Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Psychiatric Technician Program(s)

Term/Year of Review: Spring 2021
Summary of Program Review:

A.   Major Findings

    1.   Strengths:

- Pass rates at the BVNPT (usually in top 3 of the state)
- 100% job placement for graduates
- Dedicated staff
- Equity

    2.   Areas for Improvement:

- Student retention
- Increased student applications
- Increased clinical sites.
- Increase number of qualified adjunct instructor pool

    3.   Projected Program Growth, Stability, or Viability:

Growth in the number of students, staff, and clinical agencies

B.   Program's Support of Institutional Mission and Goals

    1.   Description of Alignment between Program and Institutional Mission:

The Psychiatric Technician (Traditional and Fast Track) programs, believe in people – in their worth as individuals and in their capacity to develop to their fullest potential. We believe that all people have basic needs and that these must be met to achieve well-being. We believe that the environment in which people exist influences their ability to achieve; and that program faculty serve as role models, planners, organizers, facilitators, and evaluators of student learning. We also believe that this education should be designed to enhance the learning of students from varied ethnic, cultural, religious, educational and life experience backgrounds.

To that end, our faculty assists by providing positive feedback, repetition of experiences and by establishing clearly defined desired outcomes, so the learner can recognize their own success. Treating everyone with dignity and respect is always essential to self-development. Bullying and incivility are never acceptable and will not be tolerated. We believe that Psychiatric Technician Practice is a systematic course of study that prepares learners to assist those with physical, mental, emotional, and developmental problems in a positive environment.

2. **Assessment of Program's Recent Contributions to Institutional Mission:**

We continue to provide a certificate program with graduates that are prepared to successfully pass the state board licensure exam as well as join a variety of healthcare teams in several different facilities caring for a heterogeneous group of clients from different backgrounds with a variety of diagnoses and problems.

Our programs intersect in several areas in the Institutional Learning Outcomes/General Education Learning Outcomes including:

1. **Communication & Critical Thinking**: Create & communicate thoughts, ideas, & information effectively • Read & interpret college-level texts (as evidenced by not only the textbooks used in the program, but in written assignments in class & clinical settings).

2. **Scientific & Quantitative Inquiry** • Understand the relationship between human behavior & the physical environment • Analyze, evaluate, & synthesize information • Conduct calculations & solve problems using quantitative reasoning (as evidenced by the behavioral aspects of the program & pharmacological components of each semester)

3. **Global & Civic Awareness** • Examine issues in a variety of cultural contexts (as evidenced by both didactic & clinical experiences looking at behavior & illness within cultural considerations)

4. **Intercultural Literacy & Creativity** • Describe & demonstrate intercultural competency (as evidenced by both didactic & clinical experiences looking at behavior & illness within cultural considerations as well as working with a diverse cultural population of patients & staff)

5. **Personal, Academic, & Career Development** • Perform work-related functions according to current industry standards & interact with others professionally (as evidenced by clinical experiences, preparation to work as an entry level psychiatric technician as well as effectively take the state board examination for licensure)

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

Recent program activities that align with the Institutional Strategic Plan include:
   A. Engage NVC students & assist in their progress towards educational & job training goals (as evidenced by training staff for a multitude of different employers in the greater North Bay Area).
   B. Increase NVC student achievement & completion of educational & job training goals. (as evidenced by outreach to a variety of employers in Napa, Solano, and Sonoma counties to explore strategies on transitioning their unlicensed personnel into the program and into licensed positions).
   C. Achieve equity in student outcomes & promote equity-mindedness to evaluate all District practices (as evidenced by attending a variety of equity related presentations and seeking a culturally diverse staff to teach our students in both the clinical areas as well as in the classroom).
   D. Enhance collaboration between NVC & community & civic members (as evidenced by director working with Senator Bill Dodd's office on increasing students' access to the program)

C. **New Objectives/Goals:**
   - Increase number of applicants from 30 to 40 students per cohort.
   - Establish a waiting list for entry into the psychiatric technician program.
   - Increase retention of students in Nursing Fundamentals (first level course).
   - Increase number of clinical agencies for student clinical rotations.

