Psychiatric Technician

Summary of Program Review:

A. Major Findings

1. Strengths:

- There is a 99% job placement for graduates.
- Psychiatric Technicians are being recognized at different organizations other than State Hospitals and State Prisons
- In addition to job placement at State Facilities, graduates have opportunities to be employed through Kaiser, Zuckerberg San Francisco General, community and county programs, and school districts.
- Equitable and culturally diverse dedicated instructors
- The only psychiatric technician program serving the Napa/Solano area
- Every other year, two cohorts are qualified to take their State Exam
- In 2023, more than half of our graduates passed the State exam on their first try

2. Areas for Improvement:

- Student retention.
- Increased student applications.
- Increased clinical sites.
- Increase outreach to local and regional high schools
- Dedicate time to illustrate to the community the abilities of Psychiatric Technicians and the impact they have in mental health.
- Increase passing rates of single cohorts

3. Projected Program Growth, Stability, or Viability:

As of the writing of this program review, the psychiatric technician program is not performing as hoped since the last program review in 2021. The PTEC Program Team is revamping the program to develop stability and to encourage growth. The projection of growth is to obtain and develop a strong presence in the community to meet the increasing demands of psychiatric technicians in hospital and mental health fields.

Growth can occur with the various avenues of opportunities opening for psychiatric technicians and increased acknowledgment of the benefits of retaining psychiatric technicians in several organizations and programs to help people in psychiatric crisis and to maintain the stabilization of patients.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Psychiatric Technician Programs (Traditional and Fast Track), believe in people and the transformation of lives. Whether the individual's goals are to transcend their health, their knowledge, or their professional development, the program will assist the individual acknowledge and thrive for their capacity to develop their fullest potential. The learning environment in which

the students are taught provides them with the basic need of safety. Providing the students with a safe, student-centered, equity-focused, and community-focused educational setting meets the optimal condition for them to focus and learn without fear.

The program faculty serve as role models, planners, coaches, organizers, facilitators, and evaluators of student learning. They also believe education is designed to enhance the learning of students from varied ethnic, cultural, religious, educational, socio-economic, and life backgrounds. Demonstrating the above mindset allows for the students to take on a role of not only as a learner but as a teacher to those they serve.

Faculty facilitate the growth of the students by providing constructive feedback, repetition of experiences, and establishing clearly defined desired outcomes so the learner can recognize their success, and decide how to move forward with the information given to them. Treating everyone with dignity and respect is always essential to self-development. Bully and incivility are never acceptable and will not be tolerated because it disintegrates the trusting relationship built between the faculty, to student, to the population served, and to colleagues.

The Psychiatric Technician Practice is a systematic course of study that prepares learners to assist those with physical, mental, emotional, developmental, and physiological problems in a learning environment.

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

The Fall 2023 and Spring 2024 semesters were exceptional semesters. The program pinned 14 students at the completion of the traditional Fall of 2023 semester and passing three students from PTEC 150. The program did not offer a course in Spring of 2024. This not only allowed for traditional program faculty to re-evaluate the curriculum and program, it also provided the faculty the opportunity to reflect how to positively and impactfully contribute to the institutional mission.

Prior to the Spring 2024 semester, the program provided a certificate program with graduates that were prepared to successfully pass the state board licensure exam as well as join a variety of healthcare teams in several different facilities. This provided the community with additional support from graduates who were filled with information and willing to serve and care for a heterogenous group of clients from different backgrounds with a variety of diagnoses and difficulties.

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

1. **Communication and Critical Thinking:** Create, collaborate, and communicate thoughts, ideas, and information effectively. Read and interpret college-level texts and implement them into safe practices and a greater knowledge for the healthcare field. Conduct research and obtain information from reliable sources such science articles and literature, as evidenced by various assessment results and analysis.
2. **Scientific and Quantitative Inquiry:** Applying learned skills taught by professionals in the field and providing the rationale between human behavior and the physical environment. Observing, demonstrating, evaluating, and analyzing the information to present to colleagues, the community, and the population served. Professors provide the students will the skills to critically think and find innovative ways to solve problems and seek potential issues with possible solutions based on scientific research and outcomes.
3. **Global and Civic Awareness:** Professors who study, continue their education, and evaluate various principles and methodologies used by the social and behavioral

sciences to provide students with the basic understanding of how their presence and practices affect the world.

