Program Efficacy Report
Spring 2013

Name of Department: Psychiatric Technician Program

Efficacy Team: Joel Lamore and Romana Pires

Overall Recommendation (include rationale): Continuation

The psychiatric technician program is accredited by the Board of Vocational Nurses and Psychiatric Technicians. In recent years the program has faced budget cuts that have resulted in less students being accepted into the program. Another challenge for the program is having enough space for students to complete clinical lab hours in local hospital facilities. In spite of these challenges, the program has very high student retention and success rates. In 2012, the program ranked first in terms of program graduates passing the state licensing board exams with a 95.35% pass rate. In some parts of this report that require a more in depth analysis, the author(s) has not sufficiently addressed specific information. It is unclear whether the program finds productivity and employment trend data acceptable and how the data is incorporated into its planning goals and efforts. The program should also address how racial and ethnic discrepancies are incorporated into its overall enrollment planning efforts. The program members do appear engaged in student success and embrace various teaching, and technology related strategies to continue student achievement.

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.*

Efficacy Team Analysis and Feedback: Meets

The psychiatric technician program accepts a specific number of students each semester that meet the prerequisites. The program reports that the student demographic data resembles that of the nursing program in terms of female students being overrepresented when compared to male students and this is a normal trend. In terms of race and ethnicity, Caucasian and Hispanic students are less than the campus average while Asian and African American students are overrepresented. While the program reports that it finds this data acceptable, in the future the program should address discrepancies in more detail including plans to attract Caucasian, Hispanic, and male students into the program.

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.*

Efficacy Team Analysis and Feedback: Meets

The psychiatric program is regulated by the California Board of Vocational Nurses and Psychiatric Technicians and also the Psychiatric Technician Practice Act and therefore operates under certain standards. The program consists of a sequence of courses that students complete in three semesters including a summer session. Students are admitted into the program each semester. Course work is offered during the day and includes hospital lab hours. In recent years, due to budget cuts the program has limited the number of students it can accept into the program. Also due to space limitations in local hospitals, the program depends on the college offering a 10 week summer session each year in order for students to qualify for the licensure state boards. It appears that the psychiatric program meets student needs in the area of pattern of service although it has to overcome external challenges related to funding and space issues.

Part II: Student Success		
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.*

Efficacy Team Analysis and Feedback: Meets

The program has very high success and retention rates (above 90%). The analysis of the data draws attention to several factors that influence these rates including discipline faculty facilitated orientation and counseling sessions and the establishment of college level prerequisite courses in the areas of biology, math and English resulting in better prepared students. Students are also encouraged to pursue a degree in addition to the certificate. In 2012, the program ranked first in terms of SBVC program graduates passing the state licensing board exams with a 95.35% pass rate. *The psychiatric technician program is commended for its high achievement results in the area of student success!*

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.*

Efficacy Team Analysis and Feedback: Meets

The program has been engaged in the assessment and discussion of course and program level student learning outcomes. This appears to include faculty discussions, goal setting, and implementation on a regular basis as outlined in the report. The program is encouraged to include specific examples of assessment tools that were used to assess course and program level student learning outcomes and the dates that courses were assessed.

Part III: Institutional Effectiveness		
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.*

Efficacy Team Analysis and Feedback: Meets

The program's mission is aligned with the overall institutional mission that includes attracting and preparing students from diverse backgrounds to work in the healthcare industry assisting disabled populations.

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.*

Efficacy Team Analysis and Feedback: Does Not Meet

The analysis of the data includes issues related to budgets cuts and state mandates regarding student-faculty ratios in hospital lab settings. The analysis of the data does not include an explanation of whether the data is acceptable or unacceptable to the program. Furthermore, it is unclear if current productivity levels are sufficient to meet employment demands of the local market. There is also no analysis of the number of certificate and degrees awarded in recent years.

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.*

Efficacy Team Analysis and Feedback: Meets

The program is currently undergoing curriculum review and it appears that the process is on schedule. Changes to the curriculum are being made with departmental and advisory committee participation.

Part IV: Planning		
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.*

Efficacy Team Analysis and Feedback: Does Not Meet

Although recent employment trends are identified in detail, the analysis of the trends does not reflect how the program's planning efforts reflect these trends. The analysis includes reference to the program having to limit the number of students being admitted due to budget cuts to the point of being at the minimum size as required by accreditation standards. It is unclear if this is acceptable to the program given employment trends. The program has not described whether the number of certificates and degrees that have been awarded in recent years adequately meet local employment trends nor is there an identification of how discipline trends in general reflect the program's planning efforts or goals.

Accomplishments	*The program does not incorporate accomplishments and strengths into planning.*	*The program incorporates substantial accomplishments and strengths into planning.*

Efficacy Team Analysis and Feedback: Meets

The program incorporates into its planning efforts contingencies regarding clinical space issues. The program has resources for students to aid in the preparation for state boards and has also been able to reduce its wait list. In other areas of this report other accomplishments are detailed that reflect the program's commitment to the success of students enrolled in the program. In future reports, the program needs to discuss explicitly the analysis of strengths within this section rather than having the evaluators who are not intimately familiar with the program to decipher and evaluate the objectives of this section.

Weaknesses/challenges	*The program does not incorporate weaknesses and challenges into planning.*	*The program incorporates weaknesses and challenges into planning.*

Efficacy Team Analysis and Feedback: Meets

The program has detailed several challenges that mainly relate to the discrepancies between student and institutional realities versus accreditation mandates. These include funding issues related to the need to purchase safety equipment required by local hospitals, offering an alternative program to serve the needs of part time students, and attracting faculty into the program. The program needs to maintain its accreditation standards and therefore is not able to always meet student needs in areas of course and program offerings. Finally, its ability to meet local hospital and accreditation standards in terms of minimum students and equipment rely on an institutional commitment to the program.

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.*

Efficacy Team Analysis and Feedback: Meets

The psychiatric technician program has established partnerships with its local clinical facilities and advisory committee and uses these sources to guide its curriculum and planning efforts. In terms of technology, the program maintains a departmental website, and Blackboard shell to communicate eligibility and other program related information. Faculty use technology and multimedia in and outside of the classroom and have developed other online resources such as YouTube videos to support student success. It appears that the program is actively engaged in utilizing technology related resources targeting future and current students of the program.

Part VI: Previous Does Not Meets Categories	
Program does not show that previous deficiencies have been adequately remedied.	*Program describes how previous deficiencies have been adequately remedied.*

Efficacy Team Analysis and Feedback (N/A if there were no "Does not Meets" in the previous efficacy review): Does Not Meet

The program references areas of productivity, trends, and demographics. The program continues to have some level of deficiency in these areas in terms of how the data or information is analyzed or incorporated into its planning efforts. Particularly in the areas of *productivity* and *trends* it is not clear whether the program finds the data acceptable and the rationale to justify its thinking about these is missing.