



WEST HILLS COLLEGE COALINGA

PROGRAM REVIEW AND PLANNING PROCESS

Instructional Programs

Program: Health Careers

Degrees/Certificates: Psychiatric Technician Certificate, AS Degree

Date Submitted: 2/15/2018

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MISSION STATEMENT:

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection and service.

I. PROGRAM OVERVIEW

A. Provide a brief overview of the program, the population it serves, and how it aligns with the mission of West Hills College Coalinga.

The West Hills College Psychiatric Technician Training Program (PTTP) prepares students for employment in state hospitals or rehabilitation and treatment centers. Students learn basic nursing skills and psychiatric principles in order to interact with and care for individuals across the health care continuum. The program will also provide learners with the foundational knowledge and skill sets needed to administer medications, conduct relationship development and participate in

group therapy. Upon completion, students will be eligible to take the California Board of Vocational Nursing and Psychiatric Technician license exam. West Hills College Coalinga offers an Associate Degree or Certificate of Achievement. This Career Technical Program serves the ongoing local, regional and state demand for licensed psychiatric technicians by providing an approved curriculum to qualify program completers with the educational eligibility to take the state licensure exam and enter the profession. Additionally, this program enjoys regular and sustained interaction with local industry through partnerships that enhance the curriculum and provide student training within local industry settings. The PTP is dependent on industry collaboration and partnership to be able to offer this program.

B. Describe any major developments, activities, changes and/or projects in the program since the last program review.

Since the last program review, the PTP has restructured the three terms into modules that aim to improve student experience and success. In the past each term was a single course (Nursing Science, Developmental Disabilities, and Mental Disorders) all-inclusive of theory, pharmacology and clinical units. Each student had 18.5 units, requiring a minimum score of 77% to successfully complete the term. These large unit courses had drawbacks that negatively impacted students in many ways. If students failed any portion of one of these large courses, they would fail the entire course, receive the weighted failing grade on their GPA and often have to repeat content they had already mastered. In addition to the redundancy for students, the enrollment limitations set by the California Board of Licensed Vocational Nurses and Psychiatric Technicians (BVNPT) created a situation of poor utilization of faculty/teaching resources as students could only repeat coursework at one of three entry points in the program.

By breaking down the PTP curriculum from 3 courses to 18 courses, students who are not successful in a course can repeat a more precise representation of material without losing credit in areas they have shown proficiency. Additionally, a failure in small unit course has less of a negative impact on cumulative GPA. Smaller unit courses allow for better utilization of faculty resources as adjustments can be made in response to student needs.

The PTTP has two program pathways, a Program Certificate of Achievement and an Associate of Science Degree. Successful students from both pathways are in high demand in the labor market, but students who obtain the Associate of Science degree receive a higher starting salary and more opportunities for career advancement. Significant progress has been made in the award of the degree as the college wide requirement for education plans has helped existing students interact with college academic counseling staff to individualize education plans that communicate the requirements and benefits of the degree pathway.

C. Background - List all goals/recommendations from the last program review.

- Psychiatric Technician Program
1. Integrate basic skills and upgrade by providing tutoring in math and incorporating it in objectives.
 2. Offer the math course that is more directly related to nursing, (i.e. foundation skills to apply in the Health Care format)
- Nurse Assistant Training Program (NATP)
3. Continue to provide Nurse Assistant Training classes three times a year at the Coalinga Campus (class size 30). Increasing NATP students was thought to increase the number of students who would feed into the WHCPTTP.

D. Describe the strategies that have been used to accomplish these goals/recommendations and comment on their effectiveness.

1. In the Psychiatric Technician Training Program math computation skills are embedded within the courses. The ability to correctly calculate medication doses and convert between systems of measurement are required skills in the healthcare profession. Math computation skills have been integrated into the clinical reasoning expectations across the curriculum of the PTTP. Many students enter the PTTP with insufficient math reasoning and computational skills. Tutoring has shown to be effective with most program students passing the required benchmark medical math exam with an 85% or higher. Each semester, students are lost to attrition related to the inability to demonstrate proficiency in these math skills. While the

number of these students remains small, the faculty recognizes this type of attrition as preventable with course offerings that remediate math skills before students enter the PTTP.

2. The medical math course, PT 090, was developed and offered to students considering entry into the Psychiatric Technician Training Program. This provided classroom lecture, practice of medication dosages, and terminology associated with medication administration. While this course was successful in remediating basic math skills and preparing students for success in the PTTP, the course has not been offered in recent years, (since Spring 2013.) In response to this a significant increase in tutoring and remediation activities has been employed by faculty to bolster student success. Still, program students have been lost that might have been successful with the support of this course. It is recommended by the faculty that this course be offered each semester and even be considered prerequisite to admission to the PTTP in attempt to stave preventable attrition. The PT 090, Math for the Medical Professional course had not been offered since 2013. Students were meeting the math requirement through either placement test (placing into Math 061 or Math 063) or having completed the Math 100 class. Faculty observed that many students accepted into the PTTP required significant support, resources and remediation outside of the program curriculum to bring them to a level of success consistent with the standards of industry. Program attrition is still being impacted by students who cannot demonstrate math proficiency according to program standards. Program faculty identified that the offering of PT 090 and other supportive courses to students has been limited by the availability of program resources. In the last two semesters, Summer 2017 and Fall 2018, this course has been offered and encouraged. For the seating of the Fall 2018 cohort, all students will have demonstrated success in PT090 as a condition of admission to the PTTP.

3. The NATP program since the last program review, has scaled back due to a lack of qualified faculty. Instructors for an approved NATP program must be approved by the California Department of Public Health. Based on the availability of qualified faculty, there were no offerings during the academic calendar for 2015 and only Summer and Fall cohorts were offered in 2016. The North District Campus NATP program is no longer offered or accredited by the California Department of Public Health, due in part to a lack of approved faculty. The NATP classes in 2016 were very successful with 93% or higher passing their state examinations on the first attempt. Several of the students from the NATP classes of 2016 went on to enter the PTTP. Student success in NATP class is observed by faculty of the PTTP as a foundation that increases success in the PTTP. Coalinga State Hospital will

hire NATP program completers as assistant psychiatric technicians, representing a relationship between the skills of NATP and the PTPP. The California Department of Health Services also recognizes the relationship between NATP skills and psychiatric technician training by allowing students who complete portions of accredited psychiatric technicians programs the reciprocity to test to get their certification as a nursing assistant (CNA).

II. STATISTICAL DATA ANALYSIS

A. Success

Insert “Program Trends” data table (Course Summary tab) and “Disaggregated Program” data table (Disaggregated Success tab) from the program review data packet:

Program Trends West Hills College Coalinga Health Careers

Health Science	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Sections	12	11	6	0	1	4	5
Duplicated Headcount	71	55	22		28	73	113
Online Enrollment	0.00%	0.00%	0.00%		0.00%	97.26%	83.186%
Estimated FTES	21.63	10.64	2.20		2.88	7.37	15.84
WSCH	581.44	260.60	65.16		84.00	217.32	446.80
FTEF	2.10	1.09	0.41		0.20	0.42	1.05
WSCH/FTEF	277.27	239.45	159.71	#DIV/0!	420.00	522.40	426.20
Success	80.282%	60.00%	63.636%	#DIV/0!	89.286%	68.493%	79.646%

Course Completion (Retention) Rate	87.324%	76.364%	81.818%	#DIV/0!	100.00%	95.89%	92.92%
Psychiatric Technician	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Sections	21	11	14	45	72	55	57
Duplicated Headcount	466	351	381	1275	1629	1097	1174
Online Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Estimated FTES	363.57	251.17	255.58	338.95	286.79	182.53	191.05
WSCH	10632.00	7382.50	7466.50	9925.00	8360.50	5344.50	5587.50
FTEF	28.17	12.47	12.77	26.13	23.70	17.23	18.45
WSCH/FTEF	377.47	592.18	584.84	379.78	352.76	310.13	302.85
Success	92.06%	88.604%	90.551%	92.471%	96.992%	94.622%	93.867%
Course Completion (Retention) Rate	96.781%	96.296%	94.488%	96.157%	98.711%	96.354%	98.126%

a. Discuss your department **success rates** as they represent a trend over time. What do you see in the data?

