INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.
It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Psychiatric Technician

Name of Division

Science

Name of Person Preparing this Report   **Extension**

Dennis Jackson	8934

Names of Department Members Consulted

| |
|---|
| Marcia Alfano-Wyatt, Marianne Klingstrand, and Neomi Sabio |

Name of Reviewers

| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		03/28/13
Report submitted to Program Review Team		03/28/13
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1 (Dean)	0	0
Faculty	4	0	10
Classified Staff	0.2	0	0
Total	5.2	0	10

Psychiatric Technician - 2012
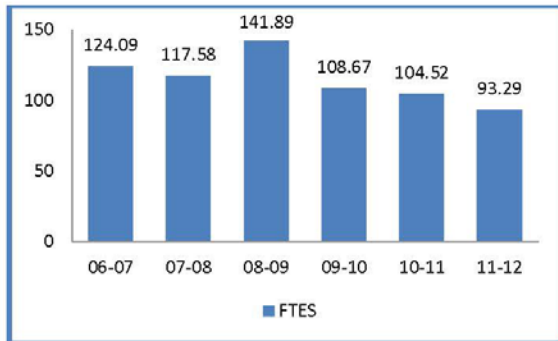
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	121	124	140	105	101	92
FTEF	11.24	11.04	12.31	11.95	12.18	11.88
WSCH per FTEF	331	320	346	273	257	236
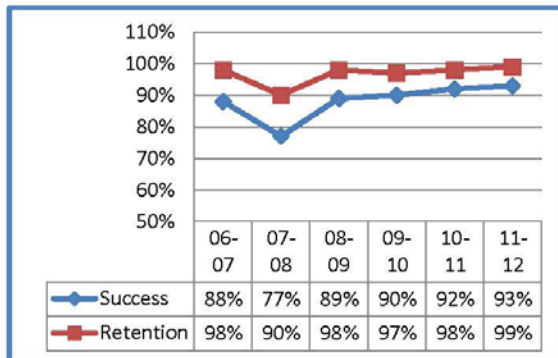
	06-07	07-08	08-09	09-10	10-11	11-12
Success	88%	77%	89%	90%	92%	93%
Retention	98%	90%	98%	97%	98%	99%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	4	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	5	5	7	11	15	8
Certificates awarded	52	42	53	51	38	37

Description:

The Psychiatric Technican Program is a one year program consisting of two, 18 week and one, 10 week term. The program content areas include: nursing science, developmental disabilities and mental disorders. Twenty to thierty studnt are admitted each fall and spring semesters. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians. Upon completion, the student are eligible to take the BVNPT licesning exam.

Assessment

- Retention and success rates are high and stable.
- State licensing first time pass rates have been 100% for January through June 2012 testing dates
- Retention and success rates exceed the college average.
- After a four-year period of increase, FTES has declined as a result of institutional budget reductions

Program Goals:

- Upgrade MATH prerequisite from MATH 090 to MATH 095
- Expand the multimedia collection for student's independent use
- Maintain first time pass rate at 95% or higher the next three years
- Encourage faculty to improve knowledge, skills, and teaching approaches

Challenges and Opportunities:

- Continue to meet the faculty to student ratio of 1:10
- Build a pool of adequate adjunct faculty when qualified faculty are difficult to find
- Enhance support for annual advisory meetings
- Program has no budget, develop a budget for supplies.
- Strengthening the partnerships between SBVC and community agencies
- Seek funding for Professional Development

Action Plan:

- Obtain funding and support for annual advisory meetings
- Seek qualified instructors with experience in this area
- Strengthen advisory committee to provide liaison for increased clinicalsites
- Update equipment and software used in the course.
- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time
- Create a brochure
- Seek funding for clinical requirements, such as personal alarms

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Psych Tech	Demographics Fall 2009 – Fall 2012	Campus
18.2%	**Asian**	6.2%
36.8%	**African-American**	20.3%
29.4%	**Hispanic**	48.6%
0.0%	**Native American**	1.0%
0.0%	**Pacific Islander**	0.7%
14.2%	**White**	21.0%
1.5%	**Other/Unknown**	2.1%
60.3%	**Female**	54.6%
39.7%	**Male**	45.2%
2.5%	**Disability**	5.4%
Min: 19	**Age**	Min: 15
Max: 62		Max: 88
Avg: 32.76		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Asians and African-Americans are over represented, Hispanic and whites are underrepresented, and females are over represented and male are underrepresented. Current demographic data is unavailable for Psych Tech Programs due to the small size of the programs. Working with the developmentally disabled and mentally ill does not appeal to the

general public and therefore the current mix of students is acceptable.