Program Review Report | Spring 2021 |

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Psychiatric Technician	
Area(s) of Study	On-Campus	Fast Track (NSH)
Degree(s)/Certificate(s)	PTEC-3-semester Program: AS PTEC-3-semester Program: CoA	PTEC-Fast Track: CoA
Courses	PTEC-150	PTEC-160
	PTEC-155	PTEC-161
	PTEC-156	PTEC-162

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	96	74	82	-14.6%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
On-Campus	**87**	**91**	**70**	**-19.5%**
PTEC-150	22	28	28	27.3%
PTEC-155	25	44	18	-28.0%
PTEC-156	40	19	24	-40.0%
Fast-Track (NSH)	**57**	**25**	**28**	**-50.9%**
PTEC-160	29	--	28	-3.4%
PTEC-161	28	--	--	-100%
PTEC-162	--	25	--	--
Within the Program	144	116	98	-31.9%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Psychiatric Technician Program decreased by 14.6% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Psychiatric Technician Program decreased by 31.9%, while enrollment across the institution decreased by 8.3%

Enrollment in the following courses and areas of study changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

> *Course with an enrollment increase:*
> - PTEC-150 (27.3%)
>
> *Courses and areas of study with enrollment decreases:*
> - PTEC-161 (-100%)
> - Fast-Track (-50.9%)
> - PTEC-156 (-40.0%)
> - PTEC-155 (-28.0%)
> - On-Campus (-19.5%)

Program Reflection:

We need to increase the number of students starting PTEC 150 as well as those who persist in the program. The need for licensed staff in Napa County and the surrounding counties is such that it could support the return to accepting a new cohort of students every semester and offering all three PTEC courses simultaneously. That is partially hampered by the lack of knowledge of the industry by the public which has led to a decrease in applications. We are currently working on partnering with other colleges as well as employers that hire psychiatric technicians to increase enrollment. Additionally, outreach plans within the college through Holly Dawson & Sherry Tennyson have also been initiated.

Both the PTEC Traditional and the Fast-Track programs operate on a slightly different acceptance calendar so that in some semesters the Traditional Program will admit students in two consecutive semester and not again for another two semesters. This is related to the progression of the students through the three-semester program. This fact, coupled with the information in the above paragraph is partial explanation for some of the fluctuations in the course numbers. However, it is essential that we work to improve the general numbers of student applications to the program to enable the program to grow and meet workplace demands.

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
On-Campus	**4**	**21.8**	**4**	**22.8**	**4**	**17.5**	**20.7**	**-19.7%**
PTEC-150	1	22.0	1	28.0	2	14.0	19.5	-36.4%
PTEC-155	1	25.0	2	22.0	1	18.0	21.8	-28.0%
PTEC-156	2	20.0	1	19.0	1	24.0	20.8	20.0%
Fast-Track (NSH)	**2**	**28.5**	**1**	**25.0**	**1**	**28.0**	**27.5**	**-1.8%**
PTEC-160	1	29.0	--	--	1	28.0	28.5	-3.4%
PTEC-161	1	28.0	--	--	--	--	28.0	-100%
PTEC-162	--	--	1	25.0	--	--	25.0	--
Program Average*	6	24.0	5	23.2	5	19.6	22.4	-18.3%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%
Source: SQL Enrollment and Course Sections Files								

Source: SQL Enrollment and Course Sections Files
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

<p align="center">Total # Enrollments.</p>
<p align="center">Total # Sections</p>

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Psychiatric Technician Program has claimed an average of 22.4 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 18.3% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses and areas of study changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

> *Courses and area of study with decreases in average class size:*
> - *PTEC-161 (-100%)*
> - *PTEC-150 (-36.4%)*
> - *PTEC-155 (-28.0%)*
> - *On-Campus (-19.7%)*
>
> *Course with an increase in average class size:*
> - *PTEC-156 (20.0%)*

Program Reflection:

The Fast-Track program is administered by the Department of State Hospitals-Napa (DSH-Napa). Therefore, DSH-Napa controls the number of applicants accepted into that program. Retention is usually based on grades, however there were some behavioral issues for both cohorts in this reporting period that resulted in expulsion from the program. Many of the students that failed to persist in the traditional program were due solely to poor grade performance, however, some students left for financial reasons. This program frequently attracts candidates that have family members in this industry that coerce them into choosing psych tech as a career when the individual has little or no interest in the field. This results in poor performance by these candidates. We work to educate all students on the expectations and rigors of the program and the profession at our intake meetings but there are some variables that cannot be addressed or accounted for relative to familial pressures.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018	102	109	93.6%
2018-2019	44	60	73.3%
2019-2020	28	60	46.7%
Three-Year Program Total	174	229	76.0%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	106.7	10.3	10.4
2018-2019	88.6	16.2	5.5
2019-2020	102.0	16.6	6.1
Three-Year Program Total	297.3	43.1	6.9
Source: SQL Enrollment and Course Sections Files			
*Fill rates based on enrollment and capacity for seven sections with capacities higher than zero. Seven sections were removed from the analysis due to capacities of zero across the three-year period.			

RPIE Analysis: *Fill rates within the Psychiatric Technician Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 76.0% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to the higher rate of decrease among enrollments). Between 2018-2019 and 2019-2020, enrollment decreased while capacity remained stable, resulting in a decrease in fill rate.*

Productivity decreased between 2017-2018 and 2019-2020 and ranged from 5.5 to 10.4 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 6.9 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

*Note: Fill rates and productivity reported in the table do not include one Psychiatric Technician section offering for a summer term over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection:

Since the program has relied on referrals to the PTEC field by word of mouth, NVC's counselling department, and job fairs there has been an ebb and flow in admissions to the program. As noted in a previous section, much of the general population is not aware of the profession nor the educational requirements or job opportunities associated with a career as a Psychiatric Technician. Therefore, our application numbers can vary depending upon the general awareness levels of the program and the career at a specific point in time.

We are working to create marketing and promotional materials with our Campus Information Office and with the Career Preparation Office to highlight the quality work career and salary that can be garnered by seeking licensure as a Psychiatric Technician.

Productivity is also directly correlated to the number of faculty versus the hours required in the program. At the time of this writing, we have three full-time faculty and a fourth resigned to pursue other opportunities. Each faculty member carries an overload each semester as each course is over 424 contact hours (lecture and clinical inclusive) and it is simply impossible to assign single course to a single faculty member. The courses are co-taught in the Traditional Program and there is a smattering of adjunct clinical instructors. All instruction in the Fast-Track program is done by DSH-Napa personnel who are not members of the NVC faculty nor employees of the campus.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 29-2053 Psychiatric Technicians	Numeric Change in Employment	Percentage Change in Employment	Total Job Openings
Napa County (2016-2026)	-30	-4.3%	490
Bay Area[A] (2016-2026)	20	+2.0%	790
California (2018-2028)	900	+8.7%	9,580
Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov) *[A]Bay Area counties include: Alameda, Contra Costa, Marin, Napa, and Solano. Occupational projects for Santa Clara, Sonoma, San Francisco, and San Mateo are unavailable.*			

RPIE Analysis: The Economic Development Department projects a decrease of 30 positions for Napa County and an increase of 20 positions for the Bay Area for the Psychiatric Technician Program by 2026 (compared to 2016). These changes in positions translate into a 4.3% decrease for the industry within Napa County and a 2.0% increase for the industry within the Bay Area (2016-2026). Within California, 900 more Psychiatric Technician positions are anticipated (2018-2028), which represents an 8.7% increase in the number of positions statewide.

