2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024 **PROGRAM(S): PSYCHIATRIC TECHNICIAN**
CLUSTER: HEALTH & WELLNESS SKILLED TRADES & TECHNOLOGY **AREA OF STUDY: HEALTH & WELLNESS**
LAST YEAR CPPR COMPLETED: 2023-2024 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 3/4/2024

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**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

- **Psychiatric Technician, AS/Psychiatric Technician, CA**

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.
A multicriteria point allocation selection process has been implemented for program candidate selection. It offers future students the ability to receive points from categories including education, work, life circumstances, and an additional language. The program continues to promote professional and personal growth in an innovative and challenging learning environment.

Program Sustainability Plan Update

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

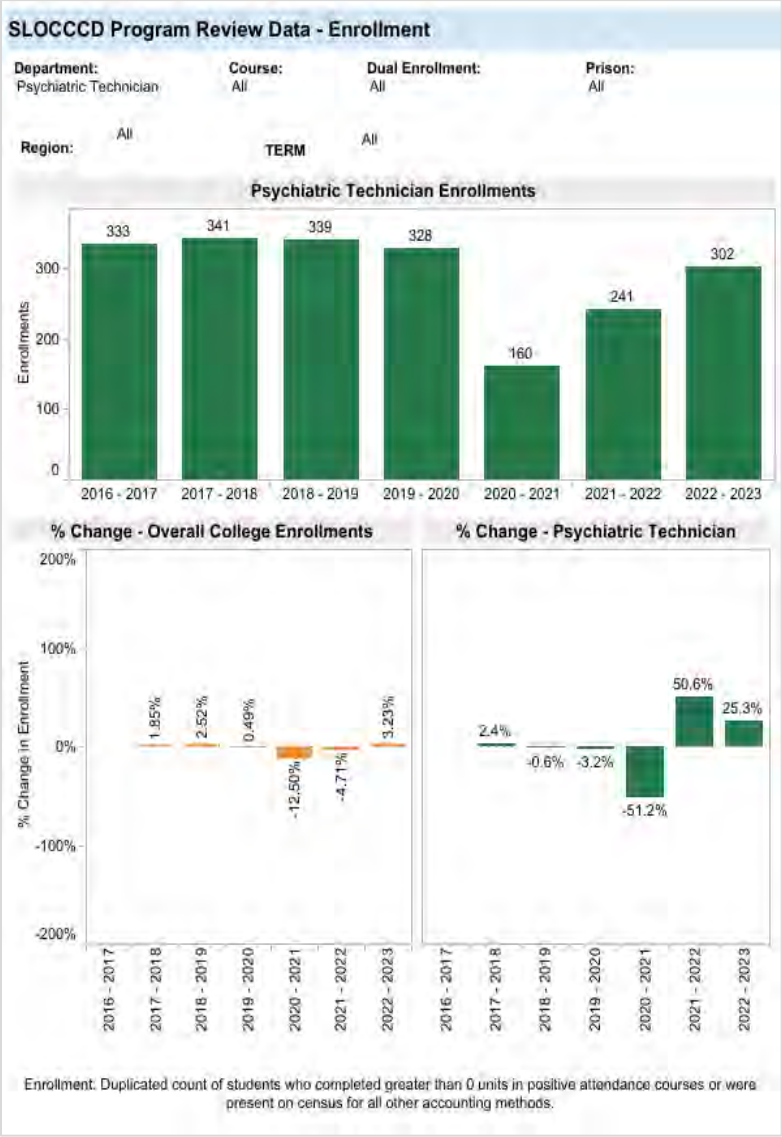
Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

