Verification Team Report
Psychiatric Technician
2/06/07

Program Evaluation and Planning Team Members

- Cliff Zyskowski

Verification Team Members

- Loi Vo-Nguyen, Chair
- Christopher Adams
- Windy Martinez
- Lynda Monger
- Linda Schoppert
- Erik Shearer

Statement of Completion

The Psychiatric Technician Program Evaluation Report is incomplete. A summary of each subsection under the “Resources” section is needed, as is completion of the objectives area in the Program/Discipline Plan. The verification team appreciates the inclusion of data in the report. Other minor editing changes will be submitted to the verification team.

Strengths of the Program

- Dedicated Program Coordinator and dedicated faculty
- Strong enrollment rates and high program retention rates (both rates are higher than the college average)
- Strong job demand for program graduates
- Capacity to provide clinical experiences in a variety of facilities

Areas for Program Improvement

- Raise the pass rate for the state board exam
- Bring the program out probationary status with the state board
- Address and assess the issue of under-prepared students
- Lack of a dedicated facility (classroom and skills lab with specialized technology)

Summary of Verification Team Recommendations

The Program Coordinator has done an excellent job of providing instruction and leadership to the program. The coordinator must continue to assess ways to improve state board pass rates and remove the program from state board probationary status. The coordinator must continue to address the issue of under-prepared students, accessing the college resources available to both the program and the students. A facility, to include a classroom, skills lab, and specialized technology, should be dedicated to the program to ensure students are trained to the highest standards possible.
PROGRAM: PSYCHIATRIC TECHNICIAN
DATE: 11-6-2006

1. MISSION
   A. Program Mission Statement
      The Psychiatric Technician Program is a supportive and systematic course of study that prepares students to teach and assist those individuals with physical, mental, emotional and developmental problems in various community and clinical settings.
   
   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. CURRICULUM AND INSTRUCTION
   A. Review the course outline data and assess the following:
      - Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.
        The Fast-Track courses (160, 161, 162, written in 2003) are current. The standard PTEC courses (150, 155, 156) need to be updated; this will be undertaken during Spring 2007 Semester.
      - Appropriateness of courses to the program.
        The courses are appropriate. Program faculty are considering substituting PSYC 126, Abnormal Psychology, for the current co-requisite for third semester, PSYC 124, Psychology of Adjustment; PSYC 126 has a pre-requisite of PSYC 120, and our faculty is studying alternatives to adding three units to the program.
      - Appropriateness of current pre- and co-requisites and recommended preparation.
        These requirements and recommendations are appropriate. PSYC 126/124 are addressed above. However, there is a significant problem: the PTEC Program is not informed as to whether students have enrolled in and successfully completed apt co-requisites. The PTEC faculty will work with Admissions & Records to rectify this matter.
      - Appropriateness of the degree and certificate requirements.
        The requirements are appropriate and established by the state board.
B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the **SLO Matrix** (attached).
- What timeline have you established for developing course-level student learning outcomes?
  The PTEC Program has recently developed program-level SLOs; we will author course-level SLOs during the 2007-2008 academic year.
- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other
- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  This will be addressed when we implement SLOs.
- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
  This will be addressed when we implement SLOs.
- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  - Syllabi
  - Catalog
  - Brochure (revision planned)
  - Articulation/Transfer agreements
  - Website (planned)
  - Other ______________________________

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

College practice is that, each semester, the Division Chair/Dean reviews syllabi for full-time faculty; the Program Coordinator reviews syllabi for adjunct faculty. The Chair or Coordinator meets with department faculty to revise syllabi that are not congruent with the course outline of record. Syllabi are also reviewed as part of the evaluation process for tenured and tenure-track faculty.