Program Reflection:

There are several employers looking to hire PTECs in Napa and the surrounding counties. Napa Valley Unified School District notified the program that PTEC positions were now available in the district further increasing the number of job vacancies in Napa County. Additionally, each cohort of students is offered pre-licensure employment at DSH-Napa prior to graduation. Therefore, while the numbers do appear to be slightly declining per the labor market data, anecdotally there is an increase in opportunities within the general area and the greater Bay Area region.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate Above	Course Rate vs. Program Rate Below	Rate	Course Rate vs. Program Rate Above	Course Rate vs. Program Rate Below
On-Campus	88.3%		X	86.2%		X
PTEC-150	75.6%		*X*	74.4%		*X*
PTEC-155	93.0%	X		89.5%	--	--
PTEC-156	95.2%	X		94.0%	X	
Fast-Track (NSH)	95.5%	X		94.5%	*X*	
PTEC-160	91.2%	--	--	91.2%	X	
PTEC-161	100%	*X*		96.4%	X	
PTEC-162	100%	X		100%	*X*	

Program Level	90.7%	**88.8%**
Institutional Level	90.5%	76.3%

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Psychiatric Technician Program mirrored the rate at the institutional level. The retention rate for PTEC-150 was significantly lower than the program-level rate. The retention rate for PTEC-161 was significantly higher than the program-level rate. The retention rate for the Psychiatric Technician Program falls in the 37th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Psychiatric Technician Program was significantly higher than the rate at the institutional level. The successful course completion rate for PTEC-150 was significantly lower than the program-level rate. The successful course completion rates for the Fast-Track area of study and PTEC-162 were significantly higher than the program-level rate. The successful course completion rate for the Psychiatric Technician Program falls in the 86th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (1.9%) was significantly lower than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

No Psychiatric Technician Program courses or areas of study claimed differences (between retention and successful course completion) that exceeded 10%.

Program Reflection:

The lack of success in successful course completion in PTEC 150 is partly attributable to an overwhelming amount of content in that course. The plan moving forward is to move some of the content from PTEC 150 to PTEC 155. This will allow a "smoother" transition into the general program and provide students with a broader depiction of the program and profession. It will also lessen the burden on faculty to intensely focus on specific subject matter that is often particularly challenging to first-semester students who need some time to adjust to the general rigor of the program. We have visited with, and discussed, this concept with other programs in the state who have followed a similar course of action with great success. Thus, we anticipate that we will be making this change in our curriculum via the approved NVC Curriculum Committee process in the coming academic year.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	88.4%	86.4%	86.0%	*65.3%*
Hispanic			91.7%	*73.9%*
First Generation			90.2%	*75.0%*

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Psychiatric Technician Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the Psychiatric Technician Program, the successful course completion rates at the program level were significantly higher than the rate at the institutional level among all three groups.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate mirrored the institution-level rate for retention and the program-level rate exceeded the institution-level rate for successful course completion. (See Section I.B.1 above).

Program Reflection:

Our successful course completion rates (across three years) at the program level for African American/Black students was 86% compared to 65.3% for the institution. Evaluation of this portion of the program in relation to student equity suggests we are on the right track in supporting our students who hail from varied ethnic, socioeconomic, religious, and diverse backgrounds.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the Psychiatric Technician Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.

C. Student Achievement

1. Program Completion

	2017-2018	2018-2019	2019-2020
Degrees			
PTEC-3-Semester: AS	19	8	21
PTEC-Fast Track: AS	3	6	2
Institutional: AS Degrees	**394**	**386**	**408**
Average Time to Degree (in Years)⁺			
PTEC-3-Semester: AS	1.5	1.7	1.8
PTEC-Fast Track: AS	1	1	1
Institutional: AS	**4**	**4**	**4**
Certificates			
PTEC-3-Semester: CoA	**37**	**18**	**23**
PTEC-Fast Track: CoA	--	--	--
Institutional: Certificates of Achievement	**404**	**349**	**308**
Average Time to Certificate (in Years)⁺			
PTEC-3-Semester: CoA	**1.5**	**1.6**	**1.6**
PTEC-Fast Track: CoA	--	--	--
Institutional: Certificates of Achievement	**3**	**3**	**4**

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2017-2018 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2008-2009 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

RPIE Analysis: The number of PTEC-3-Semester AS degrees conferred by the Psychiatric Technician Program increased by 10.5% between 2017-2018 and 2019-2020, while the number of PTEC-Fast Track AS degrees conferred by the Psychiatric Technician Program decreased by 33.3% between 2017-2018 and 2019-2020. Over the same period the number of AS degrees conferred by the institution increased by 3.6%. The Psychiatric Technician Program (combined AS degrees) accounted for 5.6% of the AS degrees conferred in 2017-2018 and 2019-2020.