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

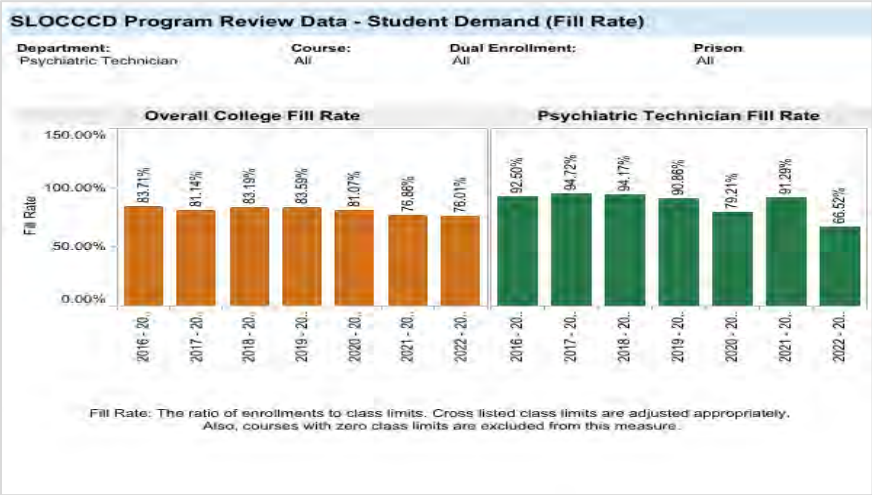
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends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

A. **General Enrollment (Insert Aggregated Data Chart)**



The program has experienced an increase in enrollment compared to the college enrollment in the 2022-2023 academic year.

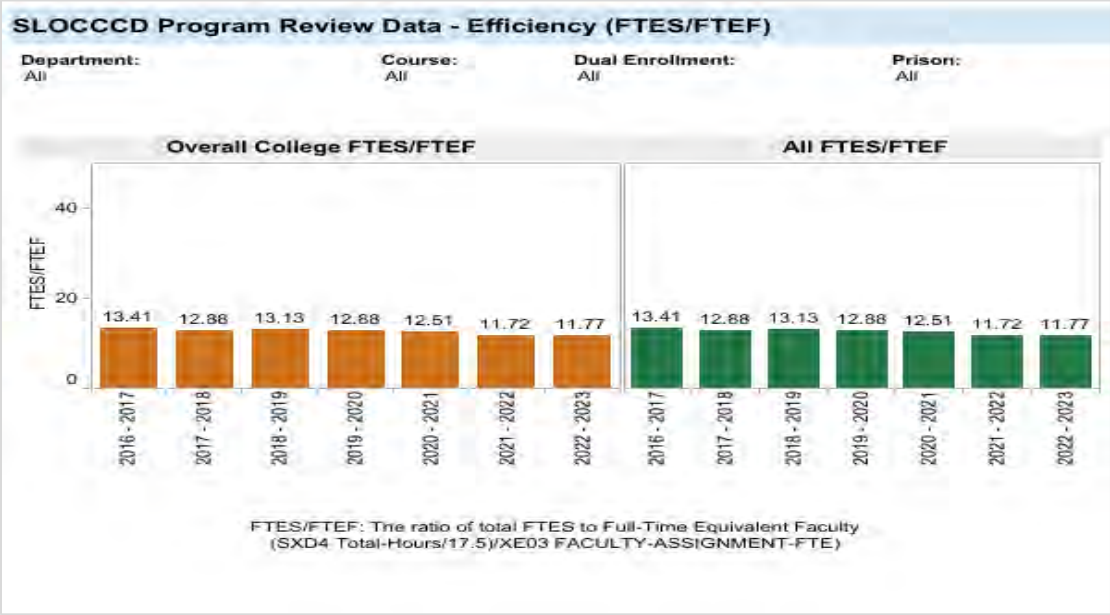
B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**



The Program receives applications from students throughout the state. Fill rates have been challenging this last academic year. The student candidate pool has decreased as interest in applying for the program has decreased. Currently, the program is able to accommodate 34 new students each cohort, every 4 months. The Program Director and staff attend numerous recruitment events throughout each term and advertise via email and the Cuesta College website and billboard. DSH-Sacramento contracted with CPS HR Consulting and developed a social media marketing campaign to bring program awareness. The Program Director and staff hold public informational meetings throughout the year. Attrition varies from term to term. Students generally withdraw due to academic or life circumstances. Students who 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 demand is below the college student fill rate.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



The projected enrollment is at 34 students per cohort three times a year. The Psychiatric Technician Program is slightly below the overall college FTES/FTEF in the 2022-2023 academic year. 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. The program has experienced a decrease in interest this last academic year. It has been identified that community and statewide awareness of the program is needed. Social media and billboard advertisement have been put in place to help with community and statewide awareness of the occupation.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

