

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2019 - 2020

PROGRAM: PSYCHIATRIC TECHNICIAN PROGRAM

CLUSTER: MATH, NURSING, BIOLOGICAL AND PHYSICAL SCIENCES, KINESIOLOGY/HEALTH SCIENCES & ATHLETICS

LAST YEAR CPPR COMPLETED: 2017-2018

NEXT SCHEDULED CPPR: 2021-2023

CURRENT DATE: 2/7/2019

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

**Note:** Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

Certificate-Psychiatric Technician

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

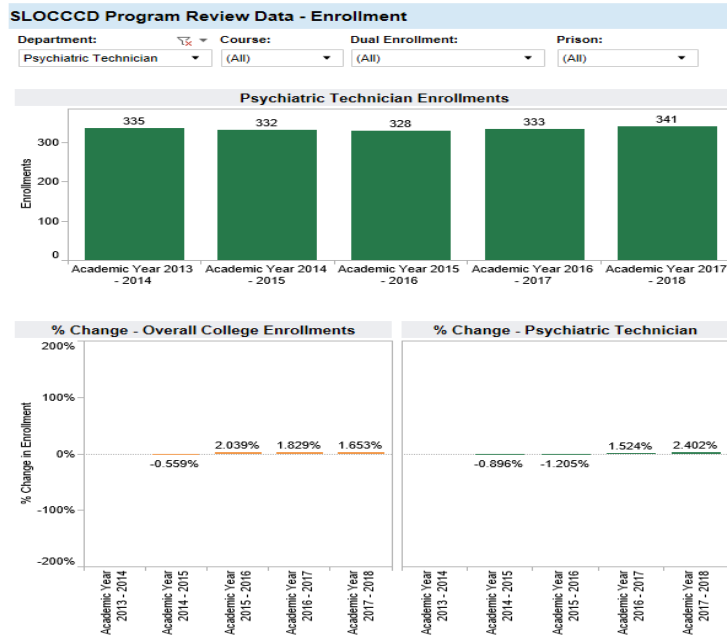
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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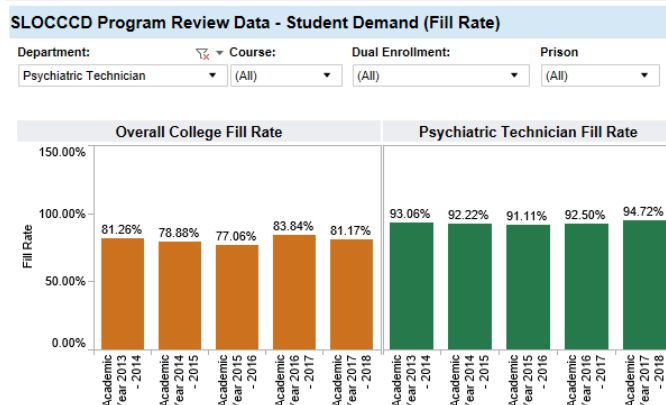
### General Enrollment (Insert Aggregated Data Chart)



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

- Enrollment remains fairly static across all three terms with a slight drop in change in enrollment compared to college-wide data in the Academic Years of 2015-2016 and 2016-2017. Enrollment is based upon a contracted education agreement between the Department of State Hospitals-Atascadero (DSH-A) and Cuesta College. No change in enrollment is anticipated.
- A cap of three cohorts of 30 students per year is set by contractual agreement. No change in enrollment is anticipated.

### General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



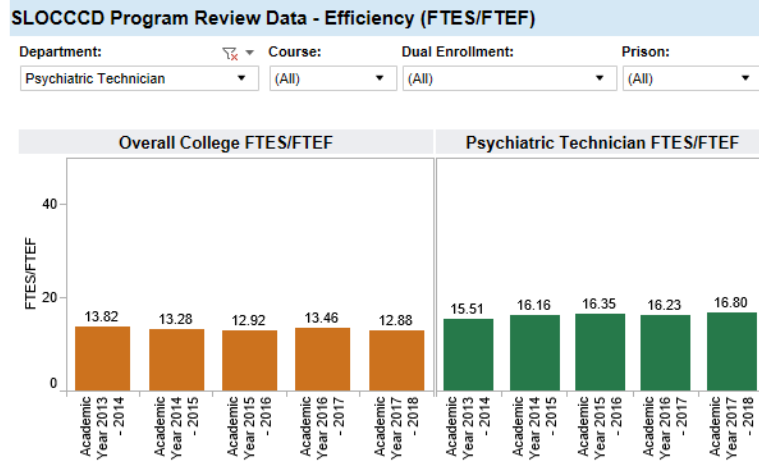
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

- Student demand has continued to increase steadily and exceeds college-wide demand. The numbers of applications received are now averaging between 150-160 per term compared to 140-150 in 2016-2017. We receive applications from throughout the state.
- Fill rates are always at 100% at the start of each new cohort.

