Impact

FHDA District->Foothill College->Health Sciences & Horticulture->Pharmacy Technology-FH->PHT
Number of sections: 20
2023 Summer to 2024 Spring

Disproportionate impact table							
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
Gender	*Male	72	60%	87%	-27		20
Race/Ethnicity	*Filipinx	29	66%	84%	-18		6
Veteran	*Not Veteran	424	82%	100%	-18		75
Income	*Low Income	246	80%	86%	-6		15

Due to our small cohort size, we have limited number of individuals representing each student group. Success rates for our disproportionately impacted student groups will be more drastic as seen in the PPG. That said, our program has a very high overall success rate across the majority of student groups compared to the college's data. If the 18 student groups evaluated by the college, our program will continue to work on erasing the PPG in 4 student groups.

****Please see #10 Section for explanation and analysis of data.**

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

Question #9 (continued)

Gender-Male gap: We have a fewer total number of male applicants hence decreasing the probability of the total number of male students admitted through the lottery system. Male students also have indicated their need to maintain their current job for financial reasons while in the program thus impacting their ability to successfully manage a full time student course load. We hope increase the total number of male applicants and will continue to refer them to college resources for financial support with hopes to to erase the PPG

Ethnicity-Filipinx gap: The only ethnicity PPG is as a result of fewer Filipinx students applying to and accepted into the program compared to other ethnicities. We continue to do what we can to eliminate PPG with all ethnicities. We had Our program's mission is to provide support to all students regardless of their student group. The additional number of successes to erase the PPG is low value of 6.

Not Veteran gap: Because the vast majority of our program students are **"Not Veteran"** status, any non-success outside of this student group will contribute to the high number of additional successes needed to erase the PPG.

Low Income gap: Lower income students struggle with basic survival necessities and face a different subset of life struggles compared to students with financial security. Their success is usually tied to the lack of financial funding and requires them to work while in the a full time program. We remind students that rigor of the program will make it difficult for them to maintain a job and caution them to consider alternatives. Transportation challenges, food insecurity, rent etc. impact our students immensely. We are limited within our program with how we can support the students directly in this area. We continue to connect them to college resources to support their needs.

Closing thoughts...

We hope the college will continue to see the value of the Pharmacy Technology Program based off of our program strengths despite the data correlated with enrollment numbers and productivity.

