

Instructional Discipline Template

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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

The PHT Program provides advanced-level training by empowering students to pursue careers in a variety of healthcare settings while exceeding the requirements to become a state-registered technician. The program targets first-time entrants to health care—high school graduates, individuals transitioning from other professions or re-entering the workforce. Didactics introduced in the classroom are reinforced in laboratory and clinical externships where students demonstrate competency of the broad range of skills relevant to safe pharmaceutical preparation and delivery of quality patient care required in an evolving dynamic pharmacy field. Core values of honesty, trust and integrity are foundational to the program and profession.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

1. Fundamental Knowledge, Critical Thinking and Student Attitude: Upon completion of the Pharmacy Technician Program, students will demonstrate pharmaceutical knowledge, clinical skills and values necessary to practice as a competent pharmacy technician in various pharmacy settings. 2. Clinical Skills Competency: Upon completion of the Pharmacy Technology Program, graduates will demonstrate competency by meeting standards and satisfying all goals and objectives required by ASHP/ACPE Accreditation.

Enrollment Variables and Trends

Enrollment Trends
Biological & Health Sciences - Pharmacy Technology-FH

	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	66	57	53	55	56	-15.2%
Census Enrollment	405	351	413	354	453	11.9%
Sections	22	23	22	22	22	0.0%
WSCH	829	561	677	505	683	-17.5%
FTES (end of term)	56	38	46	34	46	-17.7%
FTEF (end of term)	2.3	2.2	2.2	2.1	1.9	-15.3%
Productivity (WSCH/FTEF)	362	258	309	243	352	-2.7%

B. FTES - Enrollment Trends

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

Answer:

The single cohort, 9-month program enrollment is based on the initial number of qualified applicants, their commitment to Fall quarter start, and other pressures contributing to attrition. Reasons for decrease in applicants/students enrolled: College website is confusing/difficult to navigate for new students, total # of qualified applicants don't exceed max cohort size—program already accepts all applicants. Program's FT heavy course load/rigor increases attrition for certain students; high school, ESL, DRC, working FT/PT, international students, long-distance commuters. Poor academic performance —D/F grade in ONE course leads to dismissal from the program. Single cohort model does not allow for replenishment of FTES.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Answer:

1. Work with marketing/outreach to: Improve marketing strategies—FH PHT program visibility through Google search, social media, and other effective advertising mediums. Attend regional recruitment events—college fairs, NOVA, Adult school etc. Participate in Foothill College In-reach events. 2. Implement methods to effectively respond to applicant questions regarding the program. 3. Actions to increase retention: Restructure course sequencing to decrease unit load/quarter. Provide supplemental instruction. 4. Create two level accredited Entry-6 month/Advanced-9 month PHT programs. Create dual enrollment Pharmacy Aide/Basic PHT Pathway certificates for HS students. 5. Improve/change college website to decrease confusion/frustration navigating site. 6. Explore viable options to improve accessibility.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- the data trend shows an increase in sections
- the data trend shows a decrease in sections
- the data trend shows no change in sections

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

Answer:

N/A —PHT program only has one section with one cohort per year.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

Answer:

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change in the productivity number

If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased.

Answer:

Productivity fluctuates because of enrollment and will be lower than the college's because of our high WSCH:FTEF ratio caused by: 1. Instructor class size ratio designated by PTEC/ASHP/ACPE Accreditation is 1:24 in didactic/classroom; 1:12 in laboratory; and 1:8 in sterile compounding lab. Cohort also limited to 24 students because of assigned PHT lab/classroom capacity and limited number of externship sites. 2. The program currently has six PHT Laboratory courses designated as "category one" labs and two Clinical Courses which all have high load values. 3. Decrease student enrollment due to attrition— financial strain, personal reasons, poor academic performance, long commute/accessibility.

2. Does the data trend suggest changes are necessary to improve productivity?

- yes
 no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

Answer:

1. Increase applicants/enrollment: Work with marketing/outreach to implement effective advertising/recruitment strategies—increase attendance to Outreach/In-reach events—redesign college website to improve content accessibility to decrease confusion. Obtain support to help address prospective student program questions. Acquire more externship sites. Provide continued supplemental instruction. 2. Moved high productivity pharmacology course BIOL58 to appropriate PHT department (PHT 58). 3. Restructured current 9 month Advanced-level curriculum: decreased total units from 52 units to 40 units. Created three new certificates: stackable 6 month Entry-Level Accredited PHT Certificate (30 units). Stackable dual enrollment PHT high school pathway certificate programs; PHT Aide (13.5 units)/Basic PHT (19 units).