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- Attrition varies from term to term. Students generally withdraw due to academic or personal issues. Students who do drop are eligible to reapply and re-enter the program within one year on a space available basis. A list is maintained of students eligible to re-enter.
- The Program Director and staff attend numerous recruitment events throughout each term and advertise via email and the Cuesta College website. DSH-Atascadero has created a Recruitment Coordinator office that travels state-wide to various recruitment events. The Program Director provides recruitment materials that are distributed at these events.
- The Program Director and staff hold public informational meetings six times each year.

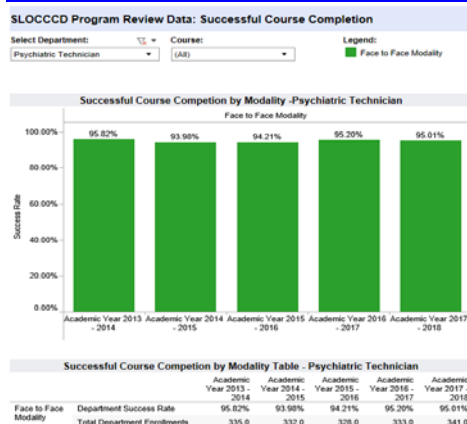
### General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

- The projected enrollment remains at 30 students per cohort three times a year, as mandated by the contractual agreement between DSH-Atascadero and Cuesta College.
- The Psychiatric Technician Program continues to exceed college-wide FTES/FTEF.
- The demand for Psychiatric Technicians continues to grow state-wide.
- The Psychiatric Technician Program maintains a 1:15 instructor-student ratio for clinical courses as mandated by the BVNPT.

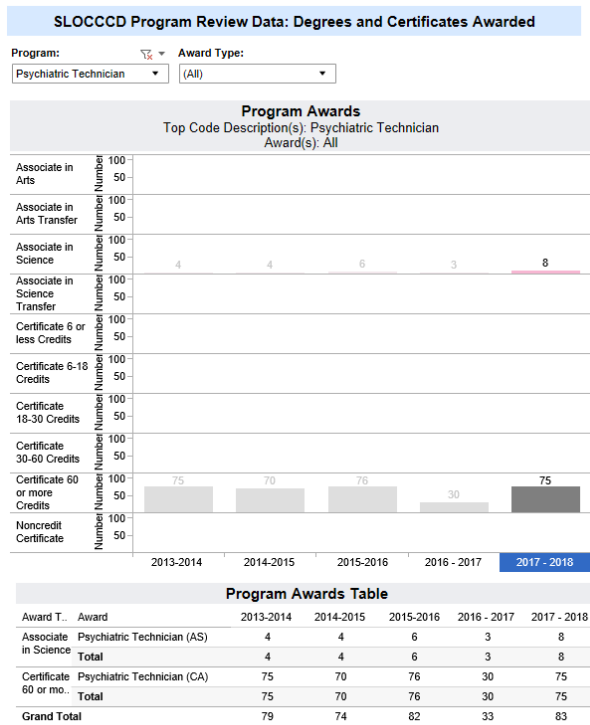
### Student Success—Course Modality (Insert Data Chart)



- The Psychiatric Technician Program consists entirely of face-to-face courses. Each week, students spend 14 hours in the classroom and 21 hours in a clinical setting. The program continues to exceed the college-wide success rates.

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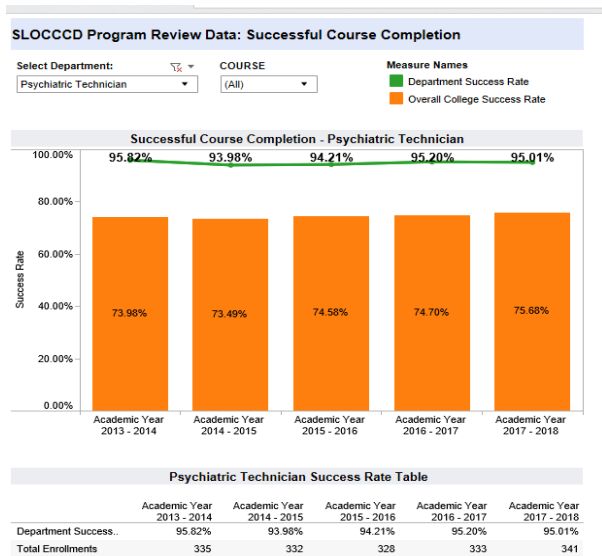
### Degrees and Certificates Awarded (Insert Data Chart)



- A number of students enter the Psychiatric Technician Program already possessing an Associate's degree or higher.
- Attaining an A.S. degree is secondary to the needed qualification for employment as a Psychiatric Technician. Thus, the small number of students who earned A.S. degrees is not unexpected. No change is anticipated in next year's projection.
- Psychiatric Technicians working for the State of California can advance in salary by completing additional college units and working towards a degree.
- Graduates often pursue additional college units in the pursuit of higher salaries and/or job promotion.
- Students are provided with degree requirements both prior to enrolling and while in the program. This information is included in Psychiatric Technician Program recruitment materials and posted on bulletin boards outside each classroom.
- Students also meet with a counselor during program registration/orientation and receive information on the Associate of Science degree.