- The program has slightly more females and fewer males compared to the college. This is a frequent occurrence in nursing programs.
- The program has fewer Caucasian but more Asian and African-American ethnicity compared to the college and less Hispanic students.
- Students in the program are diverse with representation from all major groups.
- The program is open to anyone that meets the pre-requisite requirements on a first come, first served basis.
- Completed applications are date stamped as received. Applicants will be accepted into the program on a first come, first serve basis. This has been determined to be the fairest method to enroll students.
- The program demographics are similar to the SBVC's registered nurse program and other psychiatric technician programs in the state. There are no plans to recruit special populations into the program. Psych tech program are nursing programs and generically psych tech are referred to as "nurses" in state and federal regulations. Therefore our program has the same recruiting demographic as other nursing program.

MEN IN NURSING
Because of a continued under-represented field of men in the nursing profession, the nursing program hosts four times more females than males. We also emphasize the importance of men in the field of nursing and how quickly men can climb the nursing ladder.
Men seem to go for higher education in nursing than women do, increasing their take-home earnings. There are more men in RN programs than in Licensed Vocation Nurse (LVN) programs, and more men in BSN programs than in ADN programs.
With the downfall of the job market in other areas, it is expected that more males will want to train for a high-paying, entry level position. The program provides such an opportunity for men to enter various types of nursing programs. Psych Techs are part of the nursing profession.
ASIAN AND FILIPINO POPULATION
The Asian and Filipino populations are higher in the health programs than that of the college. The program is seeing a younger group of students from these ethnic populations. They enter into the program, right out of high school, as soon as the prerequisites are completed. This could perhaps occur because of our close proximity to Loma Linda, California and their large Asian and Filipino populations. Our program demographics are similar to the nursing program.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

- The Psychiatric Technician Program consists of a sequence of courses that can be completed in three semesters. This includes summer classes. PSYTCH 084 and 086 are 17 units each and offered every fall and spring. PSYTCH085, 12 units, is offered each summer.
- Classes are scheduled 5 days per week, Monday through Friday during the day.
- There are day-time lecture classes with day hospital labs.
- Students are admitted twice a year in the fall and spring semesters.
- Approximately 30-50 students apply each semester. Very few applicants are denied entry into the program. The major reason is that they fail to pass the background check. Persons with a history of sex offences or violent convictions are denied. Our clinical facilities will not allow them access and the BVNPT will not license them.
- 20-26 students are accepted each semester in the program. The current program structure meets the needs of the students by providing course content that results in student passing their board examination o the first try.

- The number of students admitted was reduced from 30 because of an overall required reduction in the number of students to be served by the college.
- Students not accepted are "rolled over" to the next semester and admitted to the program.
- If the occasion occurs that we are unable to have the 10 week summer school, the students would be unable to qualify to take their state boards and would have to wait until the summer classes are offered again. The only openings in the hospitals for our program are in the summer. There are too many LVN and RN programs completing for the space. Priority is given to them because of their need to hire LVNs and RNs, and not psychiatric technicians.
- There are no on-line classes offered at this time because the program is a "hands-on" program. The BVNPT requires actual experience with "real" patients. Lecture would less effective as an online course. Classes are interactive with demonstrations, student and instructor modeling of appropriate client care strategies, face to face nursing and vocational skills which are vital to work as a psych tech in prisons and mental health facilities. In 2012 our program for first time state board takers, ranked number one in the state. This indicates that we are successfully meeting the needs of our students.

PSYCHIATRIC TECHNICIAN PROGRAMS ARE REGULATED BY THE CALIFORNIA BOARD OF VOCATIONAL NURSES AND PSYCHIATRIC TECHNICIANS (BVNPT) AND THE PSYCHIATRIC TECHNICIAN PRACTICE ACT.

Psychiatric Technicians practice information, advisories, and guidelines are provided by the BVNPT to ensure ongoing communication of competency standards to consumers, licensed vocational nurses and psychiatric technicians, employers, educators, and other regulators. As the scope of nursing practice changes and grows, so does this information. http://www.bvnpt.ca.gov/pdf/ptregs.pdf

PSYCHIATRIC TECHNICIANS LAW
The Psychiatric Technicians Law is the body of California law that mandates the Board to set out the scope of practice and responsibilities for Psychiatric Technicians. This law is located in the California Business and Professions Code. Starting section 4500. Regulations which specify the implementation of the law appear in the California Business And Professions Code, Chapter 10. Psychiatric Technicians http://www.leginfo.ca.gov/cgi-bin/displaycode?section=bpc&group=04001-05000&file=4500-4509.5

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

- Our students commit to the program is revealed in this graph. Once the student enters the program, they remain until completion.
- We may lose one to three students for program year due to illness, family situation or failing one of the three classes.
- About two years ago, the program prerequisite classes were changed to college level classes, BIO 155, ENGL 101, MATH 095.The students are better prepared to understand the class content and require less remediation.