1. We **are**, still the #1, ranked Pharmacy Technician Program in the nation and **have** been, for 5 consecutive years. The **“Pharmacy Technician Guide”** annually reviews **496** accredited programs using 7 different metrics to determine which programs are worthy of this recognition. Quality of program, Enrollment, Graduation, Cost are key categories. We are proud of having an exemplary model curriculum which meets all goals/objectives of ASHP/ ACPE accreditation and celebrate this 2025 recognition.
2. We have an outstanding reputation with industry partners and stakeholders. Our students excel in externship training compared to students from other programs and have also elevated the standards and the work employed pharmacy techs perform within pharmacy sites. Employers therefore consistently seek and prefer to hire Foothill College "Branded" Pharmacy Technicians
3. Our Advanced-level program is also only 9 months, with minimal pre-requisites; a high school diploma or equivalence and completion of only one, 1 unit, college pre-requisite Introduction to Pharmacy Careers course. Tuition for the program is only \$1400, which works out to be \$150 per month. Our tuition is affordable to individuals seeking a new career. Because we recognize better CTE increases social mobility and fuels regional economies with skilled workers, our low barrier program also provides knowledge base and strengthens transferrable skills for students to pursue ANY entry-level health care profession. The Advanced-Level Pharmacy Technician Program provides students the breadth AND depth of training needed to meet the wide range of employment options. Another appealing factor in our profession is work flexibility; Graduates can easily secure Part time, Full Time or Per diem positions to suit their personal needs.
4. We have a highly diverse student population; not just in ethnicity, but all demographics. We attribute our 4-year course success rate average of 82% with low achievement gaps to the dedicated faculty and staff within our program. Every student is mentored and supported academically, emotionally, psychologically and physically—we strongly believe the Cohort Model-Guided Pathway Program allows for students to form trusting relationships which fosters a positive, supportive learning environment. Our course success rate average is identical to the college's 4 year course success rate of 82%.
5. We maintain a 100% pass rate on the National Pharmacy Technician Board Certification Exam
6. The aging population with higher rates of chronic diseases has led to a greater demand for pharmaceutical services. Because the pharmacy profession has evolved, and pharmacy technician roles have extended to include tasks previously done by Pharmacists, the increased occupational responsibilities has led to the expansion of career growth opportunities to include various specialized Pharm Tec positions-Medication Reconciliation, Clinical Pharmacy, Sterile Compounding, and other pathways to Management/Administrative positions. These factors contribute to the strong labor demand within the pharmacy profession.
7. The data indicates many disproportionately impacted students reside in locations with numerous barriers to student success...such as transportation, technology, academic support and even basic needs. We're able to **improve** achievement and student outcomes by working in partnership with the Boys and Girls Club of the Peninsula and other industry partners. For example, by teaching these dual enrollment courses in the **evening** at the Boys and Girls Club, the students don't have a far commute, and receive ancillary support and get their basic needs met. Most importantly, they get **quality education** delivered to THEM. We can simultaneously serve students from 4 different high schools within the region, which increases scope of service and enrollment numbers. This also avoids the challenges associated with navigating the rigid high school day-time block schedule with individual schools. We strongly believe collaboration with BGCP or other educational entities is the IDEAL model for **Dual Enrollment**. The creation a low barrier, dual enrollment, stackable Pharmacy Careers CTE pathway program which empowers students to achieve their goal beginning in high school directly provides students with opportunities to pursue careers not only within the pharmacy profession, but also, various entry-level health professions. This is aligned with the college's strategy and focus on equity as it promotes direct and ease of access to educational and career exposure opportunities for ALL students. With feedback and support from our Advisory Board and Industry Partners, we wrote curriculum approved by the State. Extra attention was placed on course sequencing and designed to fit seamlessly within the high school “semester” academic year. The Pharmacy Assistant Certificate spans two semesters and is designed for seniors. By High school graduation, students would have received 13 units of instruction and training and can directly secure a job as a Pharmacy Assistant. Since most seniors are 18 when they graduate, they are eligible to participate in clinical externship. For just 6 more weeks AND 6 more units of course work, students can obtain a Basic Pharmacy Technician Certificate which satisfies the minimum CA Board of Pharmacy Requirements for a Pharmacy Technician License. Not only will students be gainfully employed, they acquire invaluable and applicable experience in an occupation allowing them the flexibility and options to pursue additional education or training at a later time.
8. The establishment of a COMPLETE pathway from Pharmacy Assistant Certificate to Doctor of Pharmacy (PharmD) degree is the first of its kind in the State established at Foothill College. It serves students of all walks of life seeking to enter the pharmacy profession. Students can now begin their education journey from our DE programs in high school, then proceed to the Advanced Level Pharmacy Tech Certificate/AS Degree, completion of all Pharmacy school prerequisites and advancement to a School of Pharmacy. At any point along this journey, they can utilize their Certificate of Achievement to secure a living wage position in the profession of Pharmacy.
9. With these new pathways and partnerships in place, we hope to work with marketing and outreach to implement effective advertising and recruitment strategies. This would include the re-design of our program website to improve content accessibility. We also need to increase program visibility through Google search, social media, and other effective advertising mediums. By connecting with NOVA, Adult schools and regional recruitment events, we hope to increase attendance at Outreach and In-reach events which may then, increase our applicant pool and enrollment numbers.

Program Resources Needed:

1. In addition to marketing, outreach, and Dual Enrollment support, in short, we require **funding** for faculty, facilities, and program expenditures to cover BOTH the Advanced Level PHT Program and Dual Enrollment Pathway needs. This includes accredited program annual fees and expenditures for lab/simulation as it requires maintenance of equipment, software licenses and replenishment of expendable materials and supplies.

2. Staffing and Faculty: Pending on how we grow the dual enrollment and tiered accredited program, qualified PT or FT faculty will be needed as the Program Director is currently the **ONLY** full-time faculty member in the department, not only teaching both DE and Accredited program classes, but running the entire program. We will also have one PT faculty retire at the end of Spring 2024. It is extremely difficult to hire and retain qualified faculty given the lower salary within academia compared to positions within the current pharmacy industry. We hope the college will recognize the need to change the salary scale for our Allied Health Division given that this is the same barrier faced by all our programs.

Click on the link below to view the Annual Program Review Rubric.

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This form is not yet ready.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program’s goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

☒ Meets Expectations

☐ Needs Improvement

Feedback

I want to acknowledge all the work of the Program Director and faculty.

This form is completed and ready for acceptance.