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### General Student Success – Course Completion (Insert Aggregated Data Chart)

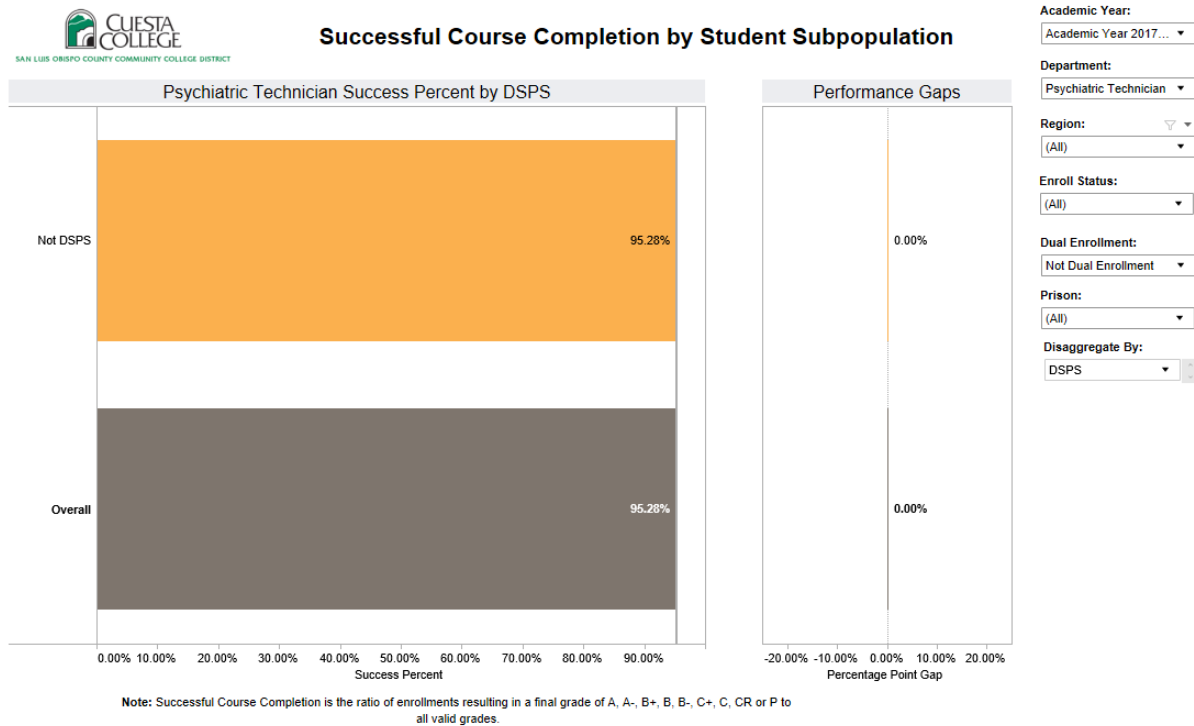


Success: The Percentage of student enrollments resulting in a final grade of "C" or better

- The student must receive a satisfactory grade of 77% for the academic and clinical portions of each term of instruction and a satisfactory grade of 77% for any accompanying pharmacology course in order to be admitted to the following term of instruction. The student must complete the clinical, theory, and pharmacology components of each term concurrently.
- In order to receive recommendation for admission to the Board of Vocational Nurses and Psychiatric Technicians Psychiatric Technician State Licensing Exam, a student must receive a grade of "C" or higher in the theory, pharmacology, and clinical portions of each term of instruction.
- These higher academic standards lead to higher successful course completion.

