

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Hagerstown Community College

Institution Submitting Proposal

Summer 2017

Projected Implementation Date

Lower Division Certificate

Certified Pharmacy Technician

Award to be Offered

Title of Proposed Program

5299.05

51.0805

Suggested HEGIS Code

Suggested CIP Code

Health Sciences

Kathleen Jordan-D'Ambrisi

Department of Proposed Program

Name of Department Head

Carol Rothstein

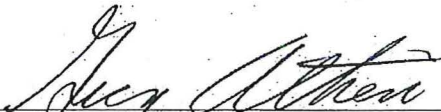
carothstein@hagerstowncc.edu

240-500-2437

Contact Name

Contact E-Mail Address

Contact Phone Number


Signature and Date

President/Chief Executive Approval

3/21/2017

Date Endorsed/Approved by Governing Board

Date



11400 Robinwood Drive • Hagerstown, Maryland 21742-6514 • 240-500-2000

Office of the Vice President of Academic Affairs and Student Services

James D. Fielder, Ph.D.
Secretary of Higher Education
The Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

March 29, 2017

Dear Dr. Fielder,

I am pleased to submit for approval a substantial modification to the current Lower Division Certificate in Certified Pharmacy Technician at Hagerstown Community College. The Board of Trustees has approved the curricular work.

A check will be mailed to the MHEC office. Thank you for your consideration of this proposed change. If I can provide additional information, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "C. David Warner".

C. David Warner, Ed.D.
Vice President of Academic Affairs and Student Services

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Substantial Modification for Certified Pharmacy Technician L.D.C

Hagerstown Community College

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

This proposal is for a substantial modification to Hagerstown Community College's (HCC) existing Certified Pharmacy Technician certificate. The changes to the certificate program will better prepare students to work as pharmacy technicians in retail and institutional health care settings. Pharmacy Technicians are detail oriented people who fill a central role in accurately providing medication to patients. Pharmacy Technicians work with Registered Pharmacists to prepare medications, sterile intravenous mixtures, and prescription labels. Other duties required of a pharmacy technician include maintaining written and computerized patient records, preparing and filing insurance claims, stocking and inventorying medications, and answering patient questions. Completion of HCC's certificate program will prepare students to sit for the National Pharmacy Technician Certification Examination.

The program covers essential topics in pharmacy operations and the interface between Pharmacy Technicians, Pharmacists, and patients. An emphasis is placed on understanding human anatomy, recalling medical terminology, and evaluating appropriate usage of medications. Students will also study insurance and healthcare practices and will become well versed in healthcare law and ethics as they apply to Pharmaceuticals.

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College's mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and also seeks to cultivate in its students critical

and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

The HCC mission focuses on the outcomes of students enrolled in programs. Two of the central purposes of HCC identified in the mission statement are 1) to offer programs designed for “career entry or advancement” and 2) to “foster regional economic development.”¹ The Certified Pharmacy Technician certificate addresses both of these purposes by educating students to join a growing and changing workforce in diverse employment opportunities, such as health care institutions, public health facilities, government agencies, chain retail pharmacies, independent retail pharmacies, mail order drug companies, managed health care facilities, and other healthcare related companies. Hagerstown is home to many such settings, including Meritus Health, Western Maryland Hospital Central, and retail practice settings such as CVS, Walgreens, and Walmart. The area surrounding Hagerstown includes several potential employers, such as Valley Health Systems, West Virginia University Healthcare, and Martinsburg Veterans Affairs Hospital, as well as several more retail pharmacies.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

HCC’s strategic goal 2.4 is, “develop new curricula as needed and establish guidelines for changing or phasing out outdated or under-enrolled courses, services, and programs based on community and student needs.” The changes to the Certified Pharmacy Technician certificate are in line with this goal; the curricular changes are in response to the needs of the employers in HCC’s region. Feedback from the Pharmacy Technician advisory board also indicated changes were necessary to keep the program content current with employer standards. Advisory board feedback is critical to HCC program development as is reflected in strategic goal 2.4j, which states, “maintain and enhance community memberships on program advisory committees to help build and maintain relevant and current credit and credit-free curricula.”