4. **Intercultural Literacy and Creativity:** Provide the students with a safe space and environment to understand artistic expression and the role art in culture, history, and social critique possesses in the present and future minds. Allow the students to identify and then demonstrate how various cultures are unique and to demonstrate intercultural competency.
5. **Personal, academic, and Career Development:** Professors who provide constructive feedback to the students from assessments and observation of their skills to allow them to cultivate their knowledge, skills, and ability to grow and learn. Aiding with the students to set goals and develop manageable yet meaningful plans to achieve them. Allow the students to take the knowledge learned from the textbooks and interpret them into practical work-related functions according to the standards of the profession.

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

A. Engage and assist students in the program to learn how to cultivate trusting relationships within the community, the friends and family of the population they are serving, and their colleagues.
B. Model to students how to conduct themselves while learning how to navigate their future career with the mindset of continuously learning about the current placement and how it will affect the industry on a local and global level.
C. Continue to demonstrate and develop equity in student outcomes and promote equity-mindedness.
D. Present to the student the correlation of accountability, respect, inclusion, equity-mindedness, and diversity as it fits within the healthcare field and how it will transform their character as they navigate through their career and personal lives.
E. Enhance the collaboration with other health departments, government committees involved in mental health, other PTEC programs, State ran educational departments.
F. Combine efforts with various groups such as Department of Mental Health, Department of State Hospitals, Boards of Vocational Psychiatric Technician, Departments in charge of Career Fairs within unified school districts and other community colleges, and County funded hospitals to increase awareness and access to the psychiatric technician program and other programs at Napa Valley College.

C. New Objectives/Goals:

- Increase number of applicants and enroll more than 25 students per cohort.
- Increase retention of students in Nursing Fundamentals first-semester course by continuously collecting and evaluating data from the students' assessment via exams, mini quizzes, questions, level of understanding during class discussions, and other various assessment tools customized for each student.
- Increase the number of clinical agencies with various types of patient populations to help expand the students' knowledge and increase their level of understanding of unexplored scenarios and topics in the textbook and from the past.
- Consider transitioning theory curriculum or content to online/in-person synchronous learning format.
- Collaborate with larger hospitals and organizations to access clinical in larger cities to benefit our students, expose more agencies and organizations to psychiatric technicians,

and display the college's intent to foster, collaborate, and cultivate relationships with other surrounding counties including our current ones with Napa/Sonoma.

- Find resources and avenues to provide students access to employment within the field to increase their financial stability, evidence-based practices, and exposure to elements that are not accessible during school hours, such as the afternoon shifts. This will provide students with the means to observe human behavior at various hours of the day.
- The Department of State Hospitals-Napa is recommending the potential students possess a certified nursing assistance certification prior to enrollment. This will increase the students' commitment to stay in the program because they have a practical foundation of what to expect.
- Investigate the possibility of state employment as a Psychiatric Trainee at DSH-Napa Registry. This may entice some students who need job security and benefits while going to school.
- Investigate other organizations and facilities that are not State entities that would benefit by employing licensed psychiatric technicians to meet the needs of community hospitals, clinics, county clinics for mental health, suicide hotline, David Grant/ military mental health clinics/PTSD clinics, etcetera. This would support the Governor's Prop 1 initiative and possibly receive grant funding.

D. Description of Process Used to Ensure "Inclusive Program Review"

Program faculty were offered opportunities to provide their feedback and input.

Program Review Report Spring 2024

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**	
	On-Campus	Fast Track (NSH)
Degrees/Certificates	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 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	**57**	**83**	**55**	**-3.5%**
Across the Institution	**7,193**	**6,653**	**6,155**	**-14.4%**
PTEC-150	25	26	15	-40.0%
PTEC-155	--	33	31	N/A
PTEC-156	35	17	16	-54.3%
PTEC-160	--	22	--	N/A
PTEC-161	--	21	--	N/A
PTEC-162	--	--	21	N/A
Within the Program	**60**	**119**	**83**	**38.3%**
Across the Institution	**30,381**	**25,212**	**23,473**	**-22.7%**
Source: SQL Queries for Fall 2023 Program Review				

RPIE Analysis: The number of students enrolled (headcount) in the Psychiatric Technician Program decreased by 3.5% over the past three years, while headcount across the institution decreased by 14.4%. Enrollment within the Psychiatric Technician Program increased by 38.3%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following courses changed by more than 10% (±10%) between 2020-2021 and 2022-2023:

Courses with enrollment decreases:

- *PTEC-156 (-54.3%)*
- *PTEC-150 (-40.0%)*

Program Reflection:

Although the demand for more psychiatric technicians was identified, the program must follow standards set by the governing state Board of Vocational Nursing and Psychiatric Technicians (BVNPT). To insure a competent workforce, the BVNPT requires formal education, and completion, of pre-requisites before enrolling into the program and completing other courses before receiving a certificate of completion. The pre-requisites were analyzed and one, HEOC 172 (Nutrition) was dropped from being a pre-requisite into the program, but rather it is still required for them to complete to receive a certificate of program completion.