ACADEMIC_YEAR COURSE_NAME (DW_COURSES)	2014		2015			2016			2017			Total		
	Course Success Rate	Course Completion Rate	Unduplicated Headcount	Course Success Rate	Course Completion Rate	Unduplicated Headcount	Course Success Rate	Course Completion Rate	Unduplicated Headcount	Course Success Rate	Course Completion Rate	Unduplicated Headcount	Course Success Rate	Course Completion Rate
EMT-050						13	84.6%	100.0%				13	84.6%	100.0%
EMT-055									19	89.5%	94.7%	19	89.5%	94.7%
HS-005			28	89.3%	100.0%				94	76.6%	92.6%	212	75.6%	94.4%
HS-015X						2			5			8		
HS-061									14	100.0%	100.0%	14	100.0%	100.0%
PSYTEC-091	93.0%	93.0%	34	97.1%	97.1%	23	100.0%	100.0%	21	95.2%	95.2%	149	92.7%	92.7%
PT-052	91.7%	92.5%	63	95.3%	100.0%	61	85.5%	91.9%	61	88.9%	95.2%	311	90.7%	94.4%
PT-052L	95.3%	95.3%	64	93.8%	98.4%	58	91.5%	93.2%	59	89.8%	94.9%	307	93.2%	95.5%
PT-061			91	96.8%	100.0%	49	96.0%	96.0%	56	98.2%	100.0%	196	97.0%	99.0%
PT-061L			91	100.0%	100.0%	49	96.0%	96.0%	56	100.0%	100.0%	196	99.0%	99.0%
PT-062			91	96.8%	97.8%	48	95.8%	97.9%	56	98.2%	98.2%	194	97.0%	98.0%
PT-062L			91	96.8%	97.8%	48	95.9%	95.9%	55	96.4%	96.4%	194	96.5%	97.0%
PT-071			116	100.0%	100.0%	59	100.0%	100.0%	54	100.0%	100.0%	229	100.0%	100.0%
PT-071L			116	99.1%	99.1%	60	100.0%	100.0%	54	100.0%	100.0%	229	99.6%	99.6%
PT-072			116	99.1%	99.1%	60	100.0%	100.0%	54	100.0%	100.0%	229	99.6%	99.6%
PT-072L			116	99.1%	99.1%	60	100.0%	100.0%	54	100.0%	100.0%	229	99.6%	99.6%
PT-101			39	100.0%	100.0%	71	93.2%	97.3%	79	91.1%	92.4%	189	93.7%	95.8%
VNPT-050	88.9%	95.2%	57	93.0%	98.2%	61	96.7%	98.4%	75	89.3%	96.0%	317	91.2%	96.6%
VNPT-051	88.0%	95.1%	69	90.3%	95.8%	66	83.8%	89.7%	67	77.0%	97.3%	341	85.4%	94.7%
VNPT-051L			71	90.3%	94.4%	65	89.4%	92.4%	67	76.0%	98.7%	201	85.0%	95.3%
VNPT-060	100.0%	100.0%	44	95.5%	95.5%	50	96.0%	96.0%	56	100.0%	100.0%	192	97.9%	97.9%
VNPT-070	100.0%	100.0%	33	100.0%	100.0%	22	100.0%	100.0%	55	100.0%	100.0%	146	100.0%	100.0%
VNPT-081			70	88.9%	97.2%	66	89.6%	92.5%	66	98.5%	100.0%	199	92.2%	96.6%
VNPT-082			91	100.0%	100.0%	49	94.1%	96.1%	55	98.2%	100.0%	195	98.0%	99.0%
VNPT-083			116	100.0%	100.0%	59	100.0%	100.0%	54	96.3%	100.0%	229	99.1%	100.0%
Total	92.2%	95.1%	225	96.9%	98.7%	226	93.0%	96.4%	272	92.6%	97.6%	695	93.9%	97.2%

HS 061 – Nurse Assistant Training has a 100% success rate. The PTTT courses vary from 84% to 100% success and retention in the data set. The heaviest attrition of 84% is noted in the beginning of the sequence of courses. As students move through the sequence, success increases. In some cases, students may have been underprepared or suffered affective challenges to education. Students demonstrating success progress through courses. Unsuccessful students do not move on to fail another course. They are given only one opportunity to repeat a course in the sequence of courses. The success rates in VNPT 051 often encompass first time students and students that have already failed the course and are repeating. Another consideration for the success in VNPT 051 relates to the major life changes for students that may have been out of formal educational settings or only a part time student in the preceding years before acceptance into the PTTT. The PTTT is an accelerated program in which students are required to spend

35 hours each week in class and clinical. Additionally, students often have significant travel times, expectations for study and homework outside of class. They often must work and manage expectations for children and family. These affective issues seem most challenging for students in the beginning of the PTTP. Students unable to move on in the PTTP are not duplicated in the sequence of courses; for this reason, the success increases.

HS 05 – Medical Terminology as an online class, has only recently been offered in conjunction with Mendota High School.

Emergency Medical Technician is also not offered in Coalinga, but has been managed through faculty from WHC Lemoore in response to the collaboration with Mendota High School. At the present time, WHC Coalinga is without qualified faculty to offer this course. A discussion of the data across this graph shows these class offerings to experience higher levels of success and completion than the college average.

b. Consult WHCC Institution-Set Standards. How does your program's data compare? If your program's success rates are lower than institutional goals, describe your plans to improve them.

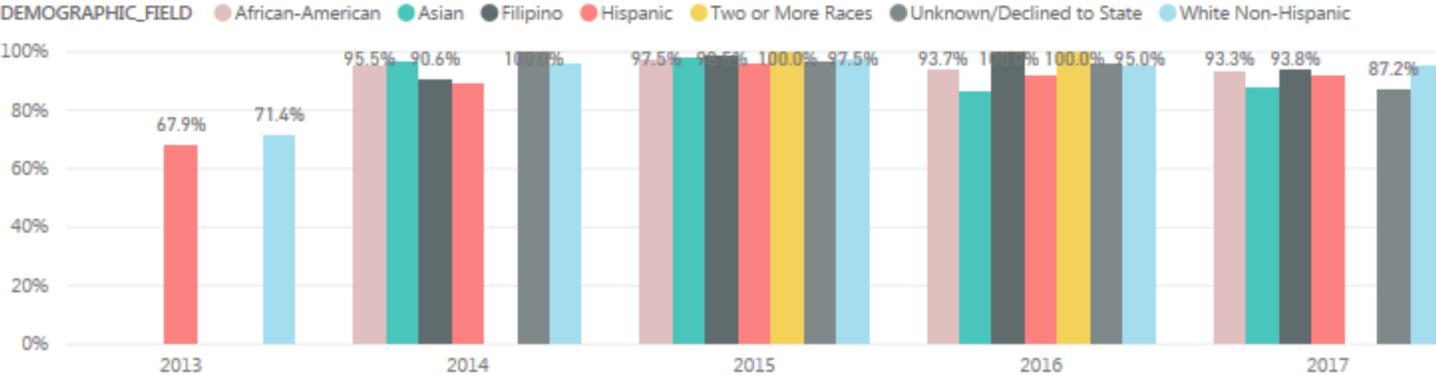
ISS: Successful Course Completion of 55% (93.87%)

The WHCC PTTP is a very successful program with excellent representation in degree awards and certificate awards for the college. The Successful Course Completion rate of nearly 94% is a testament to the efforts of faculty, students and our community stakeholders, and well above the college average.

c. Examine your departments' Equity rates, disaggregated by ethnicity and gender. Are there differences in success across groups? If so, how do you plan on addressing this inequity and closing any apparent achievement gap?