The PTEC program will follow college practice.
D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

Course syllabi are reviewed regularly, as noted above. The department works together, in faculty meetings and advisory committee meetings, to review course content and outcomes—now in the form of SLOs, select texts and instructional material, and share best practices.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

Diverse student needs are addressed throughout the PTEC program, beginning with the assessment process, where students with low scores are identified and directed immediately to appropriate English and/or math courses at the apt level identified by test scores. The PTEC program used to admit all students, regardless of skills, but these students were not successful. Beginning in fall 2006, the PTEC program followed the model set by the fast-track program, in which students must successfully complete assessment tests to earn admission to the program. We expect that this will increase students’ success rates in the program and their pass rate for the state board exam.

Most of the students are sponsored by a facility, such as Napa State Hospital or Sonoma Developmental Center, and these students receive counseling support as part of this sponsorship. For the non-sponsored students, the PTEC program will explore establishing a relationship with the Counseling Division to provide students assistance with academic skills, test/performance anxiety, personal problems, college standards, and other matters affecting their academic performance. PTEC faculty also facilitate study groups. Within the department’s range of courses, faculty present content via teaching methods that address the diverse learning styles of students; they also consult extensively with students during and beyond office hours to review student performance, make recommendations, provide one-on-one instruction, and help students discover and use appropriate support services.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?

To address the diverse learning styles of students, PTEC faculty use a variety of tools, including the web, PowerPoint and other presentation software, multimedia, computers, films and videos, and printed handouts. Two full-time program faculty have developed websites; the new faculty member plans to do so in the near future. The PTEC program is also interested in using the TLC’s new wireless computer cart, to take advantage of web resources.

The PTEC program is hands-on, and much of the richest learning is derived from clinical experiences at such facilities as Napa State Hospital and Sonoma Developmental Center. Program faculty use the clinical experiences to reinforce information and best practices presented in the classroom.

Program faculty will contact the campus learning specialist, asking Rebecca Scott to participate in program orientation sessions to help students identify their preferred learning styles and create strategies for success.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable.
H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

3. STUDENT SUCCESS AND EQUITY

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Psychiatric Technician program enrollment has been considerably stronger than college-wide enrollment: 42.7% growth in 2003-2004 while college enrollment declined 3.5%; 1.3% decline in 2004-2005 compared to a college enrollment decline of 2%; 2005-2006 decline of 3.9% compared to a college enrollment decline of 6.6%. Summer retention was 100%.

Program retention is consistently higher than the college average, averaging well into the 90% range; the recent low was in fall 2003 at 84.8%, while fall 2005 and spring 2006 retention rates were 98.4% and 95.9%. Successful course completion is also stronger than that for NVC, with higher retention rates in fall than spring; the lowest completion rate was in spring 2005 and spring 2006 (70.8% and 68.4%), and while fall 2004 and fall 2005 had the highest rates (93.7% and 97.6%). The anomalous low semesters might be explained by such occurrences as: student expulsion for a second occurrence of cheating, student leave for pregnancy, and student failure to meet clinical objectives because of poor attendance; these events are highly atypical for the PTEC program. Summer completion was 100%.

The PTEC Program enjoys considerably more diversity than does the college. Enrollment shows a general trend of more women in the program than men, from a low of 50.4% in spring 2004 to a high of 70.2% in fall 2005. Filipinos are the majority of our students, averaging 55-60%; African-Americans, Whites, and Hispanics make up 7.1-19.1%, 5.7-12.9%, and 1.9-11.7%, respectively; there seems to be no consistent increase/decrease in enrollment patterns for these groups. The majority age groups for the program are 21-29, averaging 40% of students, and 40-49, averaging 15-20%. The vast majority of students (90-95%) are not disabled; the remainder are learning disabled.