During the academic year of 2020-2021, the COVID-19 pandemic affected the way healthcare functioned. There was fear of death and illnesses due to COVID. Clinical sites would not accept students. In the subsequent years, clinical sites would not accept students who were not fully vaccinated. This caused obstacles and more setbacks for faculty, students, and organizations. The program suffered a decrease in enrollments due to the pause for the program to continue until the following semester to meet the BVNPT's hour requirements. A percentage of students did not continue with the program, showing the decreased enrollment of PTEC 155 and PTEC 156. Eligibility to enroll in the PTEC 155 and PTEC 156, the students must complete and pass the previous class.

The enrollment across the institution decreased 22.7% yet the program was at a positive of 38.3% due to the re-enrollment of students who previously were not successful in the course. Additionally, it is to be noted that percentages of enrollments may be skewed due to an asynchronous enrollment pattern for both the Traditional Program and the FastTrack program, thereby potentially creating an illusion of increased enrollments.

Department of State Hospitals-Napa (DSH-Napa) reported outreach is much needed. There is a lack of knowledge of what a psychiatric technician is or that they exist. Collaboration with other colleges and their PT program can work with the California Association of Psychiatric Technicians Union (CAPT) can help fund and produce a social media campaign.

The acceptance of new students at both Napa Valley College and the Department of State Hospital-Napa varies from each other due to the uniqueness of the Department of State Hospital-Napa. Department of State Hospital-Napa's Fast Track program remained stable due to their accessibility to their clinical site on the hospital grounds and progressively continuing with one cohort at a time.

The programs will still need to devise a plan to increase enrollments in the programs to meet Psychiatric Technician vacancies in the workforce.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
PTEC-150	1	25.0	1	26.0	1	15.0	22.0	-40.0%
PTEC-155	--	--	1	33.0	2	15.5	21.3	--
PTEC-156	2	17.5	1	17.0	1	16.0	17.0	-8.6%
PTEC-160	--	--	1	22.0	--	--	22.0	--
PTEC-161	--	--	1	21.0	--	--	21.0	--
PTEC-162	--	--	--	--	1	21.0	21.0	--
Program Average*	**3**	**20.0**	**5**	**23.8**	**5**	**16.6**	**20.2**	**-17.0%**
Institutional Average*	**1,199**	**25.3**	**1,112**	**22.7**	**1,009**	**23.3**	**23.8**	**-8.2%**

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

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:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

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 20.2 students per section. The average class size in the program is lower than the average class size of 23.8 students per

section across the institution during this period. Average class size in the program decreased by 17.0% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following course changed by more than 10% (±10%) between 2020-2021 and 2022-2023:

Course with a decrease in average class size:

- *PTEC-150 (-40.0%)*

No Psychiatric Technician courses experienced an increase in average class size exceeding 10% over the past three years.

Program Reflection:

The Fast Track (Apprenticeship) program is a unique program that employs the students who are accepted into the program. This is a wonderful opportunity for the students to have access to more hands-on experience throughout their academic hours and work hours. The caveat to keeping their employment is for the students to continue to pass their classes. If time management is an issue for the students, it becomes a detriment for them. This issue is not unique to the Department of State Hospital-Napa, the same goes for the traditional program at Napa Valley College, except the students are not employed by the College.

The decrease in class size for the traditional program for the academic years of 2020-2021 and 2022-20223 is due to the pandemic, COVID-19. There was very little interest in applying for the program due to the unavailability of prerequisites online, minimal support for the students to understand the path to acquiring classes, and the fear of becoming deathly ill from contracting COVID. Many of the former students were expected to take care of their families. Therefore, if a family member is the sole caregiver and provider, the program is not feasible for them to continue. The reacclimating to society post-pandemic could also be a contributing factor to the 40% decrease.

Faculty recruitment and retention is a challenge as well for both PTEC programs. When more students enroll in the class, attracting and maintaining instructors is a challenge and is a barrier to expanding the program.