- Age
- Campus Location
- Class Meeting Time
- Economically Disa...
- Ethnicity**
- Gender
- Instructional Meth...

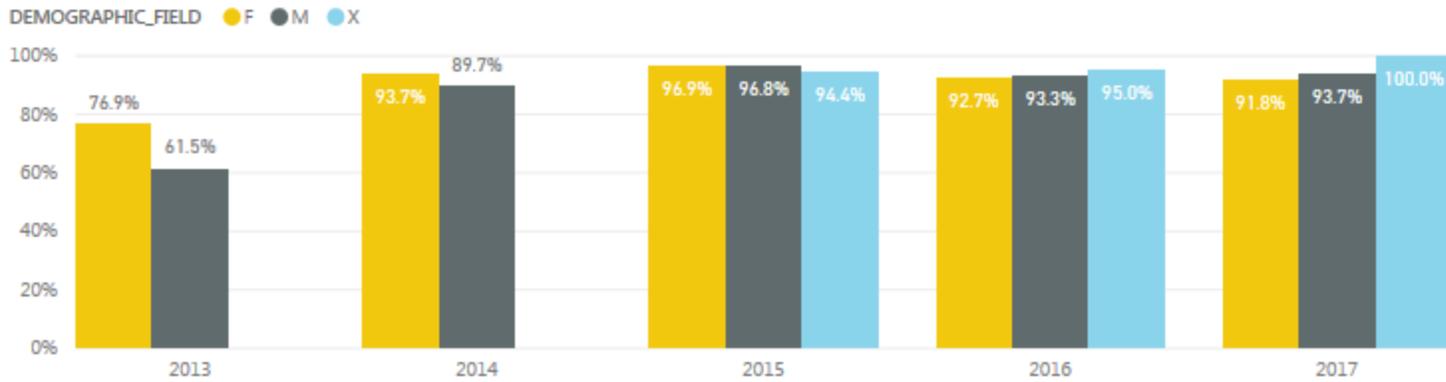
Course Success Rates by Selected Disaggregation



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Age Campus Location Class Meeting Time Economically Disa... Ethnicity **Gender** Instructional Meth...

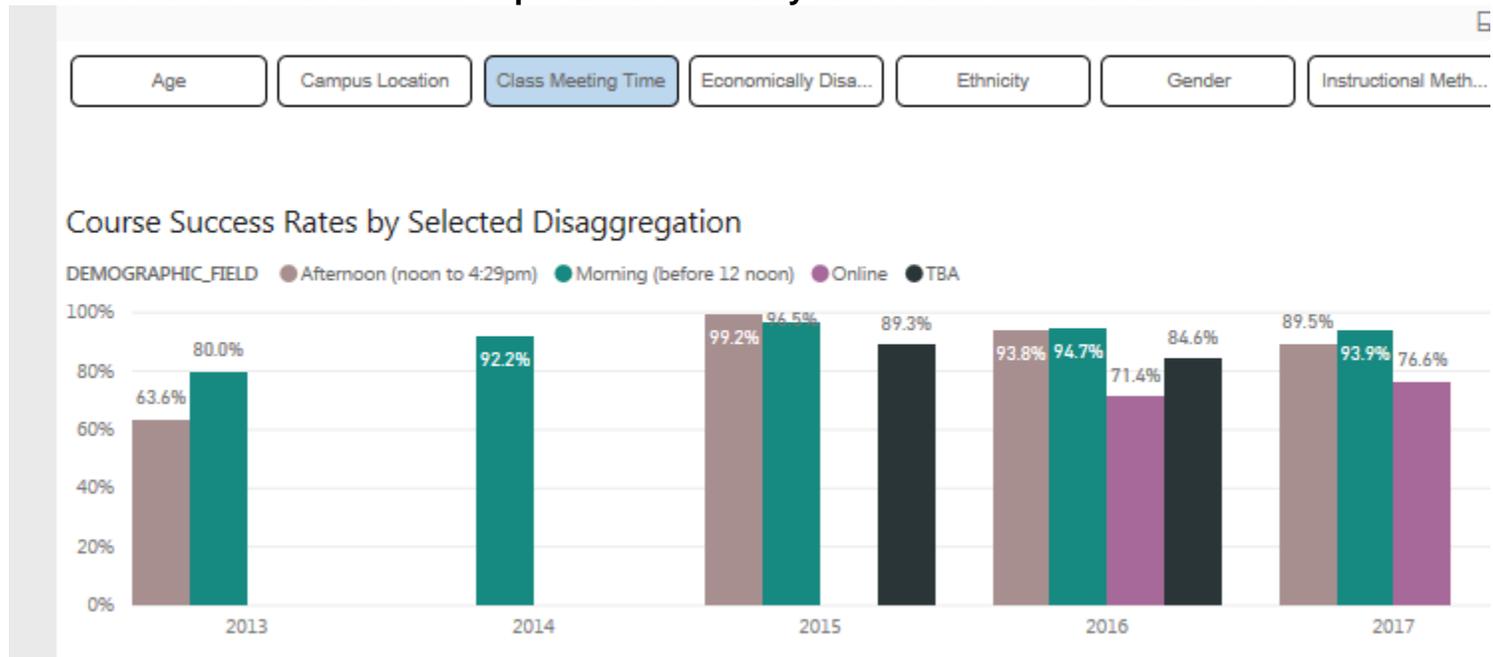
Course Success Rates by Selected Disaggregation



An analysis of the data shows minimal disparity in disaggregated demographics represented in the graph.

B. Course Time, Location, Modality, and Productivity Analysis

- a. Consider and analyze your location, days/time, and modality trends. Discuss any program plans that address and/or could increase department efficiency and benefit students in these areas.

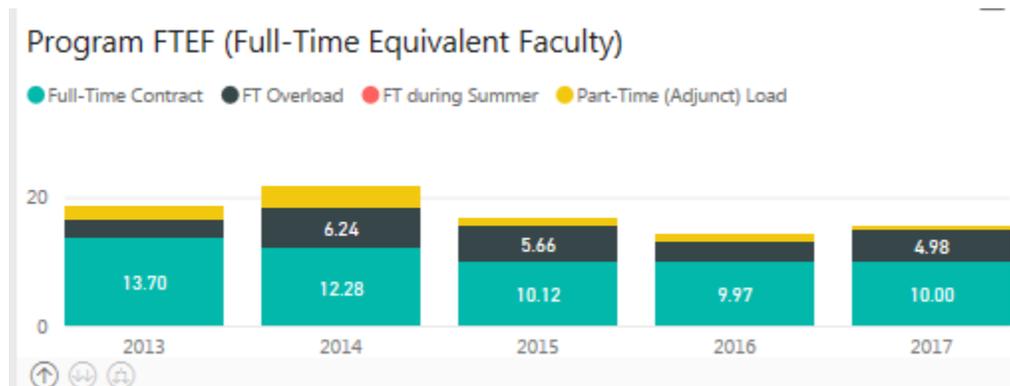


With the exception of the Medical Terminology (HS 05) course offered at Mendota High School, the program demonstrates sustained productivity, (reflected in purple on the graph.) During Summer 2017 PT 090 Medical Math was offered on Saturday mornings. The lack of resources such as maintenance, bookstore, library, and other student services was a barrier for students. This course has since moved to Friday mornings to improve student access to support systems. This has been a positive and productive modification.