Retention is strong for men and women and for all groups, averaging well into the 90% range. Successful course completion is consistent between females and males; it is significant that, in spring 2006, course completion for females fell to 64.9%, while it had averaged 70%-mid 90% in previous years; males have averaged 70-100% completion rates during these years, with a 72.5% rate in spring 2006. These figures may be attributable to a lack of a second full-time faculty member teaching first semester courses, who would be available to consult with students.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

Incoming PTEC students must pass assessments in English and mathematics. Those who do not pass are referred to remediation courses and programs, including developmental English and math; students with possible learning disabilities are referred to the Diagnostic Learning Service. Those students sponsored by Napa State Hospital and Sonoma Developmental Center have tutoring available to them, while non-sponsored students do not. The PTEC Program needs to provide equitable tutoring and faculty consultation to all students; a second full-time faculty member for first-semester students could coordinate PTEC tutoring for non-sponsored students and provide
office-hour consultations. Most students-at-risk are first-semester students, and the additional faculty member could strengthen retention and successful course completion.

C. What has the program done to formalize links with support services for students?
Incoming PTEC students who do not pass assessments in English and mathematics are referred to remediation courses and programs, including developmental English and math; students with possible learning disabilities are referred to the Diagnostic Learning Service. Dr. Bill Weddington regularly helps our students with test-anxiety reduction and with personal crisis intervention. We also send students to the Student Health Center. The Writing Center Coordinator meets with our students to inform them of the services available. Rebecca Scott has made presentations to our students on learning styles; we would appreciate such a presentation being a regular part of the orientation for prospective students.

The PTEC Program would also benefit from a specific counselor assigned, as part of load, to work with our students, providing academic support, personal counseling, and expertise in learning strategies.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.
In fall 2003 and spring 2004, the PTEC Program had 4.02 FTE of full-time faculty; in fall 2005 (the most current semester for which we have data), the program had 2.7 FTE. Adjunct faculty were 0.0 FTE in fall 2003, 2.01 FTE in spring 2004, and 3.03 FTE in fall 2005. The fall 2005 FT/PT ratio was 47% full-time faculty/53% part-time faculty. Adding a second full-time faculty member for the first-semester would bring the FT/PT ratio into balance.

Such an imbalance negatively affects program effectiveness, and our recent accreditation highlighted the fact that our students’ pass rate for state board exams is not acceptable—the program has been put on probation by the accrediting team. In contrast, the fast-track program, funded by Napa State Hospital, is staffed by full-time instructors, and their students have achieved a strong pass rate.

There is a clear need for more full-time faculty to address the concerns of the accreditation team and keep the PTEC Program viable.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)
The PTEC Program contributes 36% of the total certificates awarded by NVC; the certificate is required to take the state board exam. From 2003-2004 to 2004-2005, certificates awarded dropped from 70 to 59; this is commensurate with the drop in full-time faculty noted in item 3D above. A program goal is to encourage students completing their certificates to earn an AA degree; to this end, we have worked with the Articulation Officer to update the degree requirements by including HOCC 101, Pharmacology, as a Communication and Analytical Thinking course.

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.
4. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Psychiatric Technician program enrollment trends have been considerably stronger than college-wide trends. PTEC experienced strong growth in 2003-2004, up 42.7% from the previous year (from 614 to 234 students), while overall college enrollment declined 3.5%; this reflects the addition of a second program (with students sponsored by Napa State Hospital or Sonoma Developmental Center). PTEC enrollment declined 1.3% in 2004-2005 (234-231 students), while college enrollment declined 2%; during 2005-2006, PTEC enrollment declined 3.9% (231-222) while NVC enrollment declined 6.6%.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

These factors have been influenced strongly by the fast-track program, which began fall 2003. Faculty increased from 4.02 FTE in fall 2003 to 5.94 in spring 2006 (with a high of 8.19 in fall 2005). The state board requires 1 faculty member for every 15 students in the clinical area, and the PTEC program adds adjunct faculty accordingly. The provision of a second full-time faculty member would give much-needed continuity to the PTEC Program, as described elsewhere in this report.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

The student satisfaction survey indicated that, while 68% of students felt courses were offered at convenient times, a significant group were neutral (23%) or disagreed/strongly disagreed (4%/2%). Students have requested evening clinicals, since it is difficult for them to travel to clinical sites by 7 am. Students have requested online format for the lecture portion of the courses, since many of them commute (often from Fairfield, but as far away as Stockton); they also wish to take exams via computer, to prepare for the online format of the state board exam.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

As noted above, students are interested in online/computer instruction, as well as a computerized PTEC lab, auditory instructional material, and more simulation/lab skills.