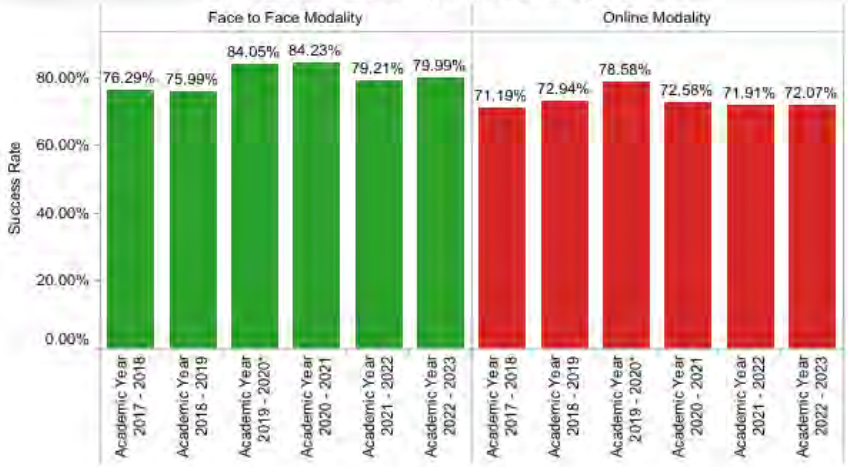
SLOCCCD Program Review Data: Successful Course Completion

Select Department: All

Course: All

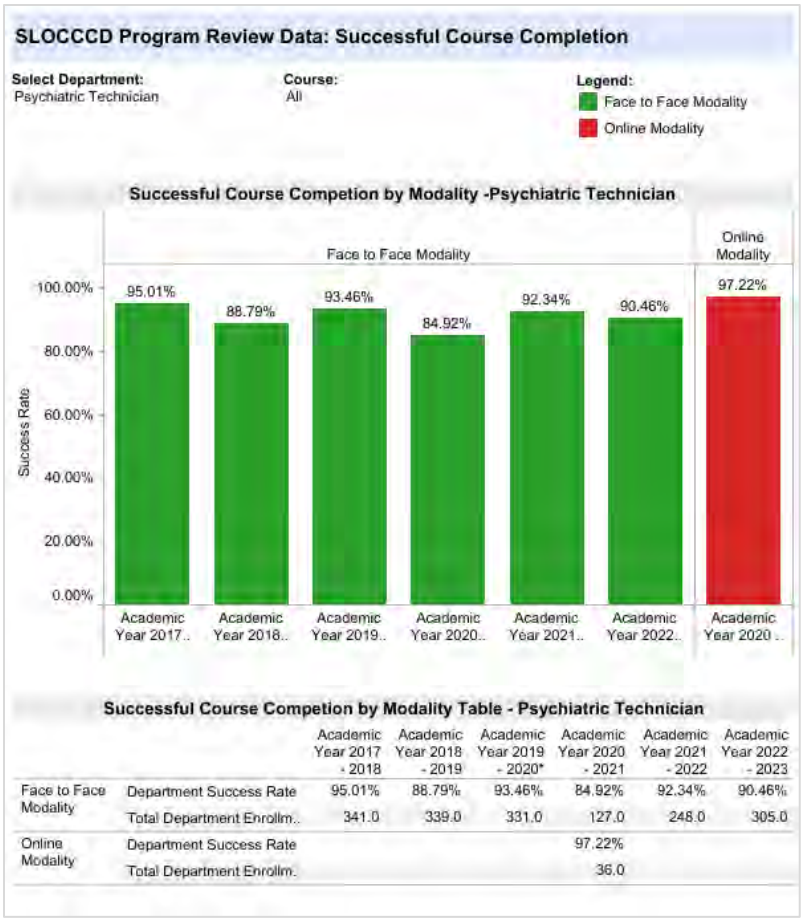
Legend: Face to Face Modality, Online Modality

Successful Course Competion by Modality -All



Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm..	56,413	54,302	52,243	11,771	22,398	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm..	12,968	15,145	17,009	48,908	35,172	28,510



Successful Course Competion by Modality Table - Psychiatric Technician

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	95.01%	88.79%	93.46%	84.92%	92.34%	90.46%
	Total Department Enrollm..	341.0	339.0	331.0	127.0	248.0	305.0
Online Modality	Department Success Rate				97.22%		
	Total Department Enrollm.				36.0		

Successful student course completion rates are above the college-wide success rates. Instructors continue to work closely with students as they identify challenging content. Having regular instructor office hours has allowed students to meet with the instructors if needed. The college academic coaches work closely with students to help develop study skills, test taking strategies, and time management. An emphasis on program rigor and student commitment is presented to applicants during the initial application process and again at orientation.

E. Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Psychiatric Technician
Award Type: All
Area of Study All

Program Awards
Top Code Description(s): Psychiatric Technician
Award(s): All

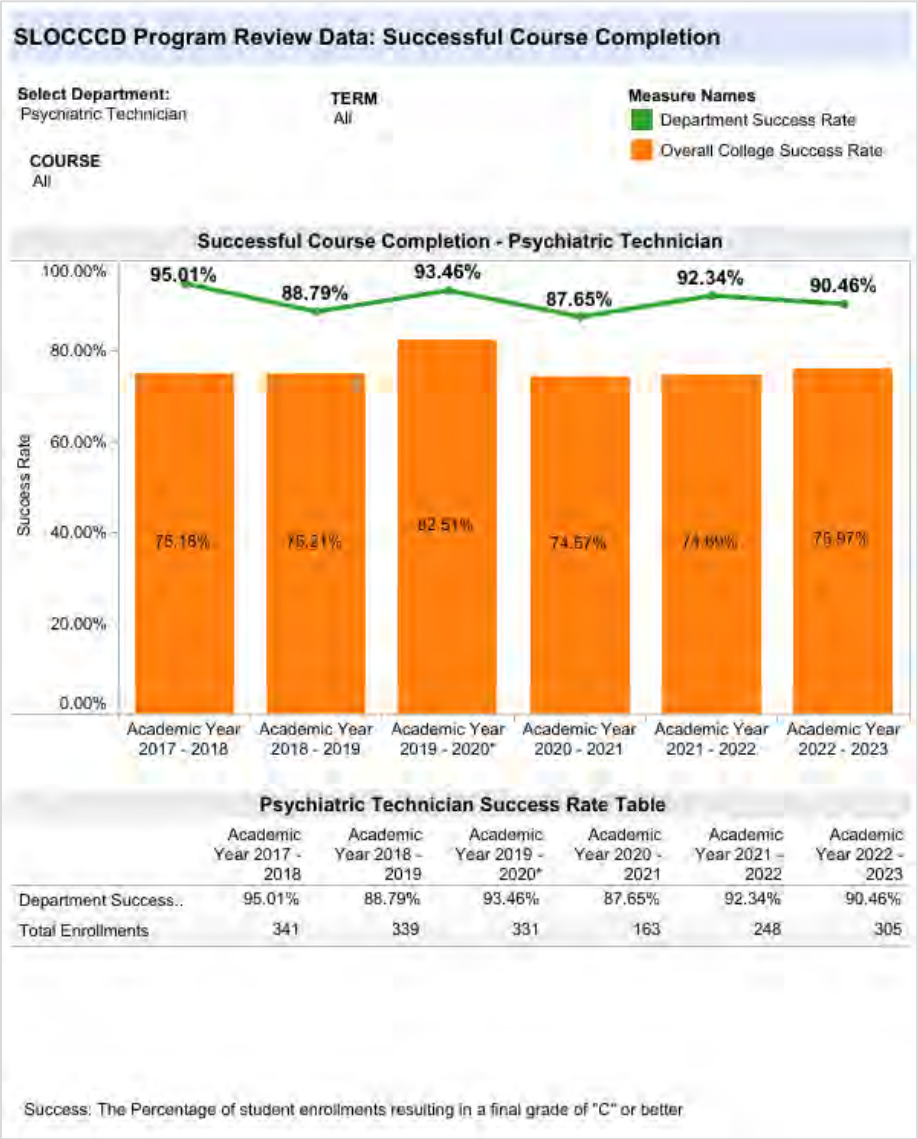
Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AS	Psychiatric Technician (AS)	5	3	9	13	9	11	10	7
	Total	5	3	9	13	9	11	10	7
CA	Psychiatric Technician (CA)	76	37	91	72	57	57	22	48
	Total	76	37	91	72	57	57	22	48
Grand Total		81	40	100	85	66	68	32	55