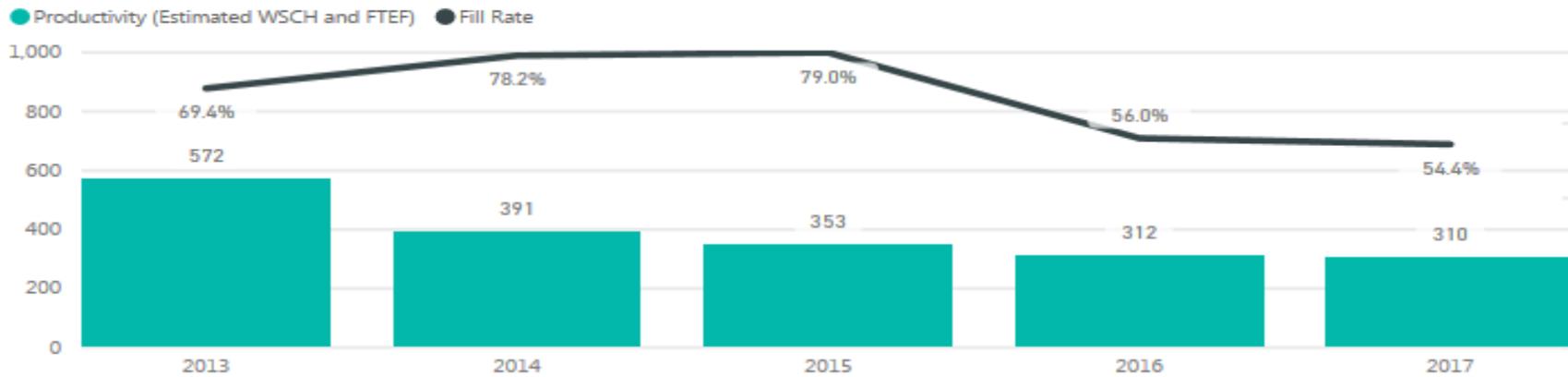
- b. Consider any success gaps that may exist between courses provided via Distance Education and face-to-face. If identified, how do you plan on closing the achievement gaps based on Instructional Method?

Over the last ten years, faculty have offered courses in different modalities, including distance education. Student performance has remained consistently better in face-to-face offerings. To this end, distance education offerings within the program are limited. The exception to this in the graph (purple HS 05 – Medical Terminology distance education course,) illustrates and reinforces face-to-face as the preferred method for offering these courses.

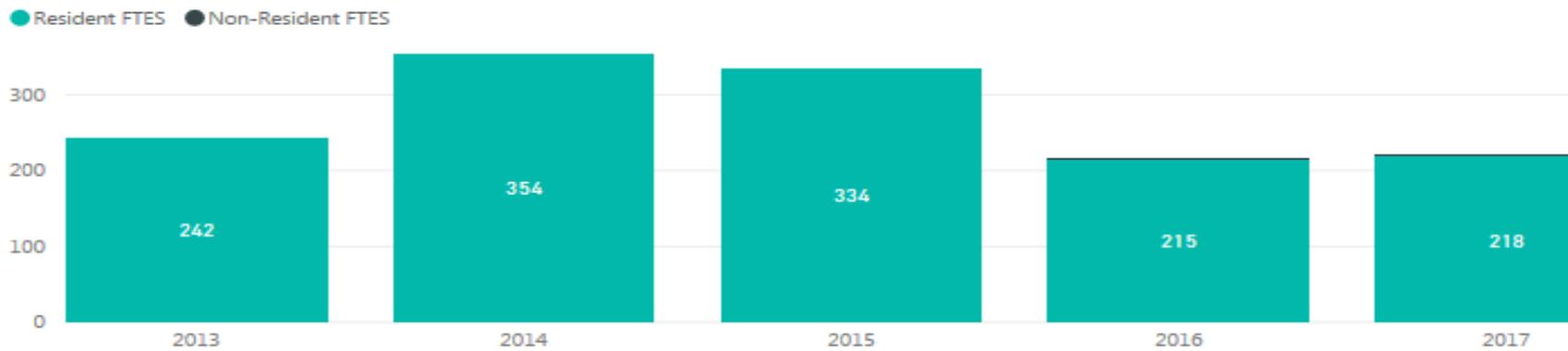
- c. Based on FTES (i.e. WSCH/FTEF) data, reflect on productivity trends you see since last Program Review. Briefly describe possible steps the program may take to increase or maintain productivity.



Program Productivity and Fill Rates



FTES Generated by Academic Year



School Desc

Productivity is largely related to funding, but also dependent on careful cohort control. The PTPP is mandated by the accreditation of the BVNPT to have a minimum ratio of qualified and approved instructors for individual clinical settings that cannot exceed 1

instructor for each 15 students. Due to attrition, the PTTP has lost students during the program of study for a variety of reasons that may include affective or academic issues. When the number of students in a cohort drops, the PTTP must still provide the minimum student to instructor ratio. In some cases this variable can force the PTTP to staff for a very small clinical group. (For example, if in first term 6 students were not successful in the PTTP, and only 39 of the 45 were to go on to second term, the PTTP would still be mandated to provide 3 clinical instructors to meet the minimum ratio.) The California Board of Licensed Vocational Nurses and Psychiatric Technicians only allows the WHCC PTTP to seat 45 students per cohort for a maximum number of 3 cohorts per year. Alternates to the program are limited to 5 students per cohort by the same licensing body. The faculty of the PTTP has made considerable effort in changing program prerequisites to ensure students start the PTTP with the skills and knowledge to improve success, but it should be noted that the rigor of the program is difficult for many students. Student travel, minimum attendance mandates from licensing bodies, background checks and drug screening, family issues, and finances are just some of the reasons the PTTP faculty cannot control.

C. Award Conferrals

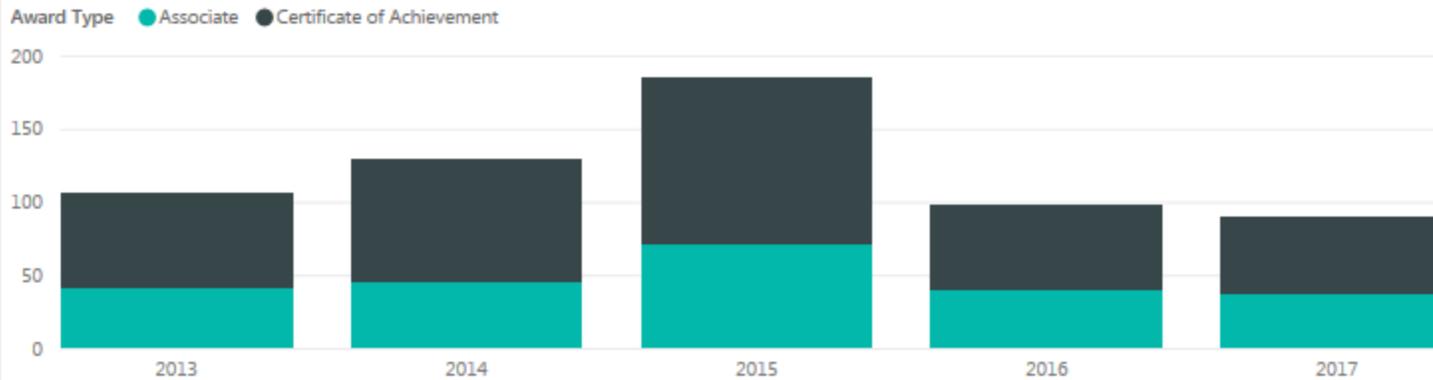
Insert “Degree and Certificate” data table (Degrees and Certificates tab) from the program review data packet and consult [WHCC Institution Set-Standards](#):