Students point out the need for a PTEC lab, since the program cannot meet the needs of students. Faculty support this request and propose such a lab elsewhere in this report.

Students also request more communication and coordination between the instructors; this is especially difficult when the program is staffed by more adjunct than permanent faculty, as noted in Section 3D above. Students also requested more community-building activities, such as potlucks, within the program. As noted above, the solution to many of the problems of the PTEC program lies in adding a full-time instructor for the first-semester.
E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The Psychiatric Technician Program provides unique training in a marketable skill, as reflected in the State of California’s labor market information for Psychiatric Technician. Our program serves the community well, providing excellent training for entry-level positions in the Health Occupations field; many students return to complete RN degrees.

The website shows an hourly mean salary of $20.78, with projected demand increasing 16.2% from 2004-2014, for 290 annual openings. Further, impending retirements at Napa State Hospital and Sonoma Developmental Center bode well for employment of our graduates.

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

5. COMMUNITY OUTREACH

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

- **Recruitment:** The PT program has placed ads and conducted an interview about the program in the local paper, been part of a TV interview with Chris McCarthy on the local TV station, and held quarterly informational meetings at the college. We recently began visiting local high schools. We also had a booth at the Sutter Solano Medical Center Education Fair on 5/9/06.

- **Community Outreach:** We are in the process of developing these activities. Our students have administered blood pressure checks at the SDC Wellness Fair and volunteered for presentations at the Napa Valley College Foundation annual fundraising dinner.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

We have visited various high schools in the Napa Valley area. Our program also met with several high school counselors last spring. These counselors now have information about our program and are better able to give pertinent information to high school students showing an interest in a health care career. We also have a PT student placed in a Special Education classroom at Napa High School as part of the clinical rotation in the second semester of our program.

C. What has the program done to establish relationships with the business community (if a vocational program)?

We have particularly strong working relationships with both Napa State Hospital and Sonoma Developmental Center, as these two facilities hire and sponsor most of our students. Many students get paid full time as PTA’s, but work 20 hours and go to school 20 hours. We currently have students rotating through 23 clinical sites and we are continually finding more employment opportunities at an ever-widening array of facilities looking for the distinctive talents our graduates have to offer. New clinical sites include 7 classrooms at Napa Valley Unified School District. New job opportunities include Contra Costa Regional Medical Center Teen Program. With the na-
tionwide increase in autism and a focus in California for a more therapeutic approach to incarcer-
ated teens, we hope to continually increase the demand for our students in the future.

D. How has the involvement of the advisory committee helped in improving and/or promot-
ing the program? (vocational programs only)
The advisory committee has been active in the past year, providing us with knowledge of best prac-
tices. Worthy of note is their recommendation for a second full-time instructor for the first semes-
ter of the Psychiatric Technician Program. The committee also provides advice on employment
opportunities and trends, clinical locations, and funding the cost of student fingerprinting (re-
quired by some clinical areas). We plan to work more effectively with the program during the next
year, particularly on developing plans for a PTEC classroom and lab facility and on expanding
employment and program development opportunities, such as a certificate program for Special
Education Teacher’s Assistant.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write
objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and
results of previous program evaluations that are included in the attached data. Discuss
the recommendations of the review teams relevant to the program and how the program
responded.