HCC faculty and administration, who have years of industry experience, worked closely with community partners and advisory board members to update and revise the curriculum. Additionally, curriculum revisions are in alignment with the requirements of the American Society of Health-System Pharmacists (ASHP) and the Accreditation Council for Pharmacy Education (ACPE).

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Students in the Certified Pharmacy Technician program will complete a total of 33 requirement credits.

Program courses include:

BIO 116 Human Anatomy and Physiology for Allied Health 4 credits

This is a single semester course (lecture and lab) designed to provide an understanding of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. The laboratory work involves a complete study and dissection of a cat as a typical mammal, with comparison to the human body.

MAP 102 Medical Terminology 3 credits

This course is an integral component in understanding the language of medicine. It is designed to give the student a foundation in the basic structure of medical terms, word building, and definitions, as well as the applications of medical terminology. A human body systems approach is utilized, and topics covered in each system include anatomy and physiology overview, medical terms, symptoms and signs, diseases and disorders, treatments, procedures, and devices.

PHR 101 Introduction to Pharmacy Technician 3 credits

This course provides a history of pharmacy, laws pertaining to pharmacy, drug characteristics, preparation, dispensing, inventory and information systems, along with, pharmacy references, and other topics pertaining to the operation of a pharmacy and career pathways.

PHR 102 Pharmaceutical Calculations 3 credits

This course introduces common calculations that are used in pharmacy practice to accurately perform dosage calculations for solid and liquid medications and IV solutions in order to assure patient safety. The topics covered in the course include unit conversions, ratio and proportion, percent solutions, dosing and business calculations.

This capstone course requires students to work 180 uncompensated hours in various pharmacy settings including both retail and institutional operations and to critically analyze their pharmacy experience.

2. Describe the educational objectives and intended student learning outcomes.

Upon successful completion of the Certified Pharmacy Technician certificate, students will be able to:

- A. Demonstrate appropriate knowledge and understanding of pharmacy's role in the healthcare industry, including quality improvement processes that may be used to monitor a pharmacy's ability to fulfill its responsibilities within a given healthcare system
- B. Recall and apply appropriate pharmaceutical and medical terms, abbreviations, and symbols that are commonly used in the prescribing, dispensing, administering, and charting of medications
- C. Describe the general chemical and physical properties of drugs handled in the manufacturing and packaging operations used in the delivery of pharmaceutical services
- D. Complete the mathematical calculations required for the usual dosage determinations and solution preparation
- E. Perform the essential functions relating to drug purchasing and inventory control
- F. Outline essential elements of drug dosages; routes of administration; and mechanical, automatic, or robotic drug delivery systems
- G. Demonstrate the procedures and operations relating to the manufacturing, packaging, and labeling of drug products
- H. Identify the procedures and operations relating to aseptic compounding and parenteral admixture operations
- I. Execute the usual technician functions associated with contemporary drug distribution systems
- J. Actualize the duties and responsibilities of pharmacy technicians, including standards of ethics governing pharmacy practice, as well as recognize the duties allowed in the state of Maryland, and compare how those duties may vary in other states

3. Discuss how general education requirements will be met, if applicable.

Not applicable.

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The American Society of Health-System Pharmacists (ASHP)/Accreditation Council for Pharmacy Education (ACPE) is the only nationally-recognized, non-governmental, non-profit pharmacy association that accredits pharmacy residencies and pharmacy technician training programs in the United States. The Pharmacy Technician Accreditation Commission (PTAC) is a collaboration between ASHP and ACPE and serves both boards of directors as the accrediting review committee for pharmacy technician education and training programs. PTAC representatives are appointed by ASHP and ACPE to ensure quality of pharmacy technician training programs. Since 1982, ASHP has served the role of accreditor of such programs and was advised through the work of its Commission on Credentialing.²

HCC's program has maintained accreditation with PTAC since 2012. The accreditation process involves a three year progress report and a six year peer-review site visit. This process promotes self-evaluation encourages quality improvement, and provides public accountability by ensuring specific criteria have been met. HCC's program was re-approved May 2015, and will undergo a regularly scheduled site visit in 2018.