The average time to degree among Psychiatric Technician AS recipients ranged from 1 to 1.8 years, which was less than the average time to degree for AS conferred across the institution each year.

The number of PTEC-3-Semester certificates of achievement conferred by the Psychiatric Technician Program decreased by 37.8% between 2017-2018 and 2019-2020. (There were no certificates of achievement conferred for PTEC-Fast Track over the last three years.) Over the same period, the number of certificates of achievement conferred by the institution decreased by 23.8%. The Psychiatric Technician Program accounted for

Program Reflection:

The Fast-Track program administered by DSH-Napa is an apprenticeship program wherein the students are paid. Previously, these students were not encouraged to submit a petition for local/skills certificate. They simply completed their apprenticeship hours and transitioned into their positions as psychiatric technicians. Going forward we will encourage these students to submit this petition to improve this statistic. The decrease in the traditional PTEC program certificates from year 1 to year 3 is directly a result of a decrease in admissions.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	80% (100%)	94.4%	95.6%	93.3%	94.6%
Licensure Exam Pass Rate: Traditional	75% (100%)	86.0%	76.0%	88.0%	81.6%
Licensure Exam Pass Rate: Fast Track	75% (100%	86.0%	100%	72.0%	80.0%
Sources: Perkins IV Core 4 Employment data for Program (TOP Code 1239 for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); Department of Consumer Affairs, for licensure exam pass rates. *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Psychiatric Technician Program students, job placement rates have consistently exceeded the program-set standard of 80%. While the job placement rate has not reached the level of the stretch goal (of 100%), the rate over the last three years was approximately 95%.

Among Psychiatric Technician students, licensure exam pass rates have consistently exceeded the program-set standard of 75%. The licensure exam pass rate among Fast Track students reached the level of the stretch goal (of 100%) once over the last three years.

Program Reflection:

Our job placement for both programs has been 100% for several years. All the graduates from the traditional program are offered a position at DSH-Napa upon graduation prior to passing their state board licensure exam. The results of both programs on state boards frequently exceeds those of most of the other 11 programs statewide.

II.   CURRICULUM

A.   Courses

Subject	Course Number	Date of Last Review *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S) & Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant) & Academic Year*	No Change
PTEC	150	Spring 2018	Yes	(NS) 2021-22		
PTEC	155	Fall 2019	Yes	(S) 2021-22		
PTEC	156	Spring 2017	Yes			No Change
PTEC	160	Fall 2019	Yes			No Change
PTEC	161	Spring 2020	Yes			No Change
PTEC	162	Fall 2020	Yes			No Change

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B.   Degrees and Certificates+

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ *and/or Missing Documentation & Academic Year*	To Be Archived* *(as Obsolete, Outdated, or Irrelevant) & Academic Year*	No Change

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

> The curriculum in the Fast-Track has been updated to reflect resources currently used in the traditional program and other programs across the state. The curriculum for 150 and 155 are going through review at the end of spring 2021 to increase the rigor of 155 and decrease the depth of content in 150.
> Both programs are certificate programs. Historically, the Fast-Track students have not submitted the proper application to the office of instruction to secure the certificate. We are changing that to include this process for future cohorts. The traditional PTEC program always includes this application for certificate at the end of the program.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment
Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
6	6	6	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Psychiatric Technician-Three Semester (AS)	3	2	2	67%	67%
Psychiatric Technician-Three Semester (Certificate of Achievement)	3	2	2	67%	67%
Psychiatric Technician-Fast Track (Certificate of Achievement)	3	2	2	67%	67%

Program Reflection:

Students were able to work with instructors as well as licensed nursing staff at a variety of agencies and demonstrated the ability to provide nursing care including treatments and medications without making mistakes during the assessment periods of the past three years. One area that students may need to be reminded of is that they are not able to dispense any medication (even topical cream) without the direct supervision of either their clinical instructor or licensed nursing staff at the facility where they are performing clinical.