Clinical sites are a barrier for both PTEC Programs. The availability of clinical sites especially for the IDD semester continues to be challenging after the closure of Sonoma Developmental Center. Sites are available but spread and can only absorb a minimal number of students per site. This is a resource drain on the clinical instructor who spends more time commuting between clinical sites instead of onsite instruction and guidance.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2020-2021	60	90	66.7%
2021-2022	119	150	79.3%
2022-2023	83	150	55.3%
Three-Year Program Total	**262**	**390**	**67.2%**
Productivity			
	FTES	**FTEF**	**Productivity**
2020-2021	40.4	9.3	4.3
2021-2022	104.9	8.0	13.1
2022-2023	70.4	11.7	6.0
Three-Year Program Total	**215.7**	**29.0**	**7.4**
Sources: SQL Queries for Spring 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)			

RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Psychiatric Technician Program ranged from 55.3% to 79.3% (The fill rate has not been calculated at the institutional level.) The rate across the three years was 67.2%. Between 2020-2021 and 2021-2022, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment). Between 2021-2022 and 2022-2023, enrollment decreased while capacity remained stable, resulting in a decrease in fill rate.

Productivity within the Psychiatric Technician Program ranged from 4.3 to 13.1 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 7.4 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.)

Program Reflection:

Enrollment into the programs relies heavily on word of mouth from former students, family members working at the DSH, and other organizations. Although word of mouth is a reliable source, its reach is not as far and wide as the programs would like. There are job fairs at colleges and high schools that program faculty attend with volunteers from the cohorts, and Department of State Hospitals headquarters are working hard on social media to bring exposure to the programs and the Psychiatric Technician classification. There is a collaboration with the Department of Public Health-San Francisco, as well. Currently, there is continuous brainstorming to circumvent the ongoing challenges for the psychiatric technician classification to be acknowledged in the healthcare field. Furthermore, the healthcare field is unaware of the advantages that the psychiatric technician classification contributes in all aspects of the healthcare field, especially when it involves human behavior and mental health.

The COVID-19 pandemic deeply affected the programs as evidenced by the seating capacity for enrolled students, the number of students in a clinical site, the number of students in the conference room for pre- and post-clinical, antigen or PCR Testing requirements by the college, and clinical sites, contract tracing documentation, and the requirement for vaccination and PPEs at clinical sites. Moreover, the college mandated vaccinations for any student participating in, “In person courses” and/or weekly COVID testing. COVID Vaccinations and boosters were clinical requirements due to the county or individual hospital’s mandated standard of care.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description Codes: 29-2053 (Psychiatric Technicians)	Numeric Change in Employment (Baseline Year to Projected Year)	Projected Growth (% Change in Positions; 2020 Base Employment vs. 2030 Projected Employment)	Projected Number of Positions (Total Job Openings)
Napa County (2020-2030)	20	9.5%	180
Bay Area[A] (2020-2030)	110	8.9%	1,010
California (2020-2030)	900	9.5%	7,900
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, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The figures reported in the table above pertain to the Standard Occupational Classification for the following positions:

- *Psychiatric Technicians*

The Economic Development Department projects that the number of positions within Napa County will increase by 9.5% (20 positions) between 2020 and 2030. The increase in Napa County reflects the increase of 9.5% anticipated across the state. The number of positions within the Bay Area is expected to increase by 8.9% (110 positions) between 2020 and 2030.

Program Reflection:

Due to the nation's attention to mental health, the labor market demand will continue to increase far quicker than the program will fill it. Many advances in the field will allow the students and licensed psychiatric technicians to better serve target populations. Slowly the psychiatric technician classification is acknowledged, although there is uncertainty as to what they can do within the organizations that have hired them. Even though there are discussions during a referral interview, there continue to be apprehensions and a lack of understanding that psychiatric technicians are not medical assistants. The more collaboration that is done on a State and organizational level with the government, the more the classification is presented.

There is an increase in opportunities within the general area and the Greater Bay Area region such as Zuckerberg San Francisco General, Department of State Hospital Stabilization Training Assistance Reintegration Program (STAR), and other organizations. There are communications from a variety of programs interested in graduates for a pre-licensed psychiatric technician (PLPT) position and hopefully a permanent and full-time position thereafter.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Course	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
PTEC-150	80.0%		***X***	70.8%		***X***
PTEC-155	95.3%	X		93.8%	X	
PTEC-156	95.6%	X		94.1%	X	
PTEC-160	95.5%	X		95.5%	X	
PTEC-161	100%	X		100%	X	
PTEC-162	100%	X		100%	X	
Program Level	92.3%			89.3%		
Institutional Level	90.0%			**72.7%**		