E. Enrollment by Student Demographics

Enrollment Distribution



by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	295	73%	187	53%	239	58%	238	67%	392	87%
Male	110	27%	164	47%	173	42%	116	33%	60	13%
Not Reported	0	0%	0	0%	1	0%	0	0%	1	0%
Total	405	100%	351	100%	413	100%	354	100%	453	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	2	0%	2	1%	2	0%	8	2%	33	7%
Asian	217	54%	197	56%	131	32%	186	53%	261	58%
Filipinx	82	20%	20	6%	84	20%	50	14%	20	4%
Latinx	83	20%	94	27%	104	25%	73	21%	101	22%
Pacific Islander	0	0%	1	0%	18	4%	17	5%	1	0%
White	3	1%	19	5%	73	18%	19	5%	34	8%
Decline to State	18	4%	18	5%	1	0%	1	0%	3	1%
Total	405	100%	351	100%	413	100%	354	100%	453	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	9	2%	33	9%	41	10%	55	16%	1	0%
20-24	141	35%	113	32%	86	21%	90	25%	142	31%
25-39	231	57%	155	44%	182	44%	156	44%	215	47%
40 +	24	6%	50	14%	104	25%	53	15%	95	21%
Total	405	100%	351	100%	413	100%	354	100%	453	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	105	26%	101	29%	83	20%	40	11%	103	23%
Associate	73	18%	44	13%	89	22%	20	6%	107	24%
HS/Equivalent	211	52%	193	55%	239	58%	256	72%	226	50%
All Other	16	4%	13	4%	2	0%	38	11%	17	4%
Total	405	100%	351	100%	413	100%	354	100%	453	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

Answer:

Last year's data indicates lack of gender parity, previous years have closer gender parity to that of the college. This fluctuation occurs due to small cohort size achieved by lottery. FH PHT data mimics the national gender gap data reported for the PHT Industry—Female: 76% Male: 22%. Possible causes: Females may gravitate toward this profession because of its flexibility including various pharmacy practice sites and variety of shift options—PT, FT, per diem, etc. Program courses are scheduled 8:00am-2:20pm and span 9 months; making it a short, re-entry health profession program with minimal prerequisites while accommodating primary family care giver responsibilities.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Answer:

The program acquires its annual cohort via lottery without gender bias and is greatly influenced by the varied number of applicants each year. Actions to achieve parity include offering multiple dual enrollment Health Pathway Programs, Pharmacy Aide, Basic PHT Programs and PHT 200L at various high schools and adult schools to increase profession exposure to male students. The new, two tiered Entry-Level and Advanced Level PHT Program may also allow for evening program course offerings. Partnering with the Veteran's Administration (male predominated population) VITALS program to provide education and job opportunities for students. Support from Marketing/Outreach will also increase parity.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change in the male enrollment of the declared major

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

Answer:

The program acquires its annual cohort via lottery with no ethnicity acceptance bias and is greatly influenced by the varied number of applicants for the given year. *cohort size is small compared to other college majors hence the variance has no statistical significance. It is important to also consider the significant demographic shift (including the social economic status) of individuals residing in the Silicon Valley/Bay Area due to the high cost of living. This has had a great impact on ethnic enrollment trends as a significant number of our PHT students do not live in Silicon Valley/Bay Area— with many students commuting from areas much further out (Salinas, Hollister, Alameda etc) than expected for a "community" college.