Program Awards. The number of degress and certificates awarded by program type

The program experienced an incline in 2023 of 55 total student receiving awards.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

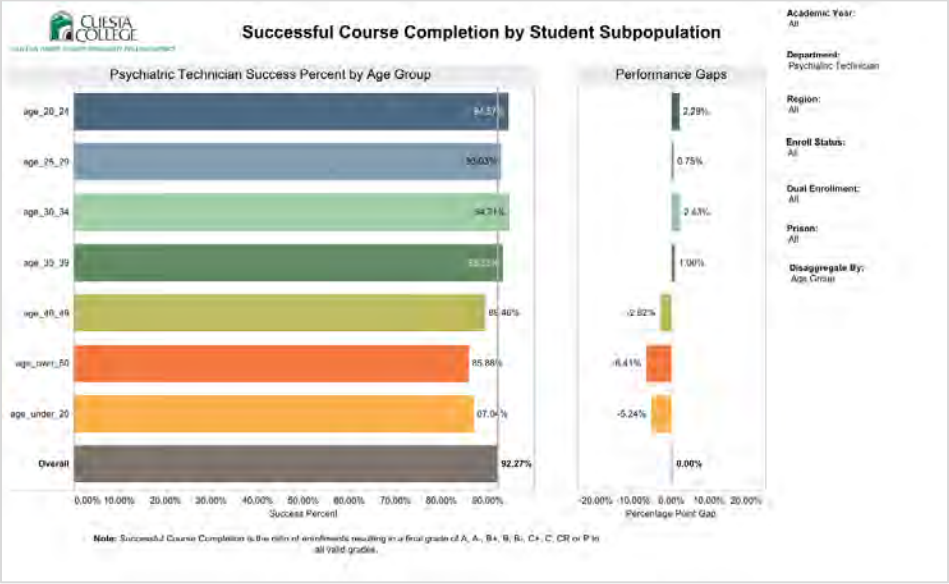


Student course completion rates are higher than college-wide course completion rates. Instructors continue to work closely with students as they teach challenging content. Having regular instructor office hours has allowed students to meet with the instructors if needed. The college academic coaches work closely with students to help develop study skills, test taking strategies, and time management. An emphasis on program rigor and student commitment is presented to applicants during the initial application process and again at orientation.

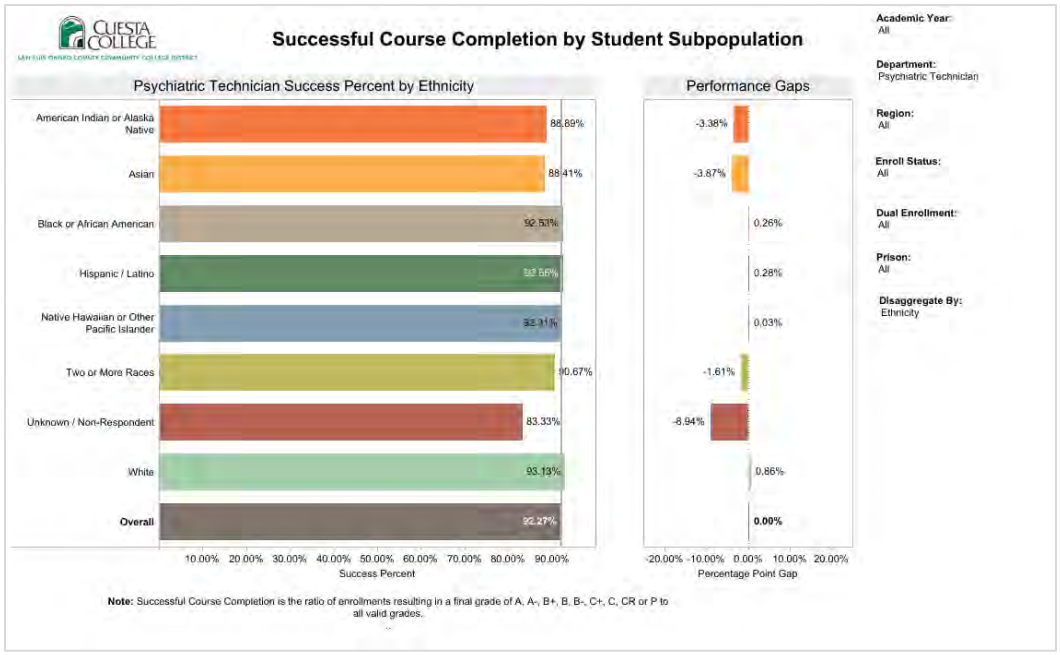
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