Our program has been put on probation by the board because our state board pass rate has been
lower than what the board expects. One factor influencing our pass rate has been the lack of a sec-
ond full-time instructor in the first semester. Having various part-time instructors help with the
first-semester students has led to an inconsistent and scattered approach to the curriculum. The
accreditation survey made a few recommendations. First, we need a second full-time instructor to
help teach the first semester (Med-Surg). The fast-track (one-year program offered through Napa
State Hospital) provides two full-time instructors for their students, and the board feels that this
second instructor helps set up students for success throughout the duration of the program and
gives the students good nursing foundation. The fast-track’s pass rate has been among the high-
est in the state. Secondly, we have always accepted students to the program on a provisional basis
who haven’t passed their English (CTEP: passing score of 59) or Math (MTDP: passing score of
30) placement tests. The board has recommended that both programs have common matriculation
requirements. The fast-track does not accept students provisionally if the student fails either of
these tests. These are the students who often struggle academically in the program and often have
difficulty passing their board exams. Our plan is to no longer accept students who fail these
placement tests. On another subject, the board has stated that we can no longer accept students
who do not have a completed evaluation of foreign high school transcripts. Students who have
graduated from another country need to have their transcripts evaluated before they can be ac-
cepted into the program. In the past we have accepted students before receiving their transcript
evaluation. The board also noted that we needed to have a remediation plan set to follow up on
students who have been counseled. We have put into place as part of our progressive discipline
plan to make note of the resulting actions of counseled students (dropped from program, gradu-
ated from program, received time and a half for learning disability, etc.). We also plan on develop-
ing an exit survey for both successful and failed students in order to help evaluate what we can do
as a program to increase student success. As the focus of our plan of correction has been to increase our state board pass rates, we feel that we need not only the main instructors to attend faculty meetings, but also have clinical instructors attend some, if not all, of our faculty meetings. These clinical instructors have valuable input in our decision-making process, and collaboratively we can continue to upgrade the program and provide the students with a better quality clinical experience. We’re looking for a way to compensate those instructors for attending. Another idea considered was to have both programs (fast- and regular-track) meet at least once a semester in order to share best practices guidelines and share what’s working or not working.

The scope of issues merits intensive study and crafting of solutions, and to this end, PTEC faculty will explore drafting sabbatical proposals designed to strengthen the program.

B. Indicate the sources of information used in Question 6A.
- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

The accreditation recommendations are addressed in Section 6A above. Many PTEC programs statewide have problems achieving an appropriate student pass rate, and at the recent CAPTE (California Association of Psychiatric Technician Educators), hosted by NVC’s PTEC Program, programs discussed working on a standardized statewide curriculum. In the short term, CAPTE discussed barriers to student success (such as ESL, financial need, full-time employment obligations) strategies to ameliorate such barriers, such as developing program websites with instructional material, shared test banks, and the state board practice exam.

A key recommendation from the accreditation team is adding a second full-time instructor for the first-semester courses. As noted elsewhere in this report, this would address many of the issues hindering student success. Also, the addition of another full-time faculty member would let the program implement necessary improvements, such as developing websites and practice material.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

7. **RESOURCES**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Program/Discipline Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. **Staffing**

Summarize the staffing resource needs identified in the Program/Discipline plans. Discuss any changes needed. (Complete Schedule B, Request for New Permanent Faculty and Staff, as needed)
B. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Program-Specific Equipment Request, as needed.)

C. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule F, Facilities Improvement/Renovation Request, as needed.)

D. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Technology Request, as needed.)

E. Professional Development

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. See attached form.

2) Based on the goals that resulted from this program evaluation, complete Schedule G, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

F. Learning Resources

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule H, Learning Resources/Media Materials Request, as needed.)

G. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule C, Request for Operating Budget Augmentation, as needed.)
PROGRAM EVALUATION SUMMARY FOR

PSYCHIATRIC TECHNICIAN

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

- Achieved accreditation from Board of Vocational Nurses & Psychiatric Technicians
- Instituted fast-track program, in cooperation with Napa State Hospital
- Hired third full-time instructor to gain program continuity
- Hosted CAPTE (California Association of Psychiatric Technician Educators) conference

Strengths (unique characteristics, special capacities)

- Strong job demand: all graduates who pass the state board exam have jobs waiting for them; the demand is so strong that facilities, such as Coalinga State Hospital, have had to delay opening until they can recruit Psychiatric Technicians.
- Dedicated faculty who work successfully with academically challenged students, some of whom have not been successful at other colleges but achieve success at NVC.
- Unique clinical experiences in a variety of facilities, including state hospitals, schools, and private facilities.

