

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Pharmacy Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The faculty of the Pharmacy Technology department is committed to the mission and goals of Wayne Community College and to promoting excellence within the profession by educating students at the diploma level to competently perform as a multi-skilled pharmacy technician who may acquire certification and commit to continuing education opportunities.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

No changes to the mission statement at this time.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- Goal 1: Increase Student Access**
- Goal 2: Ensure Program Excellence**
- Goal 3: Improve Student Success**
- Goal 4: Ensure Institutional Quality**

Our mission aligns with goals 1, 2 and 3, which is to increase student access, ensure program excellence and success by helping students complete the program, as well as prepare students to pass the Pharmacy Technician Certification Exam.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Diploma, D45580	Pharmacy Technology

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
No curriculum changes have been made.	Not applicable.

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

No curriculum changes have been made.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	Program restarted in Fall 2020	
2020-2021	<ul style="list-style-type: none"> • 11-17-20 • 4-27-21 	<ul style="list-style-type: none"> • Need for lab space • Joined NCAP and ASHP; need for additional lab space; and immunizing training
2021-2022	<ul style="list-style-type: none"> • 10-5-21 • 3-8-22 	<ul style="list-style-type: none"> • Sites added, Kinston Walgreens, ECU Duplin, and Rosewood Pharmacy • Site added, UNC Johnston

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The Pharmacy Technology Advisory Committee has suggested that a specific lab space be designated for the program. The space needs to accommodate retail and hospital settings.

With the growth of the program, I helped add more clinical retail and hospital sites. We added Kinston Walgreens, ECU Duplin, and Rosewood pharmacy. We used all three sites last spring. We also added UNC Johnston but will not be using them as a hospital site until this spring of 2023.

I am working towards accreditation for our program. Per the accreditation guidelines, the director must join state and national pharmacy organizations. I joined North Carolina Association of Pharmacists (NCAP) and American Society of Health-System Pharmacist.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 8 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 10 #
Target: 12 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	13
2019-2020	0
2020-2021	12

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	7	53.8%	0	0.0%	2	16.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	5	38.5%	0	0.0%	7	58.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	3	25.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	12	92.3%	0	0.0%	12	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	7.7%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	7.7%	0	0.0%	0	0.0%
Total	13	100.0%	0	0.0%	12	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	5	38.5%	0	0.0%	1	8.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	3	23.1%	0	0.0%	6	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	1	8.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	8	61.5%	0	0.0%	8	66.7%
African American, 25-44	1	7.7%	0	0.0%	1	8.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	23.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	2	16.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	30.8%	0	0.0%	3	25.0%
African American, 45-64	1	7.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	1	8.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	7.7%	0	0.0%	1	8.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	13	100.0%	0	0.0%	12	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Ethnicity and age of the student enrollment are - Spanish: Age 25-44 and African American: Age – 18-24. I have had an increase in enrollment overall and an increase with cultural diversity of our students. Using social media has increased the awareness of our program for ages 18-30. I will be increasing with recruitment activities and promoting our program through social media.

Identify Enrollment Action Items

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Participation in college recruiting activities	Attend recruiting events, follow-up with potential student applicants
2	Recruit in the local high schools	Attend local high schools to recruit potential students to the program

Outcome #2: Retention**Baseline:** 61.3 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 85 %**Target:** 90 %

Year	Program Retention Rate
2018-2019	92.3%
2019-2020	0.0%
2020-2021	91.7%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Spring 2019		Fall 2019 to Spring 2020		Fall 2020 to Spring 2021	
	N	%	N	%	N	%
African American, Female	6	50.0%	0	0.0%	2	18.2%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	5	41.7%	0	0.0%	6	54.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	3	27.3%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	11	91.7%	0	0.0%	11	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	8.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	8.3%	0	0.0%	0	0.0%
Total	12	100.0%	0	0.0%	11	100.0%

Ethnicity & Age Range	Fall 2018 to Spring 2019		Fall 2019 to Spring 2020		Fall 2020 to Spring 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	4	33.3%	0	0.0%	4	36.4%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	3	25.0%	0	0.0%	3	27.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	58.3%	0	0.0%	7	63.6%
African American, 25-44	1	8.3%	0	0.0%	1	9.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	25.0%	0	0.0%	3	27.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	33.3%	0	0.0%	4	36.4%
African American, 45-64	1	8.3%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	8.3%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	12	100.0%	0	0.0%	11	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

To help retain students, I watch and follow their work weekly, such as homework and exams. I help them immediately if problems arise. I do not allow them to get to the point of no return. I have had students that also have mental and financial problems. I refer them to our financial aid and counseling services. I work hard at helping the students with any areas they might need help with. This helps them succeed and want to stay in the program.

Identify Retention Action Items

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Retain student retention by assessing the student's work	Contact students via email; follow-up with one-on-one counseling for the completion of the assignments
2	Refer students with emotional or financial needs to Counseling Services and Financial Aid	Refer students to Counseling Services and Financial Aid; follow-up with students after counseling

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 7 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 9 #**Target:** 11 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	1
2020-2021	10
2021-2022	9

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	1	100.0%	2	20.0%	1	11.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	5	50.0%	4	44.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	3	30.0%	3	33.3%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	100.0%	10	100.0%	8	88.9%
African American, Male	0	0.0%	0	0.0%	1	11.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	1	11.1%
Total	1	100.0%	10	100.0%	9	100.0%

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	100.0%	1	10.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	0	0.0%	3	30.0%	4	44.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	10.0%	3	33.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	100.0%	5	50.0%	7	77.8%
African American, 25-44	0	0.0%	1	10.0%	2	22.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	10.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	20.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	4	40.0%	2	22.2%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	10.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	10.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	1	100.0%	10	100.0%	9	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completion. How might you increase the number of completers in your program?)*

The same factors that have helped me retain my students are what has helped my students complete the program. By helping them with keep up with their work, it has helped them want to complete my program. Also helping the students with not just their education, but their mental and financial problems, it helps the students want to stay in my program and succeed. I focus on the whole student, not just their education. This creates a bond and helps the students be committed to finishing my program.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Focus on the overall health of the student (education, financial, and mental) to help them succeed	Following the student weekly and utilizing counseling forms if student needs help with other areas of their lives

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Working toward program accreditation. Anticipate the submission of the application by July 2023.

Administer post-graduate survey to graduates 6-9 months after graduation.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

A planning objective was submitted for the 2022-23 Plan/Budget for PioneerRX Software. The software allows students simulation activities for retail and hospital settings. Over the next three years, the program needs will be: Sterile Prep compounding items such as a Repeater Pump, Isolator Cabinet, and a Biological Safety Cabinet. With the addition of the PioneerRx software, we will need more computers, telephones, fax machines, and printers to help students simulate prescription filling procedures. I also will need Blood Glucose Monitors and digital blood Pressure Monitors to help simulate patient care services.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

No faculty will be needed for the Pharmacy Technology program.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

Facilities – lab space and a larger room to provide hospital and retail settings. The settings are needed to provide simulation practice for these two pharmacy settings.