Source: SQL Queries for Fall 2023 Program Review
-- 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. The lower of the two rates is highlighted in bold.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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 (PTEC) Program reflected the retention rate at the institutional level. The retention rate for PTEC-150 was significantly lower than the program-level rate. The retention rate for all other PTEC courses exceeded the program-level rate. (The differences were not statistically significant.) The retention rate for the PTEC Program falls within the third quartile (Q3) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for PTEC is among the highest 50% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the PTEC 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 rate for PTEC falls within the fourth quartile (Q4) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for PTEC is among the highest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (3.0%) was significantly lower than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following PTEC course claimed a difference (between retention and successful course completion) that exceeded the 3.0% difference found at the program level:

- *PTEC-150 (9.2%)*

Program Reflection:

The first semester of the traditional program is difficult for students because it is their first time to be involved in the healthcare field. Medical terminology, the pace at which we cover content, and pharmacology prove to be huge obstacles for students who are delving into the healthcare field for the first time. Although their prerequisites are in place to provide them with a glimpse of what is to come, it is uncertain if the concepts are grasped. This proves to be an obstacle because the program is intense and moves quickly. A suggestion for the students to have the prerequisites and the courses needed to receive a certificate of completion, in addition to possessing a certified nurse assistant certificate. These factors would increase the student's commitment and knowledge of what a healthcare program demands.

Another factor that affects the students' success and retention is the cost of living. In the Bay Area, the cost of living is so high, and competition for great-paying jobs is plentiful. Rent in this area is prohibitive for someone going to school and/or working here. Perhaps low-income housing for students could be made available. In the program handbook, it is highly recommended, almost mandated, that the student possesses reliable

transportation to and from school because many times a student is late or absent due to vehicle issues. Likewise, daycare is also an issue for some of the students.

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	93.5%	87.7%	87.0%	***65.9%***
Pacific Islander	*	86.7%		
Latinx/Hispanic			85.4%	***69.0%***
19 or Younger			80.0%	71.0%
First-Generation			90.9%	***69.7%***
Not Disabled/Not Reported			91.6%	***72.5%***

Source: SQL Queries for Fall 2023 Program Review

B0old italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the six 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 six 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.) [Due to the low number of Pacific Islanders enrolled in the Psychiatric Technician Program, this analysis does not include comparison of program-level and institution-level retention rates.]

Within the Psychiatric Technician Program, the successful course completion rates among African American/Black students, Latinx/Hispanic students, students 19 or younger, first-generation students, and students without a disability reported were higher than the corresponding rates at the

institutional level. With the exception of students 19 or younger, the differences were statistically significant.

These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level retention rate reflected the institution-level rate and the program-level successful course completion rate was significantly higher than the institution-level rate. (See Section I.B.1 above.)

Program Reflection:

The percentage quantifies that the student equity component of the Psychiatric Technician Programs continually supports learners who come from varying backgrounds and socioeconomic factors. The program's course completion rates outperformed the institution indicating positive trends in equity within the program.

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 2020-2021 and 2022-2023.

C. Student Achievement

1. Program Completion

	2020-2021	2021-2022	2022-2023
Degrees			
Psychiatric Technician AS Degree	13	20	12
Institutional: AS Degrees	**394**	**304**	**285**
Certificates			
Psychiatric Technician Certificate of Achievement	40	20	28
Institutional: Certificates of Achievement	**510**	**407**	**383**
Source: SQL Queries for Spring 2024 Program Review			

RPIE Analysis: The Psychiatric Technician Program conferred 45 AS degrees over the past three years, accounting for 4.6% of the AS degrees awarded by the institution over that period. The Psychiatric Technician Program conferred 88 certificates over the past three years, accounting for 6.8% of certificates awarded by the institution over that period.

Program Reflection:

The number of degrees conferred by the traditional program is due to the pandemic and the inability of the students to access classes offered in 2020-2021. The increase in 2021-2022 is assumed that the school was able to navigate around obstacles that were present during the pandemic. The decrease in numbers for 2022-2023 was due to the possibility the students were not as motivated due to the many hurdles and policy changes to meet the criteria for the BVNPT along with the access to clinical sites in time to complete the program.

The Fast-Track program number is in alignment with the struggles the traditional program faced. In addition to completing a rigorous program, the Fast-Track students transitioned into their positions as pre-licensure psychiatric technicians (PLPT) once they completed the program.