Challenges (concerns, difficulties, areas for improvement)

- Underpreparation of students: PTEC students are often high-risk and have challenging problems, such as ESL, foreign transcript evaluation, financial status, and time demands (e.g., working full time while in the program).
- Lack of a second full-time faculty member for the first-semester courses negatively affects program continuity and student performance, since adjunct faculty are not funded for office hours or consultation time with students.
- Raising the pass rate for the state board exam: the PTEC program needs to examine programs, continuity, since each full-time faculty member teaches a different semester of coursework. We need to include adjunct faculty in our bi-monthly faculty meetings but need to secure funding to compensate them for doing so.
- Lack of a dedicated facility for PTEC: we have proposed a PTEC Classroom & Skills Lab to meet the instructional needs of our students. Scheduling time in the HEOC Lab is a major challenge because of the instructional needs of other programs. However, our students may have greater needs than others, since they do not have the preparatory skills required by other HEOC programs. Further, our students are academically and technologically challenged compared to other HEOC students. On the job, students are required to use specialized technology, such as adaptive dining aids, wheelchair and bed lifts, medication carts, emergency carts, and sensory motor integration equipment. However, we have no campus facility for training students to use such equipment, and this presents liability as well as instructional challenges. The performance and continuity of the program would be strengthened through the use of a dedicated facility.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by ________________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

**Verified on:** ______________________________________

**Verification Committee Signatures:** ______________________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________________

**Date Letter Sent:** _____________________________________________

**Recommend review in 2 years:** Yes _____ No _____
## Program Evaluation and Planning

### Student Learning Outcome (SLO) Matrix

#### Psychiatric Technician

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**HEOC 100 X X X**

**HEOC 101 X X X**

**HEOC 172 X X X**

**PSYC 124 X X**

**PSYC 125 X X X**

**PTEC 150 X X X X X**

**PTEC 155 X X X X X X X X X X**

**PTEC 156 X X X X X X X X X X**

**PTEC 160 X X X X X X X X X X**

**PTEC 161 X X X X X X X X X X**

**PTEC 162 X X X X X X X X X X**

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**SLO #1**

**SLO #2**

**SLO #3**

**SLO #4**

**SLO #5**

**SLO #6**

**SLO #7**

**SLO #8**

**SLO #9**

**SLO #10**

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**Pass state boards**
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

PSYCHIATRIC TECHNICIAN

1. PT Ethics/Rights: Student will act ethically and respect the parameters of client privacy and confidentiality
2. Correctly perform basic physical and mental assessments and basic nursing skills
3. Advocate for patients with mental illness and developmental disabilities within and beyond the clinical setting
4. Accurately document all clinical assessments and interventions in a timely manner
5. Prioritize PT care and identify need for crisis intervention using least restrictive measures
6. Age appropriate delivery of services
7. Supervision skills; supervise license and non-license; leadership management
8. Enhance professional development of yourself and others in all settings
9. Able to effectively participate in a therapeutic environment and communicate professionally with integrity, respect, with safety prevailing, dignity a priority
10. Pass state boards
**PROGRAM/DISCIPLINE PLAN**  
**PSYCHIATRIC TECHNICIAN**  

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
|                          |                           | 1. Continue and expand recruitment activities | 1 | 1. Engage Advisory Committee for suggestions: present recruitment as agenda item for next meeting.  
2. Create program recruitment video  
3. Obtain banner for advertising  
4. Conduct campus climate & informational survey: work with IT Dept. and ASB to develop Zoomerang info survey to NVC campus  
5. Attend more job fairs: develop substitute list to help cover when we attend job fairs and high school outreach events  
6. Network with other HEOC/PT programs to find out what’s working: bring up topics at CAPTE/division meeting | 2. $1000  
3. 4’ x 10’ banner: $170  
4. $150 per event |

* New requests should be defined on resource forms and included in the unit budget.
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Technician Faculty</td>
<td>New</td>
<td>1.0</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Justification
The PTEC program has been put on probation by the board because our state board pass rate has been lower than what the board expects. The major factor influencing our pass rate has been the lack of a second full-time instructor in the first semester. Having various part-time instructors help with the first-semester students has led to an inconsistent and scattered approach to the curriculum. The accreditation survey recommended a second full-time instructor to help teach the first semester (Med-Surg).