	06-07	07-08	08-09	09-10	10-11	11-12
Success	88%	77%	89%	90%	92%	93%
Retention	98%	90%	98%	97%	98%	99%
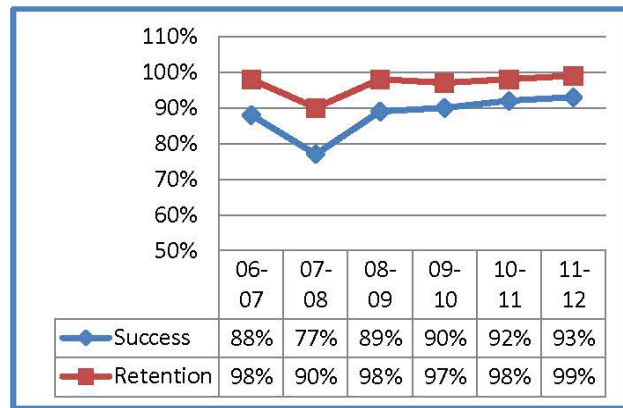
- The program is a certificate program. Students are counseled to take classes leading to a degree while waiting to get in to the program.
- The faculty provide both orientation sessions for potential students and review sessions for students who successfully completed the courses and are preparing for the certification exam.

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	4	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	5	5	7	11	15	8
Certificates awarded	52	42	53	51	38	37

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The State of California remains the number one employer of psychiatric technicians in state hospital and prisons. Patton State Hospital has reduced the number of psychiatric technician being hired because of the closure of Lanterman Developmental Center. Those employees have been transferring to Patton over the last 3 years, thus reducing the staffing needs for Patton SH. The lack of revenue for the State budget also has affected the hiring of all categories of state workers. Patton State Hospital has had a hiring freeze for the last two and half years. They are now in the process of hiring 150 psychiatric technicians. Most of our student had to leave the area to obtain a job in a state facility or work in a private facility at about half the salary.

The program has done very well this last year on the California State licensing board examination for Psychiatric Technicians (BVNPT). We rank number one in the state for 2012.

CA Psychiatric Technician Licensing Examination
Reporting Year: 2012

Rank	School - Name	Pass	Fail	Total	% Pass
1	San Bernardino Valley College	41	2	43	95.35%
2	Atascadero State Hospital - Cuesta College	67	4	71	94.37%
3	Mt. San Antonio College	65	7	72	90.28%
4	Cypress College	38	7	45	84.44%
5	San Joaquin Delta College	30	9	39	76.92%
6	Military, Equivalent, 4-year Expire	12	4	16	75.00%
7	Napa Valley College	35	12	47	74.47%
8	West Hills Community College	47	18	65	72.31%
9	Porterville College	33	13	46	71.74%
10	Hacienda La Puente	30	12	42	71.43%
10	Gurnick Academy of Medical Arts, Concord	5	2	7	71.43%
11	American College of Nursing	2	1	3	66.67%
11	Santa Rosa Junior College	2	1	3	66.67%
11	Mission College	16	8	24	66.67%
11	Napa Valley Fast Track	4	2	6	66.67%
	TOTAL	**427**	**102**	**529**	

State Board Results
Passed State Boards on the First Attempt

- 1999: 62%
- 2000: 53%
- 2001: 63%
- 2002: 82%
- 2003: 80%
- 2004: 63%
- 2005: 74%

- 2006: 73%
- 2007: 85%
- 2008: 84%
- 2009: 80%
- 2010: 87%
- 2011: 92%

Jan-Jun 2012: 97%

2/25/13

9

Graduates of the program have had to leave the immediate area to get jobs. This is due to Patton SH hiring on a very limited basis for the last 2-3 years. The table below indicates areas and job markets where the students have gone to get jobs. Patton SH is now in the process of hiring 150 psychiatric technicians.

U.S. Bureau of Labor Statistics
Division of Occupational Employment Statistics
Occupational Employment and Wages, May 2011

29-2053 Psychiatric Technicians: Care for individuals with mental or emotional conditions or disabilities, following the instructions of physicians or other health practitioners. Monitor patients' physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral or injectable medications.