Program Review - Program Completer Data

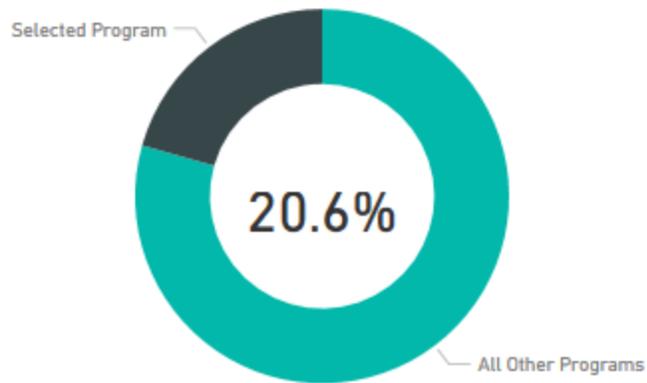
Coalinga-Health Careers

PROGRAM	2013	2014	2015	2016	2017	Total
Health Careers	107	130	186	99	90	612
Associate of Arts					1	1
WHCC - Health Science (General) AA					1	1
Associate of Science	41	46	71	40	37	235
WHCC - Health Science (General) AS	12	15	12	11	15	65
WHCC - Psychiatric Technician AS	29	31	59	29	22	170
Certificate of Achievement	66	84	115	59	52	376
WHCC - Psychiatric Technician Cert.	66	84	115	59	52	376
Total	107	130	186	99	90	612

Program Awards by Year



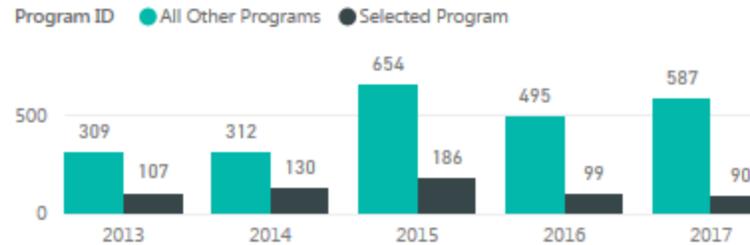
Program's % of All College Degrees/Certificates



Program Awards vs College Institution-Set Standards for Degrees and Certificates Awarded (Most Recent Year)



Annual Program Awards vs. All Other College Degrees/Certificates



- a. **Assess the department's award conferral data. Do the award conferral rates meet departmental and institutional targets? If not, provide context for this discrepancy. What strategies will you implement to improve your conferral rates?**

The award conferral for the Program is more than 20% of the overall awards by the entire college. Students are encouraged to pursue a degree since many would have additional career opportunities for greater salary or to move to positions of management. Every student during orientation is required meet with the student counselor and complete an Ed-Plan. Some students will enter the workforce and continue to take courses at WHCC to advance toward a degree. Some students already have a degree. The PTTP is preparing students for a job that does not require a degree, and for that reason, individual motivations and needs heavily influence the decision for a degree.

Prior Learning Assessment (PLA) data has been recognized by the faculty as a strategy to increase conferral rates. The BVNPT limits PLA to the following for students completing the Psychiatric Technician required content:

“2585.1. Credit for Previous Education and Experience.

Each school shall have a policy, approved by the Board, for giving credit toward the curriculum requirements.

(a) Transfer credit shall be given for related previous education completed within the last five years. This includes the following courses:

- (1) Approved vocational or practical nursing courses.
- (2) Approved registered nursing courses.
- (3) Approved psychiatric technician courses.
- (4) Armed services nursing courses.
- (5) Certified nurse assistant courses.
- (6) Other courses the school determines are equivalent to courses in the program.

(b) Competency-based credit shall be granted for knowledge and/or skill acquired through experience. Credit shall be determined by written and/or practical examinations.”

There has been discussion at the local college level that students who have successfully passed the board and are licensed Psychiatric Technicians can then use that for PLA as determined by the college for an AS degree.

Additionally, the PTTTP offers “Skills Competency Examination.” Examinations and evaluation will be “according to the competency-based objectives for that course.” Credit will be granted if “the applicant meets minimum requirements equivalent to those required of students completing the course.”

D. Labor Market Analysis (CTE Programs Only)

What is the Job Outlook?

A growing, older population requiring increased mental health care for illnesses such as dementia and related diseases will contribute to employment growth for Psychiatric Technicians. In addition, prison reform has contributed to the use of Psychiatric Technicians to care for inmates resulting in employment opportunities in this area. The majority of the job openings will occur due to the need to replace workers who retire, transfer to other occupations, leave the labor force, or move.

Projections of Employment

In California, the number of Psychiatric Technicians is expected to grow slower than average growth rate for all occupations. Jobs for Psychiatric Technicians are expected to increase by 1.2 percent, or 100 jobs between 2014 and 2024.

Estimated Employment and Projected Growth Psychiatric Technicians					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2014-2024)	8,200	8,300	100	1.2	800

Source: EDD/LMID Projections of Employment by Occupation

[View Projected Growth for All Areas](#)

<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=292053&Geography=0601000000>

a. Provide an analysis of the labor market data. (CTE Programs Only)

Although the California statistics for Psychiatric Technicians has decreased from the previous Program Review, there are local factors that increase the projected job openings for PTTP graduates. In 2016, Coalinga State Hospital hired one hundred forty psychiatric technicians. Coalinga State Hospital loses approximately thirty psychiatric technicians each month for a variety of reasons. The majority of students completing the West Hills PTTP are hired prior to licensure and begin work as pre-licensed psychiatric technicians at Coalinga State Hospital.

The increased local demand for psychiatric technicians offers local psychiatric technicians the opportunity for more rapid advancement than elsewhere in the state. Many psychiatric technicians choose to start work in Coalinga and await transfer to other positions which in turn creates turnover that generates increased local demand. Additionally, the patient population of sexually violent predators at Coalinga State Hospital creates unique challenges to psychiatric technician retention which further drives demand for new graduates from the PTPP.

In recent months, the West Hills PTPP has been contacted by institutions such as Porterville Developmental Center, Chowchilla State Prison, Corcoran State Prison, and Atascadero State Hospital with requests for program graduate referrals to fill psychiatric technician position openings. There are currently over 200 job openings with a minimum of 100 per year and more expected in the future. While the published labor market data only represents 100 available jobs, the recruitment for industry (including the Department of State Hospitals, the California Department of Corrections and Rehabilitation, local hospital emergency rooms, in-patient psychiatric facilities and group and private homes for individuals with developmental and intellectual disabilities) suggests that this number is far below actual demand.

- b. **Consult WHCC Institution-Set Standards. Compare target Job Placement Rates and Licensure Examination Pass Rates with your program’s rates, as applicable. Describe strategies you have taken to achieve these rates, and any improvements you plan to implement to increase program rates in these areas. (CTE Programs Only)**

The table below represents the performance of all first - time program graduates who completed the California Psychiatric Technician Licensure Examination during the last five (5) years.

School	QTR. 1-4 2012		QTR 1-4 2013		QTR 1-4 2014		QTR 1-4 2015		QTR 1-4 2016	
	#	%	#	%	#	%	#	%	#	%
	Tested	Pass	Tested	Pass	Tested	Pass	Tested	Pass	Tested	Pass
West Hills Community College	65	72%	84	85%	118	79%	71	62%	47	72%

http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf

CA Psychiatric Technician Licensing Examination

Rank	School - Name	Pass	% Pass	Fail	% Fail	Totals	No-Show
1	Atascadero State Hospital - Cuesta College	16	94.12	1	5.88	17	0
1	San Bernardino Valley College	16	94.12	1	5.88	17	0
2	Napa Valley Fast Track	22	88.0	3	12.0	25	1
3	San Joaquin Delta College	12	85.71	2	14.29	14	0
4	West Hills Community College	10	55.56	8	44.44	18	0
5	Military, Equivalent, 4-year Expire	1	50.0	1	50.0	2	0
5	American College of Nursing	1	50.0	1	50.0	2	0
6	Mt. San Antonio College	1	16.67	5	83.33	6	0
7	Cypress College	0	0.0	1	100.0	1	0
Grand Total		79	77.45	23	22.55	102	1

The above data is from the BVNPT and reflects a time period of October 2017 through December 2017.

ISS: Licensure Examination Pass Rates Psychiatric Technician 80%.