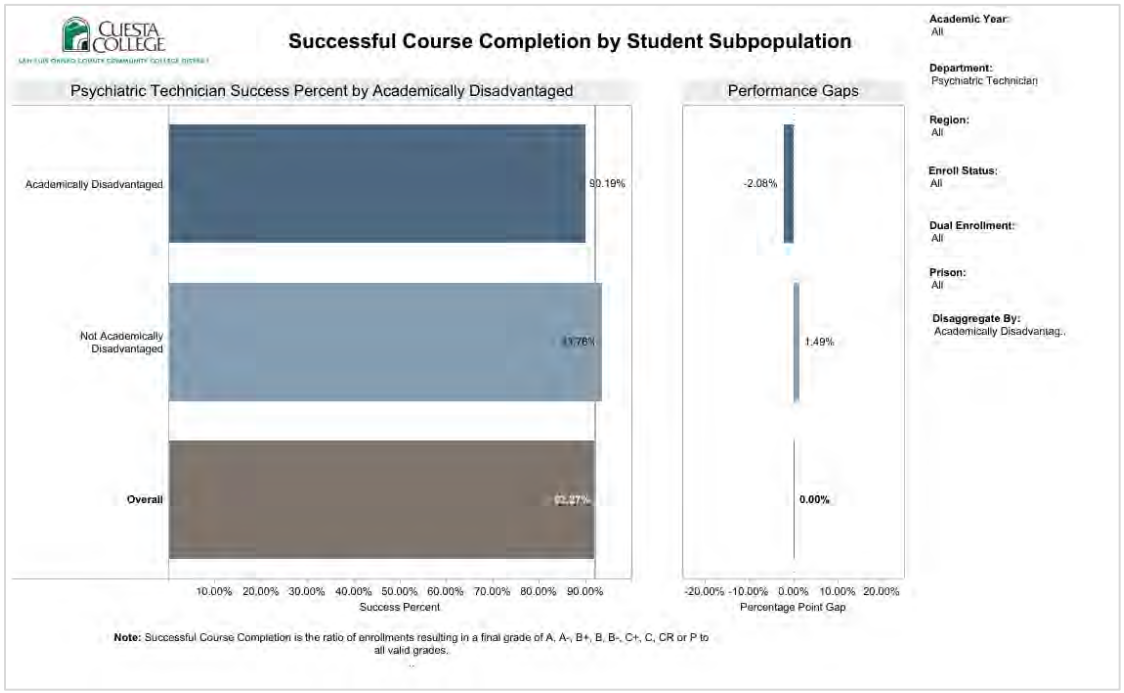
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