Upon completion of the Certified Pharmacy Technician program at HCC, students will be eligible to sit for the National Pharmacy Technician Certification Examination. In accordance with Maryland Health Occupation law 12-6B-02, students who complete an approved academic program in Pharmacy Technician and pass the National Pharmacy Technician Certification Examination may apply for the Pharmacy Technician Registration/License through the Maryland Board of Pharmacy.³

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

C. Critical and compelling regional or statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.

According to the Bureau of Labor Statistics (BLS), “employment of pharmacy technicians is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. Increased demand for prescription medications will lead to more demand for pharmaceutical services.” BLS expects a national increase of 34,700 jobs by 2024 and 7,160 average annual openings.⁴

Bureau of Labor Statistics – Long Term Occupational Projections 2014-2024 (National)

Occupation	Base Year	Base	Projected Year	Projected Jobs	Change	Percent Change	Avg Annual Openings
Pharmacy Technician	2014	372,500	2024	407,200	34,700	9.3	7,160

In Maryland, the long term projections are expected to yield 9,200 jobs by 2024, which is a 15.1 percent increase over the current demand. The short term demand for Maryland is expected to increase by 1.4 percent by 2018.⁵

Bureau of Labor Statistics – Pharmacy Technician Occupational Projections 2014-2024 (Maryland)

Occupation	Base Year	Base	Projected Year	Projected Jobs	Change	Percent Change	Avg Annual Openings
Long Term	2014	7,990	2024	9,200	1,210	15.1	200
Short Term	2014	7,040	2018	7,140	100	1.4	110

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf).

The *Maryland Ready: 2013-2017: Maryland State Plan for Postsecondary Education* states that institutions have a responsibility to facilitate lifelong learning and prepare students to enter the

workforce and advance in their careers. The Certified Pharmacy Technician certificate will prepare students to enter the workforce and/or advance in their career.⁶

Goal 2 of the state plan addresses access, affordability, and completion. The Certified Pharmacy Technician program at HCC is one of two accredited pharmacy technician program in the State of Maryland. Individuals have the ability to complete the program in approximately 12 months in a student-centered learning environment. Upon completion of the program, individuals can become licensed and enter the workforce; as well as continue their educational studies beyond the certificate program.

Goal 5 references economic growth and vitality. On page 52, it states, “two trends dominate the workforce education and training horizon: 1) a perceived mismatch between the skills that job applicants possess and those that employers require, and 2) a need for more people in the workforce with recognized credentials. A credential is defined as a recognized and portable industry certification, occupational license, or postsecondary education certificate or degree. This goal includes workforce development and the use of stackable credentials to help workers become skilled and employable faster, while still being able to continue their education and job growth potential.”⁷ The changes to the Certified Pharmacy Technician certificate address the mismatch of skill identified in statement number 1. Local employers are members of the advisory board who helped modify the curriculum to better support their needs.

Students who complete the program are eligible to sit for the National Pharmacy Technician Certification Examination. This licensure directly supports statement number 2, which emphasizes recognized credentials such as occupational licenses.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The Western Maryland Consortium’s Workforce Innovation and Opportunity Act (WIAO) Integrated Plan, 2016-2020 Draft Plan, provides an integrated plan to address both workforce development and economic development in the Western Maryland Region. Specifically, the “strategic plan requires

community leaders, State and Local government agencies, non-profits, business entities, educators and other stakeholders to build a talent pipeline locally.”⁸ The plan also identified healthcare as a major employer in the region. The Certified Pharmacy Technician program prepares individuals to fulfill the healthcare workforce demands as outlined in the WIAO Strategic Plan.

According to the Maryland Department of Labor, Licensing, and Regulation, employment growth for Pharmacy Technicians is projected at 20% through 2024, and total job openings are projected to be 1,200.⁹

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to the Workforce Region Occupational Projections, pharmacy technician employment is projected to grow 14.8 percent from 2012 to 2022 in the Western Maryland Workforce Region. For the local tri-state area, more than half of the retail and institutional pharmacies anticipate an increase in the need for pharmacy technicians over the next year. Eighty-six percent of those employers would be more likely to hire certified pharmacy technicians at higher compensation levels if they have been trained in an American Society of Health-System Pharmacists (ASHP) accredited program.¹⁰

Healthcare Practitioners and Technical Occupations – Maryland Occupational Projections – 2012-2022 – Workforce Information & Performance