Although the college data reflected 80% pass rate, the actual results are much lower. In 2015 the program had 71 students test, with a 62% pass rate. In 2016 there was an increase in the pass rate, 72% with 47 students. In the last 2 quarters of 2017 our pass rates are approximately 55%. The first quarter only had 2 students test, both of whom failed. These students were not recently in the program yet still counted as first time test taker. The BVNPT provides data each quarter but does not identify specific, usable figures or content areas to allow for modification. There are 3 areas the BVNPT is asking programs to consider: the student, the instructor, and the curriculum. Health Careers is addressing all three areas. New pre-requisites have been instituted to meet student preparation for the Psychiatric Technician Program. These include medical professional, medical terminology, medical math, and a California certified nursing certificate. Curriculum is being reviewed and updated to the current concept test plan for the state board examination. Health Careers has hired a new full-time instructor and new adjunct instructors. Mentoring is provided by experienced faculty.

ISS: Job Placement Rates

Psychiatric Technician AS 87%

Psychiatric Technician Certificate 87%

The set standard for job placement at the college is 70%. Job placement within Health Careers are above the standard. Faculty have been integrating review of materials across the curriculum. Students are introduced to more varied job placements through guest speakers and tours of additional facilities that will allow alternatives to working with the population at Coalinga State Hospital.

E. Student Learning Outcomes (SLO) Assessment

a. Provide the Program Student Learning Outcome (PSLO) assessment data:

	PSLO Results of Assessment – DURING PROGRAM REVIEW <i>Summarize the assessment results of all courses in the program. What does the data tell you about student learning in this program?</i>
P1	SLO: Student will be able to calculate the correct medication dosages

	<p>Courses: VNPT 051, VNPT 051L, PT 052, PT 0052L, PT 061, PT 061L, PT 062, PT 062L, PT 071, PT 071L, PT 072, PT 072L, VNPT 081, VNPT 082, VNPT 083</p> <p>Results: In VNPT 051 and VNPT 051L, 1 -2 students are unable to meet the benchmark scores of 85% within 3 attempts in each term. In the other courses 100% of students pass the benchmark score.</p> <p>Modification: In Developmental Disabilities and Mental Disorders, faculty recommend increasing the passing expectation to 90% in the second term and 100% in the third term. Students will be more prepared for the state licensure exam and industry level standards for patient care. California consumers rely on mathematical accuracy of licensed health care providers.</p>
P2	<p>SLO: Student will be able discuss and demonstrate the importance of accurate communication and documentation in the various health care settings within their scope of practice.</p> <p>Courses: VNPT 051L, PT 052L, PT 061L, PT 062L, PT 071L, PT 072L</p> <p>Results: 100% of students passed their education and medication presentations in each clinical course with a minimum passing score of 77%.</p> <p>Modification: Faculty are developing program-wide rubrics for addressing the communication and documentation of patient education across the curriculum. The state licensure exam concept test plan includes an increase in patient education testing items.</p>
P3	<p>SLO: Student will be able to apply the nursing process to implement an appropriate plan of care for the client with medical, developmental disabilities and mental illness disorders.</p> <p>Courses: VNPT 051L, PT 052L, PT 061L, PT 062L, PT 071L, PT 072L</p> <p>Results: In VNPT 51L and PT 52L, (first term,) the success rates for developing a care plan are 75% with 34/45 students meeting the SLO. Creating an appropriate plan of care requires higher level thinking and critical reasoning. While not all students demonstrate proficiency in this area in first term, the expectations in this SLO are the foundation for nursing theoretical practice that move from novice to expert from the start of their education and through years of professional practice. This progression is evidenced in the increased measured success of this SLO to 100% in PT 061L, PT 062L, PT 071L, PT 072L, (the second and third terms of the program.)</p>

	Modification: No modification. This is career related skill-set and develops critical thinking.
P4	SLO: Student will be able to identify signs and symptoms of medical, intellectual and developmental disabilities and mental illness disorders.
	Courses: VNPT 051, VNPT 051L, PT 052, PT 052L, PT 061, PT 061L, PT 062, PT 062L, PT 071, PT 071L, PT 072, PT 072L
	Results: These topics are addressed in written examinations. Scores vary but remain similar to success in other areas. Nursing Science (VNPT 051, VNPT 051L, PT 052, PT 052L) have lower scores than the other terms. Success rates vary from 75%-80% in first term students, with 100% student success in Developmental Disabilities and Mental Disorders (second and third term.) The attrition afforded in the first term of the program is not repeated in subsequent terms as students unable to demonstrate proficiency do not progress to the next courses in the sequence.
	Modification: Faculty have recently instituted universal written examination expectations for the theory courses of VNPT 051, PT 052, PT 061, PT 062, PT 071 and PT 072. Each course will now offer five exams and one final. Students must pass three out of five exams to be allowed to take the final. In the past, students were required to have an overall average of at least 77% on exams, but faculty were concerned about significant knowledge deficits in major content areas. The requirement to pass a minimum of three out of five subdivided content areas offers greater attention to the mastery of each content area and creates uniformity of expectation that affords students predictability and routine throughout the PTPP.
P5	SLO: Student will be able to demonstrate and perform safe and competent care of the resident in the health care setting.
	Courses: VNPT 051L, PT 052L, PT 061L, PT 062L, PT 071L, PT 072L
	Results: In VNPT 051L and PT 052L the success rates for clinical are 75% of students. Success is measured using a multidimensional rubric that scores for critical elements of skill performance. In the first term, VNPT 051L and PT 052L, 34/45 students passed clinical. The second and third terms, Developmental Disabilities and Mental Disorder experienced 100% success for this SLO.

	Modification: Faculty are restructuring the delivery of VNPT 051L and PT 052L to increase the time in skills lab scenario based activities prior to placing students with real patients in clinical settings. Students can demonstrate competency in patient safety, medication administration, and infection control before the risk of impacting real patients. Students unable to demonstrate basic proficiency can be remediated to the expectation or fail a course that will prevent real patient exposures to unsafe practice.
	HEALTH SCIENCE PSLO
P1	PROGRAM: CERTIFICATE
	SLO: Students will apply principles of safety in various healthcare settings.
	COURSE: HS 061
P2	PROGRAM:
	SLO: Students will utilize critical thinking and problem solving skills in industry specific areas.
	COURSE: HS 061
P3	PROGRAM:
	SLO: Students will apply principles of caring to individualized populations.
	COURSE: HS 061
P4	PROGRAM:
	SLO: Students will apply evidence-based care.
	COURSE: HS 061
P5	PROGRAM:
	SLO: Students will model professional behaviors in the healthcare setting
	COURSE: HS 061

- b. Provide a brief analysis of the student performance data on the PSLOs. Does the data match departmental expectations? List any improvements/modifications to be implemented in order to achieve/improve the PSLOs.

The program goal is to increase the rigor of our courses so students are more prepared to excel as entry level psychiatric technicians. Many students enter the PTPP

after an absence from the workforce or formal educational environment that creates a steep adjustment to the expectation of 18 or more units of course work per term. Faculty and staff are committed to providing an education that prepares students for both success on the state licensure exam and success in the workforce. At present a higher level of attrition is identified in the first term of the PTTP. Plans for improvement include adjustment in program prerequisites that prepare students with math remediation, basic medical terminology and basic patient care skills.

- c. **Review your current PSLO and SLO assessment cycle and summarize improvements or changes to be implemented (Curriculum changes, technology, different rubric/tool?).**

Program Learning Outcomes in the past were assessed every 2 years. Health Careers will begin to assess each course at a minimum of once a year starting Spring 2018 with current courses.