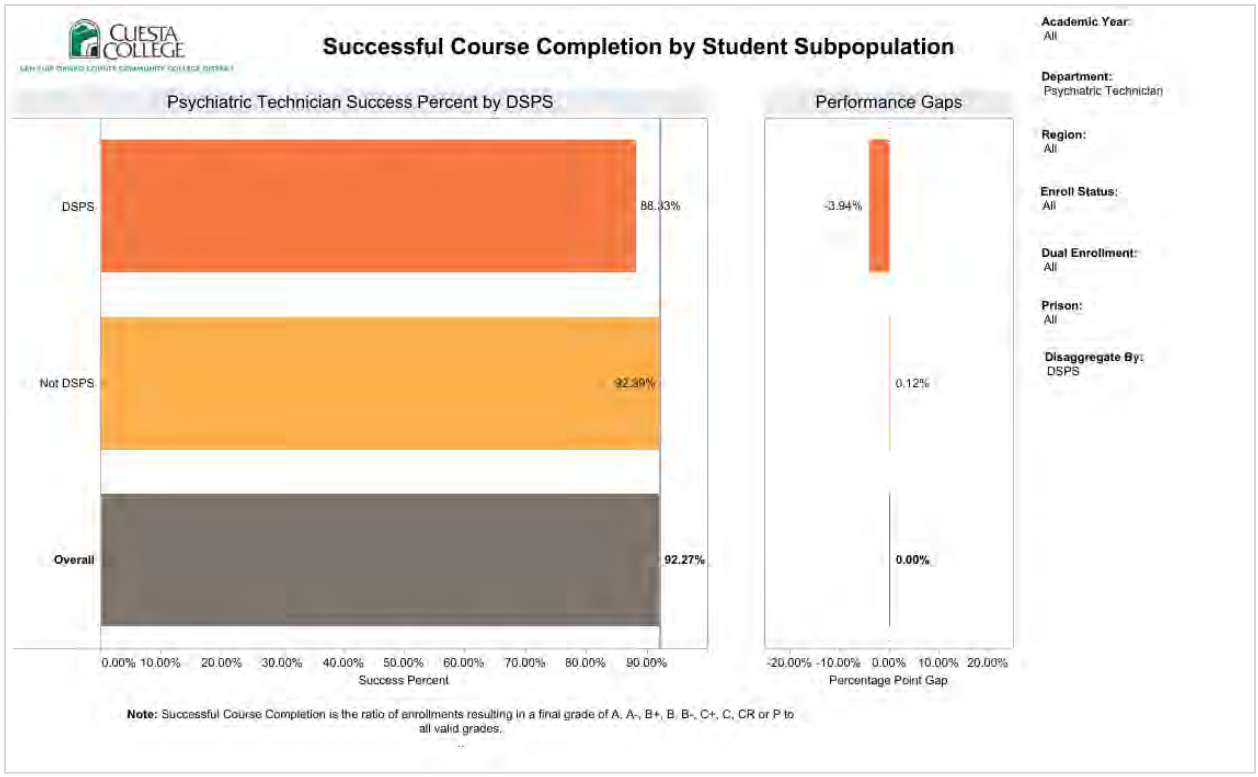


We serve an age group of 18 to over 50 years old. The rigorous curricula of the psych tech program are challenging. However, it is achievable and shows a high successful percentage for the age group we attract.



The Psych Tech Program is an extremely well diverse program. The program attracts students from many different ethnicities. All students are treated equal and receive the needed support and encouragement from faculty and staff. ESL students utilize Cuesta resources to assist them in success.





Academically disadvantaged students enrolled in the Psychiatric Technician Program are less successful compared to not academically disadvantage students. This might be attributed to the rigor of the program. Students complete 61.5 units in a twelve-month program. DSPS services are available and provided for those students that qualify. Students who require testing accommodations are required to test at either of the Cuesta College campuses when campus it is open. During periods when the campus is closed, accommodations are provided at the program classrooms at DSH-Atascadero. Academically disadvantage 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.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023 year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2023 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NONE		

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

The 10/1/2023 through 12/31/2023 report from the CA Board of Vocational Nursing and Psychiatric Technicians showed Atascadero State Hospital-Cuesta College achieved a pass rate for the Psychiatric program from showed a 95.45% first-time pass rate for our students. The program ranked #2 compared to other programs in the state.

CA BOARD OF VOCATIONAL NURSING AND PSYCHIATRIC

CA DCA RANK OF SCHOOLS - FIRST TIME TEST TAKERS

Administration: 10/01/2023 Thru 12/31/2023

Report printed : 01/19/2024

CA Psychiatric Technician Licensing Examination

Rank	School - Name	Pass	% Pass	Fail	% Fail	Totals	No-Show
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2	Atascadero State Hospital - Cuesta College	21	95.45	1	4.55	22	0
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	Grand Total	51	69.86	22	30.14	73	0

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).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.* ***NONE***

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 and addressing equity gaps

B. Anticipated changes in curriculum, scheduling or delivery modality

C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

A multicriteria point allocation selection process has been implemented for program candidate selection. It offers future students the ability to receive points from categories including education, work, life circumstances, and an additional language. The program has experienced a decrease in interest this last academic year. It has been identified that community and statewide awareness of the program is needed. Social media and billboard advertisement have been put in place to help with community and statewide awareness of the occupation. The program continues to promote professional and personal growth in an innovative and challenging learning environment.

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

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.