Occ. Code	Occupational Title	Employment			Openings	
		2012	2022	Change	Replacement	Total
29-2052	Pharmacy Technicians	6,420	7,370	950	635	1,585

A search for “Pharmacy Technician” positions on Indeed.com, a job search engine, results in over 150 jobs within 50 miles of Hagerstown’s zip code, 21740, demonstrating a current demand for Pharmacy Technicians in Hagerstown and the surrounding area.¹¹

3. Data showing the current and projected supply of prospective graduates.

Currently, there are 17 students actively enrolled in the Certified Pharmacy Technician program. Of these 17, 10 are enrolled for more than 6 credits in the 2017 spring semester and 7 are enrolled in 6

credits in the 2017 spring semester. Based on the current enrollment of 10 full time students and an expected increase of 5 full time students per year, HCC expects to graduate 10-15 students per year.

The Certified Pharmacy Technician program will follow a new cohort design in fall 2017. The cohort scheduling model will provide additional support for students in the program. Cohort classes follow a more structured schedule than typical college classes and offer more one on one time with the instructor. Studies demonstrate that when students are able to learn together in a cohort they have greater success and are more likely to finish their program. Building upon the benefits of a cohort and the redesign of curriculum, HCC anticipates a robust graduation rate for this program.

E. Reasonableness of program duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

According to data obtained from Maryland Higher Education Commission's Academic Program Inventory, the following Maryland institutions of higher education offer a certificate in Pharmacy Technician.

Institution	Program Name	Degree
Allegany College of Maryland	Pharmacy Technician	Lower Division Certificate
Anne Arundel Community College	Pharmacy Technician	Lower Division Certificate
College of Southern Maryland	Pharmacy Technician	Lower Division Certificate

2. Provide justification for the proposed program.

The nearest program is at Allegany College of Maryland, which is approximately 70 miles from HCC's campus. Therefore, HCC's program would not compete with any other existing programs due to the distance between campuses.

It is important to note that there are currently only two programs in Maryland, Anne Arundel Community College and HCC, which are accredited by the Pharmacy Technician Accreditation Commission (PTAC). Therefore, HCC program fills a need for access to an accredited program for residents in Western Maryland.

F. Relevance to Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

There is no foreseeable impact on the implementation or maintenance of high-demand programs at Maryland's Historically Black Institutions.

2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

There is no foreseeable impact on the uniqueness and institutional identities of Maryland's Historically Black Institutions.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not applicable, as this program is not a distance education program.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.

The pharmacy technician program will maintain adequate faculty members to meet the requirements as outlined in COMAR 13B.02.03.11 including both full-time and adjunct faculty members.

Faculty Member	Terminal Degree Title & Discipline/Field	Academic Title	Status	Course(s) Taught
Michele Buzard	MS, MT (ASCP) Allied Health Sciences	Instructor	Full-Time	MAP 102 Medical Terminology
Richard D'Ambrisi	CPhT, PTCB, AA Pharmacy Technician, Biology	Instructor	Part-Time	PHR 101 Introduction to Pharmacy Technician PHR 107 Professional, Law and Ethics
Dawn Drooger	MSN Nursing	Instructor	Part-Time	PHR 102 Pharmaceutical Calculations

Vennece Fowlkes	PhD Biomedical Sciences	Instructor	Full-Time	BIO 116 Human Anatomy & Physiology for Allied Health
Jennifer Suminski	CPhT, RDH, MS Pharmacy Technician Dental Hygiene	Instructor	Full-Time	PHR 103 Pharmacy Practice: Dispensing Non-Sterile Applications PHR 110 Pharmacology and Therapeutics PHR 112 Pharmacy Practice: Sterile Medication Preparations

HCC is currently seeking an individual for a full-time, tenure track faculty position who will be responsible for teaching and coordinating the Certified Pharmacy Technician core curricula. Additional responsibilities will include procuring material and instructional resources, overseeing program accreditation, chairing the advisory committee, supervising adjunct faculty, and ongoing development of the Certified Pharmacy Technician curricula. The individual selected must be either a licensed pharmacy technician or pharmacist who is eligible for licensure in the State of Maryland with the Maryland Pharmacy Board.