B. Summary of Learning Outcomes Assessment Findings and Actions

100% of the students achieved a satisfactory on their evaluation. Each student administered medications to the patients at their designated clinical site after meeting the criteria of 100% on their medication test. Each student performed and documented basic learning skills. Students were able to make physical and mental assessments and identify and implement interventions while prioritizing patient care. Each student effectively participated in a therapeutic environment and communicated in a profession and respectful manner

Program Reflection:

Student strengths:
Progression in nursing documentation skills and task mastery.
Patient interaction and teaching.
Teamwork skills.

Student challenges:
Time management and task efficiency.
Mastery of dosage calculation.
Application of overall medication knowledge base as it applies to indications individual to the patient.
Dose range, labs and data collection, and nursing considerations.

Most students were resilient in meeting the clients where they were at. Very observant, sensitive, and empathetic toward all the clients. Motivated to engage with the clients i.e., bingo, UNO, basketball, drawing/coloring, painting, etc. Students did an excellent job on their Safety Projects. The clients were engaged, responsive and many remembered the content. Finding out what motivates the client was challenging.

Students were excited to use Swift River Online for virtual medication passes. This increased their confidence with medication knowledge, med passes, as well as critical thinking exercises. Students performed quite well in communicating with patients and staff, medication passes (particularly PO and IM injections), patient education, therapeutic unit group activities and nursing documentation. Students have a hard time managing time spent balancing their paperwork vs patient interaction. Students were also challenged with time and efficiency in passing meds.

Moving forward, utilizing Canvas as part of the curriculum has been an effective tool in ensuring student accountability and in communication between instructors and students including Zoom meetings. Most of our classes are provided in-person, however, the use of both Zoom and Voice Thread for lectures provides ample opportunities for students to remain engaged in the hybrid format of the program.

Our students were good patient advocates, interacted well with patients and the treatment team. They consistently demonstrate the initiative to advocate for clients and practice always using their therapeutic communication skills with the patients. Students in both programs demonstrated strong abilities to work well with staff. They excelled in admissions assessments, including documentation, and reporting post-conference information with respect to privacy. Group therapy was also an area of success.

Students excelled in documentation and reporting post-conference information with respect to privacy. They had meaningful exchanges in both pre- and post-conferences where they identify daily learning goals and medications, they were previously unfamiliar with.

Students were challenged by the change in Napa State Hospital's practice where students were no longer allowed to dispense medication without an instructor present. The clinical evaluation tool was utilized for assessment with successful results. Instructors fill out a facility evaluation tool, which could be used for future assessment.

Available clinical agencies remain a challenge due to Covid-19 restrictions. However, this appears to be loosening up and we are hopeful that more sites will be welcoming to our program in the future.

IV.   PROGRAM PLAN

Based on the information included in this document, the program is in a state of:
   ⬭ Growth

This evaluation of the state of the program is supported by the following parts of this report:

The PTEC programs value diversity, equity, & the safe provision of instruction, care, & treatment in a variety of settings across a continuum of care. We consistently perform in the top 25% (or better) of other psych tech programs in the state and between 95-100% of our students find employment upon graduation from the program.

Moving forward, more efforts in attracting additional students to the program is an essential goal & activity of the program. To retain more students (especially in first semester [PTEC 150] we are planning on moving some of the content from first semester to PTEC 155. This will improve the content of 155 and ease the workload of students in PTEC 150.

The future fast-track students will be required to fill out a petition for certificate of the program when they complete their applications for licensure with the BVNPT (our regulatory board).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Psychiatric Technician Program
Plan Years: 2021-2024

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase application quantities	Section I (2)	Immediate/ongoing	Increased applications
Increase clinical site opportunities	Section 1	Immediate/ongoing	Increased availability of sites
Revise curriculum in PTEC 150 and PTEC 151	Section 2	AY 2021-22	Revised and approved curriculum

Describe the current state of program resources relative to the plan outlined above. (Resources include personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The general resources available to the PTEC program(s) are adequate. However, the workload for full-time faculty and the minimal number of qualified part-time faculty does create some challenges

as the program(s) look to expand and improve. Efforts are being focused on the hiring of a full-time faculty member who recently resigned to pursue other opportunities.   Concurrently, the program(s) are actively involved in seeking qualified adjunct clinical instructors to serve/assist the full-time faculty in the oversight of students in the clinical settings.