F. Program Personnel

Insert “Faculty Headcount”, “FTEF Totals” data tables from the Faculty Data packet:

Psychiatric Technician		2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
	Role Type									
	Full-Time	13.723	18.820	18.735	8.034	7.870	10.146	10.166	9.800	9.693
	Adjunct	2.424	5.714	4.384	1.872	2.556	6.365	1.719	0.531	0.752
	Overload	1.287	3.566	5.048	2.560	2.340	5.022	5.632	3.202	4.405
	Total	17.433	28.100	28.167	12.467	12.767	21.533	17.517	13.533	14.850

- a. **Explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.**

Overload courses have been covered by full-time faculty to the increased workload of almost double duty for all full-time staff. While many faculty volunteer for overload and show great flexibility in changing assignments, the situation is less than ideal. The offerings of courses like PT 090, PT 091, HS 005, and HS 061 draws on the same pool of faculty that are already stretched very thin. While the PTTP is meeting program objectives with a very small group of instructors, the faculty feel that many of the quality improvement activities for the PTTP and other health careers have been sidelined. At the same time, adjunct faculty must be approved by the BVNPT and maintain a professional license as either a psychiatric technician or registered nurse. While content area experts exist, the correlation between teaching and clinical practice requires a significant investment in the recruitment and development of clinicians who are also effective teachers. The restrictions on adjunct use, the multiple layers of regulation, and complex scheduling issues pose many challenges that require careful balance and ongoing flexibility of program staff to recognize and respond to variables that can change every few weeks. An illness or disability of even one of the full time faculty members could be catastrophic to program completion for an entire cohort of students.

Faculty has addressed the Academic Senate and received a recommendation for the hire of 2 full time faculty members, but the College Counsel did not prioritize the hire of additional faculty. The replacement of one full time faculty member to retirement leaves the need for additional faculty an ongoing need. Course offerings and program expansion will remain limited by this barrier.

III. CURRICULUM ANALYSIS

- A. **List the program's current degrees, certificates, and individual courses.**

Coalinga-Health Careers

PROGRAM	2013	2014	2015	2016	2017	Total
Health Careers	107	130	186	99	90	612
Associate of Arts					1	1
WHCC - Health Science (General) AA					1	1
Associate of Science	41	46	71	40	37	235
WHCC - Health Science (General) AS	12	15	12	11	15	65
WHCC - Psychiatric Technician AS	29	31	59	29	22	170
Certificate of Achievement	66	84	115	59	52	376
WHCC - Psychiatric Technician Cert.	66	84	115	59	52	376
Total	107	130	186	99	90	612

ACADEMIC_YEAR COURSE_NAME (DW_COURSES)	2014 Course Success Rate	Course Completion Rate	2015 Unduplicated Headcount	Course Success Rate	Course Completion Rate	2016 Unduplicated Headcount	Course Success Rate	Course Completion Rate	2017 Unduplicated Headcount	Course Success Rate	Course Completion Rate	Total Unduplicated Headcount	Course Success Rate	Course Completion Rate
EMT-050						13	84.6%	100.0%				13	84.6%	100.0%
EMT-055									19	89.5%	94.7%	19	89.5%	94.7%
HS-005			28	89.3%	100.0%	70	71.4%	97.1%	94	76.6%	92.6%	212	75.6%	94.4%
HS-015X						2			5			8		
HS-061									14	100.0%	100.0%	14	100.0%	100.0%
PSYTEC-091	93.0%	93.0%	34	97.1%	97.1%	23	100.0%	100.0%	21	95.2%	95.2%	149	92.7%	92.7%
PT-052	91.7%	92.5%	63	95.3%	100.0%	61	85.5%	91.9%	61	88.9%	95.2%	311	90.7%	94.4%
PT-052L	95.3%	95.3%	64	93.8%	98.4%	58	91.5%	93.2%	59	89.8%	94.9%	307	93.2%	95.5%
PT-061			91	96.8%	100.0%	49	96.0%	96.0%	56	98.2%	100.0%	196	97.0%	99.0%
PT-061L			91	100.0%	100.0%	49	96.0%	96.0%	56	100.0%	100.0%	196	99.0%	99.0%
PT-062			91	96.8%	97.8%	48	95.8%	97.9%	56	98.2%	98.2%	194	97.0%	98.0%
PT-062L			91	96.8%	97.8%	48	95.9%	95.9%	55	96.4%	96.4%	194	96.5%	97.0%
PT-071			116	100.0%	100.0%	59	100.0%	100.0%	54	100.0%	100.0%	229	100.0%	100.0%
PT-071L			116	99.1%	99.1%	60	100.0%	100.0%	54	100.0%	100.0%	229	99.6%	99.6%
PT-072			116	99.1%	99.1%	60	100.0%	100.0%	54	100.0%	100.0%	229	99.6%	99.6%
PT-072L			116	99.1%	99.1%	60	100.0%	100.0%	54	100.0%	100.0%	229	99.6%	99.6%
PT-101			39	100.0%	100.0%	71	93.2%	97.3%	79	91.1%	92.4%	189	93.7%	95.8%
VNPT-050	88.9%	95.2%	57	93.0%	98.2%	61	96.7%	98.4%	75	89.3%	96.0%	317	91.2%	96.6%
VNPT-051	88.0%	95.1%	69	90.3%	95.8%	66	83.8%	89.7%	67	77.0%	97.3%	341	85.4%	94.7%
VNPT-051L			71	90.3%	94.4%	65	89.4%	92.4%	67	76.0%	98.7%	201	85.0%	95.3%
VNPT-060	100.0%	100.0%	44	95.5%	95.5%	50	96.0%	96.0%	56	100.0%	100.0%	192	97.9%	97.9%
VNPT-070	100.0%	100.0%	33	100.0%	100.0%	22	100.0%	100.0%	55	100.0%	100.0%	146	100.0%	100.0%
VNPT-081			70	88.9%	97.2%	66	89.6%	92.5%	66	98.5%	100.0%	199	92.2%	96.6%
VNPT-082			91	100.0%	100.0%	49	94.1%	96.1%	55	98.2%	100.0%	195	98.0%	99.0%
VNPT-083			116	100.0%	100.0%	59	100.0%	100.0%	54	96.3%	100.0%	229	99.1%	100.0%
Total	92.2%	95.1%	225	96.9%	98.7%	226	93.0%	96.4%	272	92.6%	97.6%	695	93.9%	97.2%

EMT courses and the HS 005 course are currently not offered in Coalinga, but through a partnership with Mendota High School.

B. Provide departmental plans to bring courses into compliance with the 5-year cycle of review. If the department is compliant, please state that

All courses within the PTPP and NATP will be up to date and in compliance during the Spring 2018 curriculum cycle. There had been Rule of 7 barriers related to the NATP program related to WHCDL; however, new faculty hires in Health Careers Lemoore has facilitated the collaboration needed to move forward.

C. Provide departmental plans to either inactivate or teach each course not taught in the last two years.

The department will continue efforts to recruit faculty, but attempts to prioritize hire of faculty positions to the department have been limited by funding. EMT and HS 05 will potentially be taught in the near future as part of the collaboration with Mendota High School. EMT and HS05 must remain active to address the needs specific to the District agreements with Mendota High School, noting that no active oversight of these courses occurs from WHCC.

D. Does the College Catalog and website accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe the department's plans to correct Catalog information.

The description corrections for HS 005 and HS 088 and HS 080 were a catalog misprint and have been submitted to the Catalog Committee.

E. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) intended for creation.

Yes, but at this time limited faculty and difficulty recruiting part time and adjunct faculty qualified to teach in Allied Health is a major hurdle to program growth. In spite of demonstrated and prioritized need through the decision of Academic Senate, the Allied Health Department lacks the staffing that would allow for the desire to peruse a transfer level degree, expand the nurse assistant training to include home health aide, offer local CPR and first aid training, develop a medical assistant training program and certificate, or continuing education courses for licensure renewals.

- a. **What needs or rationale support this action, and when will these items be submitted to the Curriculum Committee?**

N/A

V. GOALS FOR PROGRAM IMPROVEMENT

List your program's major goals that align with West Hills College Coalinga's Core goals (C), Student Success goals (SS), Student Equity goals (SE), WHCCD Strategic Goals / Key Performance Indicators (KPI), and Program Student Learning Outcomes (PSLO) for the next 2 years (Career Technical Education programs) and 4 years (Instructional programs). Add new rows as needed.