Though not mandated by the BVNPT for licensure, the students are strongly encouraged to complete the remaining required courses to qualify for their Psychiatric Technician AS Degree. This may help to increase the numbers and provide them with an additional means of increasing their marketability.

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%)	95.6% (2018-2019)	93.3% (2019-2020)	98.3% (2020-2021)	96.3%
Licensure Exam Pass Rate: FastTrack	75% (100%)	90.9%	100%	94.7%	95.2%
Licensure Exam Pass Rate: Traditional Track	75% (100%)	79.2%	64.7%	73.3%	73.2%
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 123900) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx).					

RPIE Analysis: Among Psychiatric Technician students, job placement rates have consistently exceeded the program-set standard of 80%. The job placement rate over the past three years was 96.3%.

Licensure exam pass rates among Psychiatric Technician FastTrack students have consistently exceeded the program-set standard of 75%. In one of the past three years, the program reached the stretch goal of a 100% pass rate. The licensure exam pass rate among Traditional Track students was below the program-set standard of 75% in two of the last three years. The rate across the three-year period also fell below the program-set standard.

Program Reflection:

Job placement for both programs has been close to 100% and graduates from the traditional program are offered a position at DSH-Napa, pending their background checks. The decrease in the pass rate does not represent the pass rate of the graduates in its entirety. The percentages listed are determined by the first time the graduates attempt their exams. A percentage of the students have expressed their fear of failing an important exam.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite/ Corequisite* *Yes/No* & Date of Last Review	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* & Academic Year Anticipated	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
PTEC	150	1/28/2011 (BOT)	Yes	(S) SP24 Anticipated		
PTEC	155	3/6/2020	Yes	(S) SP24 Anticipated		
PTEC	156	3/6/2020	Yes	(S) SP24 Anticipated		
PTEC	160	3/6/2020	Yes			
PTEC	161	3/6/2020	Yes			
PTEC	162	3/6/2020	Yes			

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

Both programs continue to be certificate programs. To guarantee that the learning objectives of the students are satisfied and that the program remains rigorous while maintaining credibility, dependability, confirmability, and transferability, the traditional program will undergo a review and possible redesign in the Spring of 2024. Moving forward, HEOC 172 will no longer be a pre-requisite, but it is highly recommended that the students complete the course along with PSY124 and PSY 125 before the program. This will give the students the ability to focus on the core course versus sharing their focus with another course.

B. Degrees and Certificates[+]

Degree or Certificate & Title	Implementation Date	Has Documentation *Yes/No*	In Need of Revision+ *and/or Missing Documentation* & Academic Year Anticipated	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
Psychiatric Technician-Three Semester (AS)	Before Fall 2006	No	Yes		
Psychiatric Technician-Fast Track (Certificate of Achievement)	Before Fall 2006	No	Yes		
Psychiatric Technician-Three Semester (Certificate of Achievement)	Before Fall 2006	No	Yes		

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

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

Program Reflection:

The traditional PTEC program has always included the application for the certificate at the end of the program. Per the last program review, the Fast-Track students are to submit the proper application to the office of instruction to secure their certificate.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

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

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

Program Reflection:

Students continue to work with instructors and interdisciplinary teams at various clinical sites to gain the knowledge bestowed upon them by different interdisciplinary members. This provides students with more knowledge and more information to help them critically think in the field.

B. Summary of Learning Outcomes Assessment Findings and Actions

On their evaluation, received a passing rating. The students administered medications to patients after achieving a perfect score on their medication administration oral exam and providing rationales for scenarios. Every student demonstrated their knowledge of the patient's six rights for medication administration. The students were also able to execute patient teaching and analyzed patient behaviors post-medication administration. The students were also evaluated on their ability to work with various interdisciplinarian team members (e.g., psychiatric technicians, registered nurses, psychologists, psychiatrists, medical doctors, psychiatric technician assistants, social workers, rehabilitation therapists, occupational therapists, housekeeping, and unit secretaries) on the units and to build a safe working rapport with the patients. Understanding that each person working on the unit is vital to understanding the unit dynamics and deviations from baseline occurrences on the unit. Students identified and reported the importance of each role. Students verbalized the each role of the interdisciplinary team, housekeeping, and unit secretary were unique and presented value into understanding the behaviors of the patients.
The students differentiated voluntary and involuntary behaviors by identifying antecedents. Each student organized their analysis of patient's deviant behaviors through their daily clinical journal. The students demonstrated their ability to document and communicate clearly with staff through the patient records and during morning staff meetings. The students executed their critical thinking skills by becoming a part of the treatment team and aiding to navigate problematic behaviors. The students performed their duties of becoming health care professionals by documenting how they prioritized and executed patient care within the clinical hours. Every student engaged in therapeutic activities with efficacy and communicated courteously and professionally.