Top paying metropolitan areas for this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
San Francisco-San Mateo-Redwood City, CA Metropolitan Division	210	0.22	0.41	$27.41	$57,020
Riverside-San Bernardino-Ontario, CA	(8)	(8)	(8)	$27.37	$56,940
Fresno, CA	410	1.31	2.40	$26.55	$55,230
Sacramento--Arden-Arcade--Roseville, CA	210	0.26	0.48	$26.54	$55,200
Allentown-Bethlehem-Easton, PA-NJ	240	0.72	1.33	$26.01	$54,110
Napa, CA	660	10.72	19.69	$25.76	$53,570
Visalia-Porterville, CA	260	1.97	3.61	$25.62	$53,280
Santa Rosa-Petaluma, CA	1,100	6.36	11.69	$24.96	$51,920
Santa Ana-Anaheim-Irvine, CA Metropolitan Division	1,030	0.75	1.37	$24.67	$51,320

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.
(8) Estimate not released.
(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See

As prescribed by the college SLO schedule, the Psych Tech program has collected student learning outcome data for all three classes and the program. The full-time faculty then analyzes the data and discusses trends in the data. The faculty develops strategies for improving instruction based on the data or recommend changes to the outcome or measuring instrument. SLOs are discussed every other month at faculty meetings. Discussions include changing the review cycle from 3 years to each semester. The classes SLOs were found not to be measurable and have being rewritten. The program SLOs all so were not measurable and updated SLOs have been adopted.

Program Level SLO's

SLO # 1: Program Attrition Rate: Upon program completion, 90% of the students will have been successfully completed all required Program course and remained in the program by comparing the enrollment roster of first semester (PSYTCH 084) to the graduation list at the end of 12 months.
2011 August – 100%
2011 December – 100%
2012 August - 100%
2012 December - 100%

SLO#2: Upon program completion, 90 % of the students will be eligible to sit for Psychiatric Technician State Board Examination on the theory and practice of psychiatric technology.
2011 August – 100%
2011 December – 100%
2012 August - 100%
2012 December - 100%

SLO #3: Upon program completion, 90% of the students will pass with an 80% or better rate on a simulated Psychiatric Technology State Board Certification as measured by on-line simulated BVNPT state board examinations.
2011 August – 100%
2011 December – 100%
2012 August - 100%
2012December - 100%

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

**See **

SLOs are reviewed periodically and revised accordingly. The first SLOs were not measurable and were eventually rewritten. The curriculum is revised to enhance student learning. Program SLOs are evaluated following the completion of each of the two classes (August and December). The individual classes (PSYTCH 084, 085 & 086) focused on the nursing process and medication administration. State board examination results have demonstrated and improvement in the first time pass rate.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The San Bernardino Valley College Psychiatric Technology Program provides quality education and training to students interested in the psychiatric technology field. The mission of the program is to provide the community with graduates who will be competent and professional Licensed Psychiatric Technicians and who are prepared to provide care and treatment to a culturally diverse population.

How does this purpose relate to the college mission?

"San Bernardino Valley College provides quality education and services that support a diverse community of learners." The purpose of the institution is to prepare students for workforce. The Program provides healthcare skills to a diverse population of student for the purpose of working with disabled populations requiring interventions to assist them to function in their daily lives.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses.

The high numbers of FTES reflect the years when 30 students were accepted each semester. The higher weekly-student-contact-hours (WSCH) also reflect the student population increase. As a result of the budget crisis, the program has reduced admissions from a count of 30 students to a total of 20 students accepted each semester.

The WSCH/FTES is less than the college average d/t the professional requirement of limited students to faculty ratio in hospital lab classes to maintain patient safety. The Board of Registered Nursing mandates a 1:10 ratio in the hospital. One instructor can have no more than 10 students at a time for clinical instruction.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	Course	Status	Last Content Review	Next Review Date
	PSYTCH084 Introduction to Psychiatric Technology: Developmental Disabilities	Active	09/25/2006	**Pending**
	PSYTCH085 Introduction to Psychiatric Technology: Nursing Science	Active	09/25/2006	**Pending**
	PSYTCH086 Introduction to Psychiatric Technology: Behavioral Science	Active	09/25/2006	04/01/13

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All three classes are ready for curriculum review. Modification to the curriculum has been made following departmental discussions and Advisory Committee input.