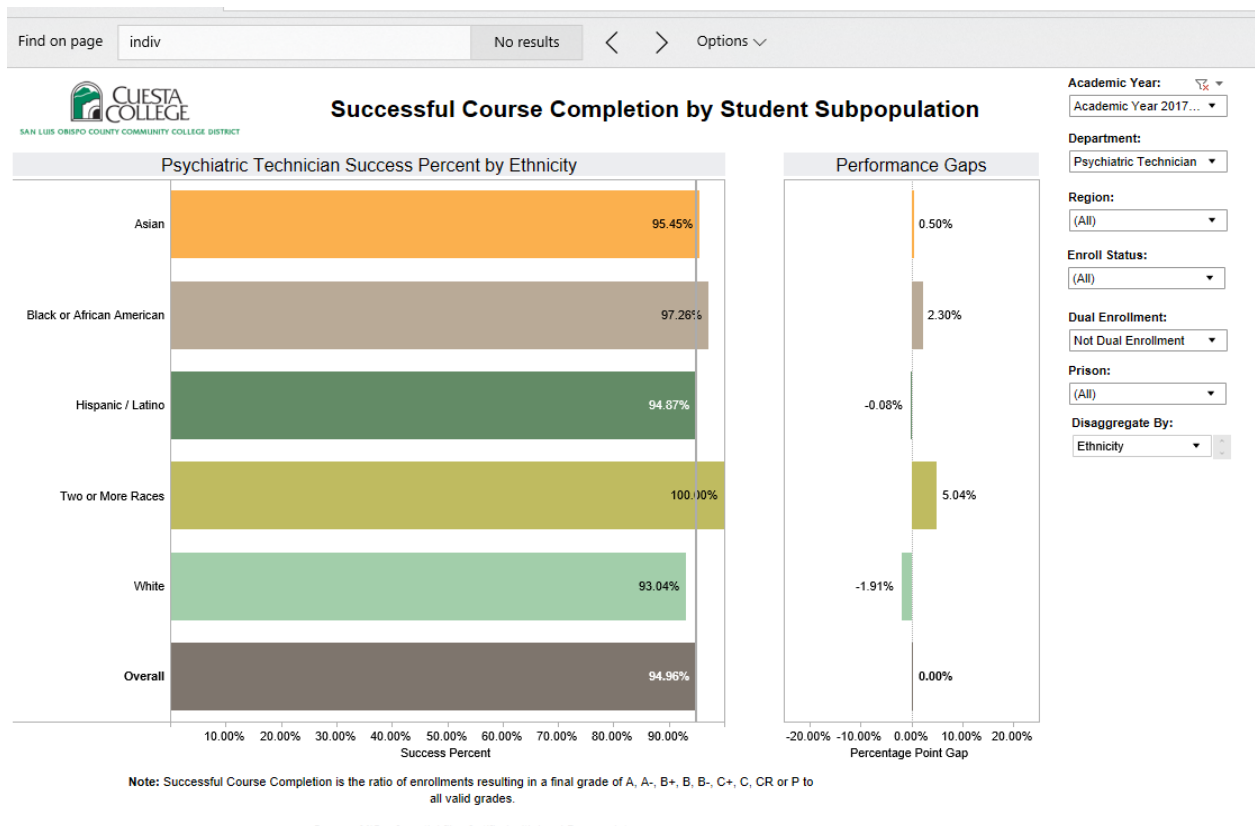
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Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



- DSPS students are provided access to all services prescribed by the DSPS. Students who require testing accommodations are required to test at either of the Cuesta College campuses when campus is open. During periods when the campus is closed, accommodations are provided at the program classrooms at DSH-Atascadero.
- Some DSPS students choose not to avail themselves of testing on Cuesta College campuses due to the distance to the campuses.
- DSPS students are encouraged to record classroom lectures and utilize a variety of study techniques.
- Instructors hold early morning and afternoon study/review sessions throughout each term for interested students.

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- Psychiatric Technician Program students self-identifying as any ethnicity performed well and better than college-wide students of the same ethnicities.
- All students are permitted to record classroom lectures and are encouraged to utilize a variety of study techniques.
- Instructors hold early morning and afternoon study/review sessions throughout each term for interested students.

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

The program is up for a review by the Board of Vocational Nursing and Psychiatric Technology. This review takes place every four years. The Program Director is working closely with the Nurse Education Consultant to ensure a successful review takes place.

### PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

#### CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

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### NARRATIVE:

NONE



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### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
  - Per the BVNPT new standards and expectations for clinical site approval, the Program is no longer utilizing satellite facilities to assist in meeting student clinical objectives for PSYT 207.
- E. Staffing projections
  - The program has experienced staffing changes and projects to experience more as faculty retire and make career changes. Nurse Instructor recruitment has been a priority with successful results.
- F. Other

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### PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

| Area of Decline or Challenge        | Identified Objective (Paste from PSP) | Planning Steps (Check all that apply)   | Has the Improvement Target Been Met? |
|-------------------------------------|---------------------------------------|---|--------------------------------------|
| Enrollment                          |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented |                                      |
| Student Demand (Fill Rate)          |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented |                                      |
| Efficiency (FTES/FTEF)              |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented |                                      |
| Student Success – Course Completion |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented |                                      |
| Student Success—Course Modality     |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented |                                      |
| Degrees and Certificates Awarded    |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented |                                      |

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.