- African American—An increase to 7% (higher than the college's) is the direct result of numerous outreach efforts to underserved student populations by offering dual enrollment pathways, courses, and PHT CTE program information to diverse High School Students and Adult School populations. Our program's data also exceeds the Regional CTE data that has an 2% under-representation of African American students.
- Asian—50% relatively consistent (higher than the college's). The Regional CTE Enrollment data reports a 29% Asian student enrollment in various PHT courses. The CTE Labor Data Success rate indicates 22% over-representation of Asian students within the PHT profession itself which could account for the higher number of Asian student in the program.
- Filipinx—Fluctuates with 5 year average of 12.8% (higher than the college's). Although program trend indicates slight decrease, it is still higher than that of college. Data indicates 5% over-representation of Filipinx students within the profession which accounts for the higher number of Filipinx student in the program.
- Latinx—Minimal fluctuation with 5 year average of 23% (mirrors college's data). Our program's data exceeds the Regional CTE data that has an 8% under-representation of Latinx

students. We have maintained Latinx enrollment as a result of continuous outreach to underserved student populations; offering dual enrollment pathways to diverse High School and Adult Student population. • Native American: No data provided-mirrors college data of 0%. • Pacific Islander—5 year average of 1.8% (higher than the college's). Enrollment achieved through numerous outreach efforts to underserved student populations by offering dual enrollment pathways, courses, and PHT CTE program information to diverse High School and Adult School student populations. •White—5 year average of 7.4% with variant fluctuation over 5 years. PHT industry trends and labor market reports under-representation of White students by 7% in the PHT profession and is therefore consistent with the fewer number of white students enrolled in the program. •Decline to State—5 year average of average 2% with variant fluctuation over 5 years. Some years mirror the college's distribution. Data indicates a 2% underrepresentation of this group within the PHT profession hence our lower number of enrolled Decline to State students. Summary: Aside from White, Native American and Decline to State, the program meets or exceeds the colleges ethnic distribution. PHT CTE data has identified ethnic equity gaps within the White, African American, and Decline to state populations because they are also underrepresented in the PHT profession itself.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

Answer:

General trends indicate a decrease in White, Native American and Pacific Islander student enrollment. We have increased outreach to underserved student populations by offering dual enrollment pathways and Allied Health Career Explorations Courses to diverse High School students and Adult Students in order to increase exposure awareness of the profession and FH PHT program. The PHT faculty team is also demographically diverse. Studies have shown when students can relate with instructors of similar ethnicity, there is a greater influence—possible increase in enrollment. The new 2-tiered Entry and Advanced level PHT program will provide more options to all ethnicities of students.

F. Student Course Success

Course Success Rates by Unit

Course Success Biological & Health Sciences - Pharmacy Technology-FH										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	385	95%	327	93%	384	93%	327	92%	443	98%
Non Success	17	4%	16	5%	11	3%	25	7%	3	1%
Withdrew	3	1%	8	2%	18	4%	2	1%	7	2%
Total	405	100%	351	100%	413	100%	354	100%	453	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	154	92%	110	95%	174	92%	109	83%	151	98%
Non Success	13	8%	6	5%	10	5%	21	16%	2	1%
Withdrew	0	0%	0	0%	6	3%	1	1%	1	1%
Total	167	100%	116	100%	190	100%	131	100%	154	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	231	97%	217	92%	210	94%	218	98%	292	98%
Non Success	4	2%	10	4%	1	0%	4	2%	1	0%
Withdrew	3	1%	8	3%	12	5%	1	0%	6	2%
Total	238	100%	235	100%	223	100%	223	100%	299	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change in the students' course success percentage

If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.

Answer:

Contributing factors for increased student success percentage: 1. Every student is mentored and supported academically, emotionally, psychologically and physically by dedicated faculty members and program director—PHT is a "Guided Pathway Program". 2. Students have access to academic support through supplemental instruction taught by PHT faculty on weekends to accommodate student personal schedules. 3. Direct accessibility anytime to program director/faculty for any and every student issue/need. 4. Revision of program curriculum course scheduling and course units to achieve a manageable quarterly load. 5. The Cohort Model allows for students to form trusting relationships which fosters a positive, supportive learning environment.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

Answer:

The program will stabilize student success and aim toward 100% success by continuing the above stated programmatic factors and changes already implemented in the program.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- yes
- no

If the data trend shows an increase or decrease in course success gap, explain why the course success gap increased or decreased.