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
NA		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

NA

Currency

Follow the link below and review the last college catalog data.

http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All information provided in the college catalog is current and accurate. Minor revision were completed this last year and will be updated in future catalogs.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

> The demand for psychiatric technician has plateaued for the last years due to the State of California's budget. The State is the main employer of psychiatric technicians. Lanterman Developmental Center, Pomona is closing and those employees are transferring to Patton State Hospital. However, recently Patton SH has just announced that it will be hiring approximately 150 psychiatric technicians. Coalinga State Hospital, Coalinga, Napa State Hospital, Napa (30 new employees) and the State Psychiatric Program in Stockton have openings. Job projections are looking much improved for the current students completing our program. During this period the program has reduced the number of student form 30 to 20 each semester. This is the minimum size for our program and to continue to be accredited by the BVNPT.
> The Board of Vocation Nurses and Psychiatric Technicians (BVNPT) has surveyed California employers and projects 9,000 new jobs in the next 10 years in California State Facilities.
> California Department of Corrections and Rehabilitation's (CDCR) plan proposes to migrate 242 beds at Salinas Valley Psychiatric Program (SVPP) and 208 beds at Vacaville Psychiatric Program (VPP) to the California Health Care Facility (CHCF) in Stockton beginning in July 2013. They will need approximately 300 psychiatric technicians prior to opening.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

> - Closure of Lanterman Developmental Center will results in locating another facility serving those with intellectual disabilities. We are looking into utilizing another facility.
> - Simulation is now being utilized for teaching. If space becomes limited in the clinical facilities, we may spend more time on campus, using the simulations, so that the students will continue to have the opportunities to learn. The simulators are underutilized at this time because of space availability and technical support.
> - Students practice test questions in the computer lab to prepare for course exams and the state Board licensing examination.
> - Over the last two years the waiting list has been reduced from two years to one semester.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

Patton SH requested that all the affiliating schools purchase safety alarms for the students and faculty. These alarms alert other staff when there are event needs additional staff. Generally these are to protect the safety of the employees and students. Forensic psychiatric patient can be very dangerous.

The BVNPT requires hand on experience and on line interactive does not meet this requirement. The board requires 1530 contact hour of attendance in the program and on-line does not measure the hours. We have 1560 program contact hours to meet.

The BVNPT has rigid limits on the number of hours student spend in skills lab, weekends and evenings classes. The learning needs will only be met on day shifts since this is when patients care occurs. Some persons would like for us to provide a part time program, but we are two small to do that at this time. Qualified instructors are not available. The college pays too poorly. New psych tech graduates (no experience) start at $60,000 with a one year certificate and new RNs (no experience) start at $80,000 with an AS degree. Both get plenty of overtime and can make easily $90,000-100,000. The starting salary for fulltime faculty is $44,243.77.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives? Our advisory meeting meets each April with representatives from all of our clinical facilities and other agencies that hire psych techs. We discuss what these employers are looking for in employees in terms of nursing skill preparation, vocational values and client behavioral intervention. At the beginning and end of each clinical rotation instructors meet with facility staff to review student clinical experience.

- Currently there is no waiting list which improves campus climate.
- There remains a challenge to obtain sufficient clinical experience space for students in local hospitals. With the influx of LVN nursing schools into the Inland Empire, space availability has become a serious problem for expanding the program. The RN program is alos have this same problem. Hospitals have reduced their bed capacity and therefore there is less patients and less opportunities to do patient care.
- The advisory committee meets annually in April and includes representatives of all of our affiliating facilities. We generally have 20-25 representatives attending. The discussion include problems, means to resolve the problems and recommendations from the facilities of their specific training needs that they want in prospective employees.
- We have on-going partnerships with our clinical facilities and meet prior and at the end of our clinical rotations.
- A Blackboard shell has been set-up and is used to communicate the status of students' applications to the Program. Eligible students are added to the database to login to the Blackboard.
- The program maintains an extensive website providing much information on the requirements for admission, Q & A, date for the monthly information meetings. The website is reviewed monthly for any needed updates. (http://depts.valleycollege.edu/PsychiatricTech/)
- PowerPoint presentations are frequently used by faculty to enhance theory presentations and discussions.
- PSYCH 086 uses the Health Science Computer Lab to administer simulated state board examinations as a requirement for all students. For absences and late student these simulations are requited as part of the student makeup assignments.
- Youtube videos are required for PSYTCH 084's clinical skills lab prior to attending the lab session.
- DVDs, VHS, and CD software are used to help students practice and master theory content and nursing skills in the classroom.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

Institutional Effectiveness	Reader 1	Reader 2	Reader 3	
Mission and Purpose				
Productivity				1:10 ratio is required by our clinical facilities and is the standard we must follow.
Relevance, Currency, Articulation				
Accomplishments				
Trends				Current employment trends are discussed
Weaknesses/Challenges				
Plans				

Campus Climate	Reader 1	Reader 2	Reader 3	
Reputation, Safety, Aesthetic Appeal				
Diversity				Our diversity is similar as that of registered nursing., lower number of male applicants and a elevated number of Asian applicants.