While significant funding is not required to market the program to potential students, modest funding would assist in creating and distributing relevant materials that can support the efforts of the faculty/staff and the Office of Public Information to increase the number of applicants to the program.

The Program Director allocates time to research and secure appropriate clinical sites willing to serve as facilities for student clinical rotations.

PROGRAM HIGHLIGHTS

Recent Improvements

The unintended impact of the COVID pandemic was the forced transition of the delivery of didactic content to more electronic media. The lecture content of the program is primarily best delivered in the face-to-face classroom setting. However, while the content of the courses has not been altered, the delivery of the content has been revised and updated to allow for more electronic delivery of same. Faculty have been nimble and agile in transitioning delivery (to the extent possible) to alternative media as well as developing processes and programs to deliver a portion of the clinical education to a web-based scenario system as provided via subscription to a nursing education entity.

A portion of the paper-based examinations have been transitioned to Canvas, to the extent possible.

These practices allow the faculty to be present, be responsive, and to be up to date in the latest technology delivery media. The full program cannot be transitioned to on-line delivery, but the program has developed techniques and processes that allow for appropriate spacing when in person, appropriate web-based education systems, and a renewed commitment to technological updates and advances.

A. Effective Practices

The improvements described above have assisted both students and faculty in the learning process. However, a continued effective practice that will not ever be replaced is the ability of the faculty to engage with students routinely in a one-on-one basis, in small groups, and in post-clinical conference discussions.

The program is content-heavy, and the fast-paced delivery of the content can be overwhelming to students. Over the years, every faculty member within the program has shown the willingness and follow through in working closely with students to reinforce content, improve student comprehension, and ultimately student success. The cohorts of the program are small which allows the close interaction (whether in-person or via video conferencing) of the faculty members and the students. All students interact with each faculty member on a regular basis since all faculty ultimately instruct in all PTEC courses during a student's time in the program.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris – Senior Dean, Health & Safety

Date:

05/07/2021

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The PTEC Program(s) are successful due to the commitment of the faculty to ensure student success. As a group, the full-time and part-time faculty are practitioners of nursing science and successful practitioners of the profession of psychiatric technician and/or nursing.   Students are supported and provided every opportunity to succeed. However, as evidenced by the data, there are some gaps in student enrollments and attrition rates.   Despite the best efforts of the faculty/staff, there are situations that arise with students that are beyond the control or realm of the faculty.

Areas of concern, if any:

• Limited number of current clinical facilities/sites willing to serve in this capacity.   • Appropriate numbers of qualified adjunct faculty to support the clinical rotations with students and full-time faculty.   • General lack of knowledge by the public of the profession.   • Challenge of profession – it is not for everyone.

Recommendations for improvement:

• The review and revision of curricular content to be shifted from the first-semester course (PTEC 150) to the second-semester course (PTEC 155) is wholly encouraged and supported.   • Faculty recommendations are encouraged and are required to effect change within the program.   • Continued networking and bringing to fruition the initiative to market and promote the program to the local area and other colleges who do not offer this program.   • Continued revision and ongoing review of the student handbook.   • Recruitment and hiring of qualified personnel (per the BVNPT) within the program.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Replace recently departed full-time faculty and secure adjunct clinical instructors to replace/supplement current adjuncts.
Personnel: Classified	None
Personnel: Admin/Confidential	None
Instructional Equipment	Upgraded hardware in classrooms
Instructional Technology	Upgraded computers in faculty offices
Facilities	Dedicated classroom/skills lab

Operating Budget	Adequate
Professional Development/ Training	Adequate
Library & Learning Materials	Update library materials and subscriptions to web-based software technology for clinical supplementation.