Program Reflection:

The students are successful due to their resiliency and their willingness to learn, eventually. Their tenacity and grit to become a better person transfer to them becoming to transform into a healthcare professional. Most students transition to becoming a healthcare professional and a college student quicker than others which makes each student even more unique yet causes challenges that provide learning lessons for the instructors. The students have learned that teamwork is a vital part of becoming a successful student and an important part of a team. The students learn to communicate clearly and to collaborate in a manner that allows them to showcase their skills in the clinical setting via documentation and during team meetings.

Areas that continually need improvements are tasks such as time management and task efficiency, mastery of dosage calculation, application of medication knowledge, observing signs and symptoms efficiently, and learning to become more confident with self in their skills.

Most students are valued by the interdisciplinary team and are typically excited to see them move forward. The challenges for the students are usually at the beginning of the program due to the intensity and time-consuming aspect of the problem. Eventually, the students adjust and so does their support system.

The students learn the advantages of building professional rapport with the patients and members of the unit. For example when the students are observed utilizing their curious mind and asking questions pertinent to the flow of the unit and facilitating the routine of the unit without agitating patients, the staff is more inclined to provide the students with more responsibilities and provide them with constructive criticism to increase the competence and confidence of the students. Patients who trust the students show them their appreciation by allowing the students to administer their medication, allowing them at doctor's appointments, compliant in their care, and providing students with a plethora of information about the patient's past and a glimpse into what their lives used to be before being hospitalized.

The faculty is reviewing and changing the curriculum to be current with tools available to students and the health occupation programs. Also, collaboration with other agencies and organizations allows the faculty to display forward and innovative thinking to provide students with a higher level of instruction. The collaboration with organizations and other colleges allows for the colleges to be parallel to each other since the psychiatric technician classification is a rare but needed entity.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

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

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Unfortunately, the goal to increase applications since the last Program Review fell short and resulted in the lack of an incoming student cohort for Spring 2024 and the transition of the three successful students in Fall 2023 to the FastTrack program due to the low passing rate of 16% from PTEC 150 in Fall 2023. This circumstance provided the faculty with the opportunity to find different avenues to revamp the curriculum to make it more student success-oriented and to discover alternate methods to do outreach for the public to become more aware of what psychiatric technicians are and their scope of practice and the opportunities Napa Valley College and DSH-Napa has to offer.

Additionally, there was a 100% pass rate and job placement for the students who finished Fall 2023 and Spring 2023.

Increasing clinical sites has always been a struggle. However, Broadway Villa was used in Fall 2023. Moreover, there is currently ongoing communication with future clinical sites near the area, and more collaboration was done with various State departments to possibly make the use of Zuckerberg San Francisco General more feasible for the students and opening programs for newly graduated students to receive employment before receiving their license.

B. Recent Improvements

More open collaborations and communication with other colleges, state departments, and well-known hospitals to utilize psychiatric technicians. Former students have kept in contact with faculty to connect them with human resources at their hospitals to provide a better understanding of the scope of practice psychiatric technicians have and to better articulate the advantages of utilizing psychiatric technicians in outpatient and inpatient settings, and emergency departments.

C. Effective Practices

Although the program is small compared to other programs, the program cultivates unique relationships with the community, the population served, and the interdisciplinary teams of each facility. The students are cognizant of how they carry themselves, how they care for the patients, how to positively represent the organization they are working for, and how to represent the classification in addition to educating others of

what is a psychiatric technician. The students understand their license is their livelihood and they must protect their patients and their licenses at all costs.

The SLOs and the PLOs are met as evidenced by the students passing the program. However, the SLOs and PLOs do need revamping so the state exams will show a more favorable rate of passing the first time. Unfortunately, the program is unable to completely assist students with their fear of test taking. Moving forward, the faculty will continue to strive to decrease their fear by finding alternate ways of presenting exams in a lighter method.

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

*Please select ONE of the above.

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

The program is maturing and growing. The numbers do not show stability, but the quality of the students is exhibiting and presenting that the program continues to weather various storms, such as the pandemic and lack of local clinical sites. The transitioning of program directors is also a positive because she is showing her determination to continue the program and for it to grow. She has a perspective that will allow using models that are aligned with society, the evolving medical field, and utilizing state departments. The director and faculty will continue to divide and conquer until the programs are very sought-after programs.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. 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.