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The HCC William M. Brish Library offers access to full-text articles from a variety of journals available via several online subscription article databases and the Directory of Open Access Journals. The library provides access to journals in print and electronic formats that can be located by searching the online library catalog. All together, the library's paper and e-book collections contain several thousand items. As well as the books, films, and online databases mentioned above, all students and faculty have access to the library's interlibrary loan services through which they can request copies of articles and temporary loans of books from other libraries. Students may log in to use any of the library's electronic resources (databases, e-books, and Films On-Demand) from anywhere at any time.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

Students at HCC have the opportunity to utilize all physical facilities on campus including the William M. Brish Library; Learning Support Center, Behavioral Sciences & Humanities building; Athletic, Recreation and Community Center; STEM building; Technical Innovation Center; Performing and Visual Arts Education Center; Career Programs Building housing several allied health programs and the nursing program; as well as, a state-of-the art computer lab; and the Student Center lounge and dining areas.

The Health Science Division, housed in the Career Programs Building has sufficient dedicated space for program faculty, staff, and students. Available technology includes state-of-the-art electronic smart classrooms equipped with computers, data projection; as well as VHS, DVD and CD for audio. In addition, the College is home to some of the latest equipment for use in skills labs for the health sciences programs, including up-to-date technology. In addition to the traditional classroom environment, the College is renovating a lab classroom into a mock pharmacy to simulate current industry practices using pharmacy specific equipment. This new mock pharmacy will allow students the opportunity to practice their skills and refine their knowledge of pharmacy operations. Additionally, this learning environment will be designed as a smart classroom equipped with a computer, data projection; as well as VHS, DVD and CD. Recently, the program was awarded a Perkins Grant Award for \$32,000.00 purchase an automated dispensing cabinet.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete Table 1: Resources (pdf) and Table 2: Expenditure (pdf). Finance data (pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	47040	67980	95880	117660	120425
a. Number of F/T students	10	15	20	25	25
b. Annual Tuition/Fee Rate	3930	4008	4008	4068	4169
c. Total F/T Revenue (a x b)	39300	60120	80160	101700	104225
d. Number of P/T Students	5	5	10	10	10
e. Credit Hour Rate (# of credits earned)	12	12	12	12	12
f. Annual Credit Hour Rate	129	131	131	133	135
g. Total P/T Revenue (d x e x f)	7740	7860	15720	15960	16200
3. Grants, Contracts & Other External Sources	32,000	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	79040	67980	95880	117660	120425

TABLE 2: EXPENDITURES					
Expenditure Categories					
1. Faculty (b+c below)	56640	57772	58928	60105	61308
a. # FTE	1	1	1	1	1
b. Total Salary	48000	48960	49939	50937	51956
c. Total Benefits	8640	8812	8989	9168	9352
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	32,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	88640	57772	58928	60105	61308

2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

- **Tuition and Fee Revenue** - The enrollment projections start with the current enrollment in the Certified Pharmacy Technician program, which is 10 full time students, and adds approximately 5 full-time students per year to a maximum of 25. Based on the redesign of the curriculum and ASHP's projected change to require students to complete an accredited program to be eligible for licensure, HCC anticipates an increase in enrollments over the next several years.
- **Grants** – The Certified Pharmacy Technician certificate is a List A Perkins' eligible program. The program is an established program at HCC and does not require funds to start the program. However, in compliance with Perkins guidelines, a new automated medication dispensing cabinet has been approved by Perkins to be purchased for \$32,000. This new dispensing cabinet will enhance the program significantly and will enable students to have hands on experience with the type of equipment and technology that is used in industry. Although there is no projected equipment needed, aside from the dispensing cabinet, future equipment needs may also be purchased with Perkins funds or with the College's allocated technology funds.
- **Renovated Space** – HCC has approved the renovation and redesign of a classroom into a mock pharmacy space. The mock pharmacy will provide a simulation of real world experiences and allow future pharmacy technicians to become familiar with the layout of a typical pharmacy and use of pharmacy equipment.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Discuss procedures for evaluating courses, faculty and student learning outcomes.

HCC assesses programs using several methodologies including Student Learning Outcomes Assessment, faculty evaluation, and through an annual unit planning process.