In contrast, the fast-track (one-year program offered through Napa State Hospital) provides two full-time instructors for their students, and the board feels that this second instructor helps set up students for success throughout the duration of the program and gives the students a good nursing foundation (the fast-track’s pass rate has been among the highest in the state).

Thus, we need the program continuity provided by an additional full-time instructor to safeguard the program’s accreditation and offer students the best possible preparation for success, fulfilling NVC’s Strategic Goal #1: Increase Student Success.

*N=New, R=Replacement

Submitted by: ___________________________ Approved by: ___________________________

Budget Center Manager President/Vice President

APRIL 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center _________________________   Activity ___________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Technician Program needs are funded as part of the Health Occupations Division budget.</td>
<td></td>
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</tbody>
</table>

Submitted by:           Approved by:
___________________________________   __________________________________
Budget Center Manager        President/Vice President

APRIL 2006
PROGRAM-SPECIFIC EQUIPMENT REQUEST

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Instructional</strong></td>
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<tr>
<td>ID badges: camera &amp; ID badge printer</td>
<td>$3000-4000</td>
<td>$250 for supplies</td>
<td>See below</td>
</tr>
</tbody>
</table>

**Justification**
All of our clinical facilities require an ID badge with the Napa Valley College logo, to clearly identify the individual as an NVC student practitioner. Students cannot conveniently get an ID badge; for example, this fall it took two of our students two weeks to get a badge. The delay can preclude students from participating in clinical rotations, jeopardizing their performance in the program.

<table>
<thead>
<tr>
<th><strong>B. Non-instructional</strong></th>
<th></th>
</tr>
</thead>
</table>

Submitted by: Budget Center Manager
Approved by: President/Vice President
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. Equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment—when will the equipment need to be replaced?

Request PTEC Classroom & Skills Lab with 25 computers & LCD monitors.

Rationale:
The Psychiatric Technician Program does not have a dedicated classroom/lab facility. The HOCC computer lab is shared by all HOCC students, and it is difficult to schedule time in the lab. This is an especially critical issue because our students are academically and technologically challenged compared to other HOCC students. Further, students are required to take the state board exam online, and they have requested computer facilities for PTEC instruction and to practice their skills, especially by taking the online state board practice exam. Faculty would be able to administer weekly program tests via computer, thus further orienting our students, many of whom are high-risk, to online testing.

Installation and maintenance support from IT will be required.

There will not be any new infrastructure requirements.

Schedule F presents the need and rationale for required furniture.

Cost estimates will be provided for priority projects only.

Submitted by:          Approved by:
---------------------------------  ---------------------------------
Budget Center Manager            President/Vice President

APRIL 2006
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. Ongoing maintenance that will be necessary

Cost estimates will be provided for priority projects only.

Submitted by: ___________________________  Approved by: ___________________________
Budget Center Manager  President/Vice President

PTEC Classroom & Skills Lab
1. The PTEC Program does not have a dedicated classroom/lab facility, though it serves approximately 100-125 students. Scheduling time in the HEOC Lab is a major challenge because of the instructional needs of other programs. However, our students may have greater needs than others, since they do not have the preparatory skills required by other HEOC programs. Further, our students are academically and technologically challenged compared to other HEOC students. On the job, students are required to use specialized technology, such as adaptive dining aids, wheelchair and bed lifts, medication carts, emergency carts, and sensory motor integration equipment. However, we have no campus facility for training students to use such equipment, and this presents liability as well as instructional challenges. The performance and continuity of the program would be strengthened through the use of a dedicated facility.