Answer:

The data shows no course success gap in the most recent year and a decreasing gap trend over five years. The program provides personalized support and mentors every student in the program regardless of ethnicity. Along with supplemental instruction, the changes of course sequencing/unit load in each quarter and implementation of a variety of pedagogy have facilitated student success. Early intervention to address unique factors affecting a student's poor academic performance has improved their outcomes of success. The ease of faculty and program director accessibility to students requiring various basic needs support have directly contributed toward course success.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

Answer:

There is no course success gap this year and the faculty will continue to practice effective methods that have decreased the course success gaps between targeted and non-targeted groups. *general note: The PHT cohorts are too small to look at trends for so few graduating compared to other majors. If one worked with a statistician to properly analyze these numbers, we would most likely be told that we need more data to evaluate trends that would be truly beneficial.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Biological & Health Sciences - Pharmacy Technology-FH

2018-19

Success

Non Success

Withdrew

Total

	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	388	99%	0	0%	4	1%	392	100%
Male	55	92%	3	5%	2	3%	60	100%
Not Reported	0	0%	0	0%	1	100%	1	100%
All	443	98%	3	1%	7	2%	453	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	221	93%	15	6%	2	1%	238	100%
Male	106	91%	10	9%	0	0%	116	100%
Not Reported	0	N/A	0	N/A	0	N/A	0	100%
All	327	92%	25	7%	2	1%	354	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	218	91%	9	4%	12	5%	239	100%
Male	165	95%	2	1%	6	3%	173	100%
Not Reported	1	100%	0	0%	0	0%	1	100%
All	384	93%	11	3%	18	4%	413	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	181	97%	6	3%	0	0%	187	100%
Male	146	89%	10	6%	8	5%	164	100%
Not Reported	0	N/A	0	N/A	0	N/A	0	100%
All	327	93%	16	5%	8	2%	351	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	279	95%	13	4%	3	1%	295	100%
Male	106	96%	4	4%	0	0%	110	100%
Not Reported	0	N/A	0	N/A	0	N/A	0	100%
All	385	95%	17	4%	3	1%	405	100%

Success Rates by Age
Biological & Health Sciences - Pharmacy Technology-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent

19 or less	1	100%	0	0%	0	0%	1	100%
20-24	138	97%	1	1%	3	2%	142	100%
25-39	211	98%	1	0%	3	1%	215	100%
40 +	93	98%	1	1%	1	1%	95	100%
All	443	98%	3	1%	7	2%	453	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	54	98%	0	0%	1	2%	55	100%
20-24	71	79%	19	21%	0	0%	90	100%
25-39	150	96%	6	4%	0	0%	156	100%
40 +	52	98%	0	0%	1	2%	53	100%
All	327	92%	25	7%	2	1%	354	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	35	85%	6	15%	0	0%	41	100%
20-24	77	90%	3	3%	6	7%	86	100%
25-39	169	93%	1	1%	12	7%	182	100%
40 +	103	99%	1	1%	0	0%	104	100%
All	384	93%	11	3%	18	4%	413	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	29	88%	4	12%	0	0%	33	100%
20-24	110	97%	3	3%	0	0%	113	100%
25-39	141	91%	8	5%	6	4%	155	100%
40 +	47	94%	1	2%	2	4%	50	100%
All	327	93%	16	5%	8	2%	351	100%

2014-15

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	8	89%	1	11%	0	0%	9	100%
20-24	131	93%	10	7%	0	0%	141	100%
25-39	225	97%	4	2%	2	1%	231	100%
40 +	21	88%	2	8%	1	4%	24	100%
All	385	95%	17	4%	3	1%	405	100%

Success Rates by Ethnicity
Biological & Health Sciences - Pharmacy Technology-FH

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	32	97%	1	3%	0	0%	33	100%
Asian	258	99%	0	0%	3	1%	261	100%
Filipinx	19	95%	1	5%	0	0%	20	100%
Latinx	100	99%	0	0%	1	1%	101	100%
Pacific Islander	0	0%	0	0%	1	100%	1	100%
White	33	97%	1	3%	0	0%	34	100%
Decline to State	1	33%	0	0%	2	67%	3	100%
All	443	98%	3	1%	7	2%	453	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	7	88%	1	13%	0	0%	8	100%
Asian	183	98%	3	2%	0	0%	186	100%
Filipinx	50	100%	0	0%	0	0%	50	100%
Latinx	52	71%	20	27%	1	1%	73	100%
Pacific Islander	17	100%	0	0%	0	0%	17	100%
White	18	95%	0	0%	1	5%	19	100%
Decline to State	0	0%	1	100%	0	0%	1	100%
All	327	92%	25	7%	2	1%	354	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	0	0%	2	100%	0	0%	2	100%
Asian	118	90%	1	1%	12	9%	131	100%
Filipinx	84	100%	0	0%	0	0%	84	100%
Latinx	90	87%	8	8%	6	6%	104	100%
Pacific Islander	18	100%	0	0%	0	0%	18	100%
White	73	100%	0	0%	0	0%	73	100%
Decline to State	1	100%	0	0%	0	0%	1	100%
All	384	93%	11	3%	18	4%	413	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	1	50%	1	50%	0	0%	2	100%
Asian	182	92%	7	4%	8	4%	197	100%
Filipinx	20	100%	0	0%	0	0%	20	100%
Latinx	89	95%	5	5%	0	0%	94	100%