Description of Current Program Resources Relative to Plan:

The program is student-centered and community centered. The students have opportunities to help the local school district. DSH-Napa has proven to be a huge asset in PTEC 150 and PTEC 156 by allowing the students to utilize the hospital as a clinical site; this has proven to be mutually beneficial for their staff and our students.

The general resources available to the PTEC Programs are adequate but have room for growth and support. The program currently has two full-time faculty, which is adequate to run the program. However, if an instructor becomes ill or has emergencies, it burdens the other faculty to carry the full load. Despite the unfavorable numbers, it would be ideal to have an additional faculty member to bring their experiences and alternate ways of teaching.

The faculty is exploring various ways to provide the students with more tools to assist and facilitate their education such as communicating with Evolve Elsevier to utilize their eSimulation lab. The director is also communicating and collaborating with state departments.

The faculty and director are volunteering for various career expos and fairs to help bring free advertising to the programs and an avenue to teach the public about psychiatric technicians.

The program has access to the math lab and English lab to further help the students.

Three-Year Plan

PROGRAM:	**PTEC Program**			
PLANNING YEARS:	2024-2025 through 2026-2027			
Unit-Level Initiative	***Anticipated Year of Implementation***	***Anticipated Outcome of Initiative***	***Description of Resource Need***	***Type of Resource Need***
Affiliate the program with more clinical sites.	2024-2025	Provide a more rounded experience of the psychiatric technician field.	Reassignment time to meet with various clinical site directors.	Staffing
Utilize eSim provided by Evolve/Elsevier		Provides students with more practice of various clinical scenarios	Faculty certificate training for health care simulation. (Certified healthcare simulation educator) C.H.S.E.	Technology
Online synchronous learning		Provide students another way to attend class if their clinical site is far from campus.	15 laptops and hotspots for students who does not have laptops.	Technology
Online testing		Students will show their competency through exams and assignments.	computer room	Technology
Classroom material replacement needs		The students are provided with adequate and new materials.	Funding for classroom material replacement	Supplies
Outreach		Increased applications and interest.	Funding for outreach materials, transportation, and advertisements.	Supplies
Building a robust healthcare work force		Students will pass their boards and continue to be an asset to the healthcare field	Faculty, outreach, funding	Other

PSYCHIATRIC TECHNICIAN **SPRING 2024**

Completed by Supervising Administrator:

Robert Harris, Dean

Date:

04/22/2024

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

- Strong job placement rate for students completing programs.
- Culturally diverse faculty
- Diverse student cohorts
- Cohort training model
- Willingness of faculty to fully review program and course delivery options.

Areas of concern, if any:

- Lack of student applications.
- Lack of viable clinical sites (although this is improving at time of writing).
- Adaptation to unsettled state/board requirements.
- Ability to fully implement and adapt to environmental and industry changes.
- Attraction, retention, and successful completion of students.
- Collegial relationships within program faculty.

Recommendations for improvement:

In recent years, the program has been ambulating at a regular cadence that was abruptly altered with the onset of COVID and the subsequent retirement of a long-time faculty and program coordinator in Spring 2023. These two instances, although several years apart, impacted the program in manners outlined in the body of this review (student applications, adaptability to changing environments, void of leadership, etc.) all resulting in an entry student cohort (PTEC 150) in Fall 2023 that only passed three (3) students and an application period that resulted in only 14 total applications. These two issues resulted in the "halting" of the program and the opportunity to assess and deeply evaluate the program, how it is offered, and the development and stewardship of clinical sites.

The current program director (for both the Traditional and FastTrack programs) has established solid lines of communication and understanding with the governing board, re-established relationships with clinical sites, and is openly examining the development of new sites.

The program must be marketed and highlighted are local and regional outreach events and the faculty inherent to the program must be professional and collegial colleagues to present to the public and, most importantly, the students the viability and marketability of a healthcare career as a licensed psychiatric technician.

There are a variety of activities that are engaged in highlighting the career prospects of the psychiatric technician. These efforts will take some time to come to fruition. As such, the program must work to maintain a state of both viability and stability prior to growing/expanding. Concurrently, the statewide accrediting/approving agency(ies) are reviewing the minimum standards to become eligible to sit for the licensure examination which has created uncertainty for all psychiatric technician programs around the state. Thus, it is more critical than in prior years that the program remain adaptable to likely-to-be-imposed changes in curriculum hours as related the overall student commitment for licensure in this healthcare profession.

Additional information regarding resources:

None to report.