WHCC Core Goals:

1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificate and degree awarded.
2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends.
3. Support and strengthen Career Technical Programs through research and sustained interaction with the business community.
4. Develop new and strengthen existing external collaborative relationships and partnerships.
5. Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups.
6. Provide new and expanded opportunities for faculty and staff development, which support an atmosphere of excellence in academic, and student support services.

WHCC Student Success/Student Equity Goals:

1. To increase access to underrepresented students from the communities served by WHCC with a focus on our vocational education, certificates, and degree programs.
2. To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.

3. To increase the course completion rates of students who enroll in basic skills courses in an effort to support their progress to degree applicable courses.
4. To increase at a proportional rate, the number of degree and certificates attained, particularly in the identified underrepresented groups.
5. To achieve “proportional” transfer increases to 4-year institutions of WHCC students, particularly from the underrepresented groups.

WHCCD Strategic Goals / Key Performance Indicators (KPI):

1. Promote and increase student success, emphasizing educational planning, basic skills and timely completion.
2. Strengthen the District’s fiscal position by pursuing resource development and increased efficiency while meeting FTES targets.
3. Maximize access to programs and services throughout the region, focusing on all segments of the adult population.
4. Through the use of technology, increase access to educational programs and services that contributes to student success and strengthen the economic, social, and cultural life of its diverse community.
5. Increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student employment and success in Career and Technical Education programs.

#	GOAL	ALIGNMENT				ACTIVITY/METHOD	OUTCOME MEASURES
		C	SS/SE	KPI	PSLO		
1	Increase Student Retention	C-1 C-2	SS-1 SS-2	1, 5	P3 P4 P5	Program prerequisites to include: PT 90: Math for Medical Professionals HS 61: Nurse Assistant Training Program HS 80: Introduction to Medical Professional HS 88: Medical Terminology for Health Careers Collect Student data as follows: <ul style="list-style-type: none"> • Health care work history • Completion of Anatomy, Physiology, or Psychology courses Other certificates such as CNA, EMT, Medical Assistant, etc.	Decrease student attrition from approximately 15% to 7%: Decrease in number of students on remediation from approximately 10% to 5%; Increase in Final Exam scores by 5%, from 2016 through 2018 data.

2	Improved State Board Pass Rates	C-2 C-5	SS-1	1, 3, 5	P3 P4 P5	PT 91: State Board Review will become mandatory for every WHCC PTPP student. PT 91 converted into a hybrid/online class Develop a Comprehensive Final	Increase State Board Pass Rates by 5% of previous 2017 BVNPT results, within the next 2 years
3	Improve availability of Clinical Sites	C-2 C-3 C-4		1,4,5	P3 P4 P5	Contract with 3-4 new clinical sites Current clinical contracts will expand to allow increased students in the facilities	Obtain approval with new clinical sites Maintain contracts with current clinical sites with potential expansion for more students

VI. RESOURCE NEEDS

List in order of priority all significant resources needed to achieve the goals shown in the preceding table, including faculty, staff, staff development, information technology, equipment, supplies, and facilities. Every request for additional resource must support at least one objective. This will be brought forward to the Budget Resource Committee for review.

In addition, list any resources required to implement planned improvements noted in your previous statements.

	Type*	Goal Alignment	PSLO Alignment	KPI Alignment	Resource Required	Rationale**	Estimated Cost	Alternative Funding***
1	Faculty	C-1 C-2 SS-1 SS-2		1, 3, 5	FT Psychiatric Technician Instructor	Students would benefit from an increase in qualified, experienced faculty and more flexibility in course offerings. To meet current program courses faculty are working overload of almost double. To increase program prerequisites there is need for a minimum of 1 and preferably 2 full-time faculty.	\$100,000	
2	Staff	C-2		4	FT Secretarial Staff	The Psychiatric Technician Program needs the support of a qualified full-time secretary. Approximately 200 applications received that need to be processed each term. Overseeing and maintaining a significant number of confidential information is time consuming. Preparing applications for State Board testing of students who have completed the program.	\$76,364	

						Maintaining WHCC PTPP data. Compiling data and research as required for program development, annual review reports, and upcoming Psychiatric Technician Program Accreditation every 4 years. Secretarial support is a requirement of the BVNPT State Board.		
4	Staff development	C-4 C-5 SS-1		1,4,5	Conferences Workshops Online/Face to Face CEU courses	Available clinical experiences are dynamic but limited in providing the variety of patient care experiences that can be planned through simulation. Simulation can diversify patient care experiences and specifically target learning goals and develop specific clinical reasoning. Staff development in simulation creates the solid foundation to use best practices in expanding the students' learning experience and targeting student outcomes.	\$10,000	
5	Supplies/storage	C-4 C-5 SS-1		1,2	Skills Lab Supplies	Significant amounts of consumable/depleting supplies are required each term for skills lab training. Storage for 6 mannequins will allow the skills lab to function with less potential for damage to mannequins and less turn-around time for faculty to set up	\$ 2500	

						skills lab activities. It will also keep the skills lab free of safety hazards that might block egress or lead to body mechanics injuries in both staff and students.		
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Type*: Indicate type of resource needed (e.g. faculty, staffing, equipment, information technology, supplies, facilities, and staff development).

Rationale**: For each resource listed, enter the reason(s) the resource is needed to achieve the goal. Add new rows for more resources as required.

Alternative Funding***: For each resource listed indicate alternate funding options (e.g. Basic Skills, Grant, Student Equity, SSSP, or other).

VII. OUTREACH ACTIVITIES

A. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

The Health Careers program has participated in workshops for Coalinga, Mendota, and Avenal high schools to address the stigma of Mental Illness and to identify diverse career opportunities in mental health. Faculty have traveled to local high schools, including those in underserved areas to discuss Healthcare Careers such as EMT, Nurse Assistant Training, and Psychiatric Technician. Faculty have participated at Coalinga and Fresno job fairs to present Healthcare Careers information on courses offered and potential careers available.

Health Careers faculty will continue to participate in workshops, job fairs, and other community outreach to potential students. Another avenue of outreach will be to utilize the Marketing department and social media to provide information and communicate with students.

VIII. OTHER

A. Provide evidence that staff members are staying current with respective programs and instructional methodologies.

Faculty must complete 30 continuing education units every 2 years to maintain their state board licenses. This is accomplished through online courses, attending relevant conferences and workshops.

B. Include any additional relevant information you would like to share about your program.

Simulation (SIM) is an evidence-based approach to improving health care outcomes; the National Council of State Boards of Nursing recognized that changing up to 50% of clinical to SIM did not negatively impact student outcomes.

Curl and company (2010) found that simulation fosters student readiness and combining SIM and traditional clinical equates to significant increases in student exam scores. SIM allows for the careful creation of clinical scenarios that will be directly relatable to theoretical concepts. Traditionally, students present to clinical with theoretical foundations of practice that may not be directly relatable to the available patient population at the time. With SIM, faculty can create exacting scenarios that are directly relatable to course content and afford students the opportunities to make mistakes or repeat scenarios in a less stressful environment and be afforded greater opportunity to apply the principle of reflective learning in their attainment of course and program objectives. The program faculty would like to afford program resources to develop and integrate psychiatric technician specific SIM across the curriculum.

References

Variability of circumstances at individual clinical sites requires ongoing address of building and maintaining relationships with new sites to ensure students can meet program objectives in a way consistent with the mission and framework of the PTPP.

Alexander, M. (2014). NCSBN National Simulation Study. *Dean's Notes*, 36(1), 1-2

Curl, E. D., Smith, S., Chisholm, L. A., McGee, L. A., & Das, K. (2016). Effectiveness of Integrated Simulation and Clinical Experiences Compared to Traditional Clinical Experiences for Nursing Students. *Nursing Education Perspectives (National League For Nursing)*, 37(2), 72-77. doi:10.5480/15-1647