Scheduling time for the PTEC program in the HEOC nursing lab has become increasingly difficult. Recently, RN program enrollment was expanded from 30 to 90 students. In addition, the college started a Fast-Track Psychiatric Technician Program that added an additional 30 Psychiatric Technician students. The traditional Psychiatric Technician Program enrollment is also increasing from 20-25 to 40-45 students. The increase is the result of local psychiatric facilities offering flexible work hours and financial incentives to attract new graduates. The LVN program also vies for time in the HEOC lab, with an enrollment of approximately 20 students.

The HEOC nursing lab has not been modified or expanded to meet the expansion of students in HEOC programs. The nursing lab is required for all students to develop, train, and measure competency of nursing skills before being allowed into a clinical site. This requirement presses the need for increased nursing lab time, especially the first 6 weeks of all the programs. Recent tension was experienced by the First Semester PTEC instructor and lab time needs. It was recently stated that the RN program will have first choice of lab time in the future. It is conceivable the PTEC program will not have the needed lab time to learn, practice, and do student return demonstrations for required nursing skills for PTEC students. The impact of not having lab time will have a negative ripple effect on the Fast-Track Psychiatric Technician Program (12 months) and the Traditional Psychiatric Technician Program (18 months). It is time to design a Psychiatric Technician lab dedicated to the specific needs of Developmental Delayed and Psychiatric work settings. The goal of the lab would be to enhance the skill level and competency of Psychiatric Technician students.

2. The facility would be comprised of one classroom that could accommodate 45 students, plus a skills/computer lab that would have 25 computers plus the specialized equipment noted above.

3. Location: NVC campus, in existing classrooms or in a portable building.

4. Health & Safety Impacts: As noted above, the lack of a facility and equipment to train students in the specialized technologies Psychiatric Technicians are required to use puts our students and college at risk. Presently, students can only use such equipment at clinical sites, and this limits students' familiarity with and ability to practice using the equipment.

5. Maintenance: Minor annual costs for equipment; estimate: $500
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   New studies and treatments related to the Psychiatric Technician profession, such as medications, treatment of autism, technological advances in treatment
   PowerPoint: advanced training
   Articulate Presenter
   Wimba Live Classroom
   Website development

2. What pedagogical training needs have been identified in your program review?
   Brain theory and learning styles
   Classroom assessment

3. What types of technology does your program use? What technology training needs have you identified?
   Computers—see item 1 above.
   Specialized equipment—see also Schedule F
   - Patient simulators/mannequins
   - Adaptive dining aids, wheelchair and bed lifts, medication carts, emergency carts, and sensory motor integration equipment.

4. What are the leading publications specific to your discipline and/or program?

Submitted by: ___________________________________  Approved by: ___________________________________
Budget Center Manager  President/Vice President

APRIL 2006
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference:
- **Number of titles to add:** 10
- **Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:** Developmental disabilities, mental illness, autism, bipolar disorders, best practices in medical procedures, pharmacology
- **Titles that provide:** a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Periodical Titles: (Newspapers, Journals, Magazines)
- **Number of titles to add:** 10
- **Recommendations/comments:** Journals in the areas of developmental disabilities, mental illness, autism, bipolar disorders, best practices in medical procedures, pharmacology; examples include: *Journal on Developmental Disabilities*, *Mental Retardation and Developmental Disabilities Research Reviews*, *Journal of Developmental and Physical Disabilities*, *Journal of Autism and Developmental Disorders*.
- **Estimated cost for new materials:** To be determined

## Electronic Databases and Indexes:
- **Number of databases to add:** To be determined
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Media Collection (closed captioned or DVD):
- **Number of titles to add:** 10
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

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**Yes**  
**No**

- Are library/learning resource service hours adequate for this course/program?
- Is the quantity of materials sufficient for students within needed time frame?
- Will library/learning resources assignments be used in your course?
- Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

- I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
- To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.