Pacific Islander	0	0%	1	100%	0	0%	1	100%
White	17	89%	2	11%	0	0%	19	100%
Decline to State	18	100%	0	0%	0	0%	18	100%
All	327	93%	16	5%	8	2%	351	100%

2014-15								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	1	50%	1	50%	0	0%	2	100%
Asian	211	97%	3	1%	3	1%	217	100%
Filipinx	82	100%	0	0%	0	0%	82	100%
Latinx	71	86%	12	14%	0	0%	83	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
White	2	67%	1	33%	0	0%	3	100%
Decline to State	18	100%	0	0%	0	0%	18	100%
All	385	95%	17	4%	3	1%	405	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:

The data trend shows an increase in female success and decrease in male success percentages. This is directly correlated with the increased female student enrollment (77%) and decrease in male student enrollment trend. Our small cohort also produces a greater variance and significance with percentage change. Data is greatly affected with fewer males enrolled and each male student course un-success has a greater decrease percentage. The under-representation of males in the PHT profession contributes to the lower enrollment. While success outcomes are greatly influenced by enrollment, our program does not discriminate between gender with outreach, student support, and mentorship.

2. Do the data suggest changes are necessary to improve female or male student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for either male or female.

Answer:

Increasing male enrollment will increase course success rates. Actions to increase the male applicants pool include offering multiple dual enrollment Health Pathway Programs, Pharmacy Aide, Basic PHT Programs and PHT 200L at various high schools/adult schools to increase exposure of profession to male students. The new, two tiered, Entry-Level and Advanced Level PHT Program may allow for

evening program course offerings—which may appeal to males working other jobs . Partnering with the Veteran's Administration (predominately male population) VITALS program to provide education and job opportunities for students. More support from Marketing/Outreach could also increase male enrollment—male student video success clip.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Answer:

There are no student ethnic groups within the PHT program that demonstrate a decreasing trend with course success. NOTE: Data points for Pacific Islander and Decline to State ethnicities have success data points directly correlated with enrollment. There is 100% success for both ethnicities given positive enrollment of the ethnicity in the given year. Note: Sample size too small to have statistical significance to analyze the 5 year trend. • Pacific Islander Ethnicity Data Enrollment: 2014-15=0% (n/a) / 2015-16=0% (n/a) / 2016-17=4% / 2017-18=5% / 2018-19=0% (n/a) Success Rate: 2014-15=0% (n/a) / 2015-16=0% / 2016-17=100% / 2017-18=100% / 2018-19=0% • Decline to State Ethnicity Data: Enrollment: 2014-15=4% / 2015-16=5% / 2016-17= 0% / 2017-18=0% / 2018-19=1% Success Rate: 2014-15=100% / 2015-16=100% / 2016-17=100% / 2017-18=0% / 2018-19=33%

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

Answer:

Course success for any ethnic groups this most recent year (2018-19) show no significant gaps as data points for each group are within 2 percentage points of each other. Average course success percentage of all ethnic groups=97.4%. (not including Pacific Islander and Decline to State ethnic populations for reasons stated above).

3. Do the data suggest that changes are necessary to improve program course success equality?

- yes
- no

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Answer:

The program continues to strive toward stabilizing the high course success rates with all ethnicities by means of the proposed actions and plans indicated throughout the Program Review.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Answer:

Please provide template access to multiple users as currently only one user can populate the fields. Since the PR requires department collaboration and feedback, it is inefficient, time consuming and cumbersome to copy and paste fields into a One Drive and implement edits/feedback on a different platform.

This form is completed and ready for acceptance.