Student Learning Outcomes Assessment

Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The

outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty, or staff. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. The Certified Pharmacy Technician program will be evaluated at the course and program level on an annual basis. Resource allocation (including equipment, staff, and faculty) is driven by needs addressed in the SLOA process.

Faculty Evaluation

Faculty are evaluated annually by the Division Director responsible for their supervision. The purpose of this evaluation is to provide the faculty member with information from a supervisory perspective; synthesize information from various components of the evaluation process, and assist in the development and implementation of the Annual Faculty Review and Professional Development Plan. This evaluation will include: a written report based on a classroom observation, annually for non-tenured faculty, and every three years for tenured faculty; a listing of the prior two semesters' of student evaluations of teaching; and the supervisor's assessment of the faculty member's performance in meeting the full range of faculty duties, including professional development, as well as an assessment of college and community service.

Faculty also undergo evaluation in every course taught via student evaluations. The recommended level of minimum acceptable performance on the evaluation instrument is 75%. Faculty members receiving less than acceptable student evaluations will be counseled and given advice by his/her Division Director to improve his/her evaluation scores.

Unit Planning

Each year the College engages in an integrated process of planning, evaluation, and budgeting for the following fiscal year. Every unit of the college prepares a plan that reflects its accomplishments (Annual Productivity Report), and, building on the College's mission, vision, institutional priorities, and strategic plan, submits its projected needs (Unit Plan). This planning process identifies challenges and opportunities for each program in the areas of curriculum, recruiting, staffing, and budget. The plan for each unit includes:

- The unit's goals to maintain and improve productivity (e.g. new personnel, supplies, equipment, or facilities);
- Timelines;
- Persons responsible; and
- Assistance that may be required outside the department.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

In 2009, HCC created and implemented the Cultural Diversity Plan, which guides changes in campus policies and procedures with the values of equal access and equal treatment for all as the foundation. This Plan represents HCC's commitment to provide an atmosphere of cultural diversity, equal opportunities for employment and access to education and training. Progress toward achieving the goals herein will strengthen the college as a whole.

In addition, HCC's 2016 Strategic Plan (and previous Plans) outlines goals and action plans for a diverse student body and workforce. 2016 addresses the importance of diversity by establishing specific goals, sub-goals and action plans, which the College adopted as relevant goals for its Cultural Diversity Plan. HCC annually updates its strategic plan, revising and adding sub-goals and action plans as institutional priorities change or are added.

Between 2006 and 2013, the percentage of minority students on campus increased from 12% to 24%. The population of Black students grew by 103% during that period, while the Hispanic student

population grew by 187%. Gains in diversity will be made as College recruiters target regional areas with significant minority populations, along with emphasizing that the cost of an HCC education for out-of-state students is lower than the cost of their state universities.

N. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

No low-productivity programs are related to this proposed program.

¹Hagerstown Community College (2003). Mission & Vision. Retrieved from

<http://www.hagerstowncc.edu/about-hcc/president/mission-and-vision>

²ASHP/ACPE Pharmacy Technician Accreditation Commission. Retrieved from

<https://www.ashp.org/Professional-Development/ASHP-ACPE-Pharmacy-Technician-Program-Accreditation/ASHP-ACPE-Pharmacy-Technician-Accreditation-Commission>

³Maryland Code, Health Occupations 12-6B-02. Retrieved from

https://www.lawsolver.com/law/state/maryland/md-laws/maryland_laws_health_occupations_12-6b-02

⁴Bureau of Labor Statistics, Projection Central, Long Term Projections, All Areas. Retrieved from

<http://www.projectionscentral.com/Projections/LongTerm>

⁵Bureau of Labor Statistics, Projection Central, Long and Short Term Projections, Maryland Area.

Retrieved from <http://www.projectionscentral.com/Projections/ShortTerm>

⁶Maryland Ready: 2013-2017: Maryland State Plan for Postsecondary Education (p. 15)

⁷Maryland Ready: 2013-2017: Maryland State Plan for Postsecondary Education (p. 52)

⁸Western Maryland Consortium's Workforce Innovation and Opportunity Act (WIAO) Integrated Plan, 2016-2020 Draft Plan

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