

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): PSYCHIATRIC TECHNICIAN

CLUSTER: HEALTH & WELLNESS SKILLED TECHNICAL TRADES AREA OF STUDY: HEALTH & WELLNESS

LAST YEAR CPPR COMPLETED: 2023-2024 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/21/2025

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 the [IPPR Program Review Documents 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 and 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.

**Due to regulatory changes, the Psych Tech Program was required to cut 121 instructional hours. The program went from teaching 683 theory hours to 576 and 968 clinical hours to 954. The program continues to offer a diverse student population education with the in-place total program college credits at 55.5.**

### 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.

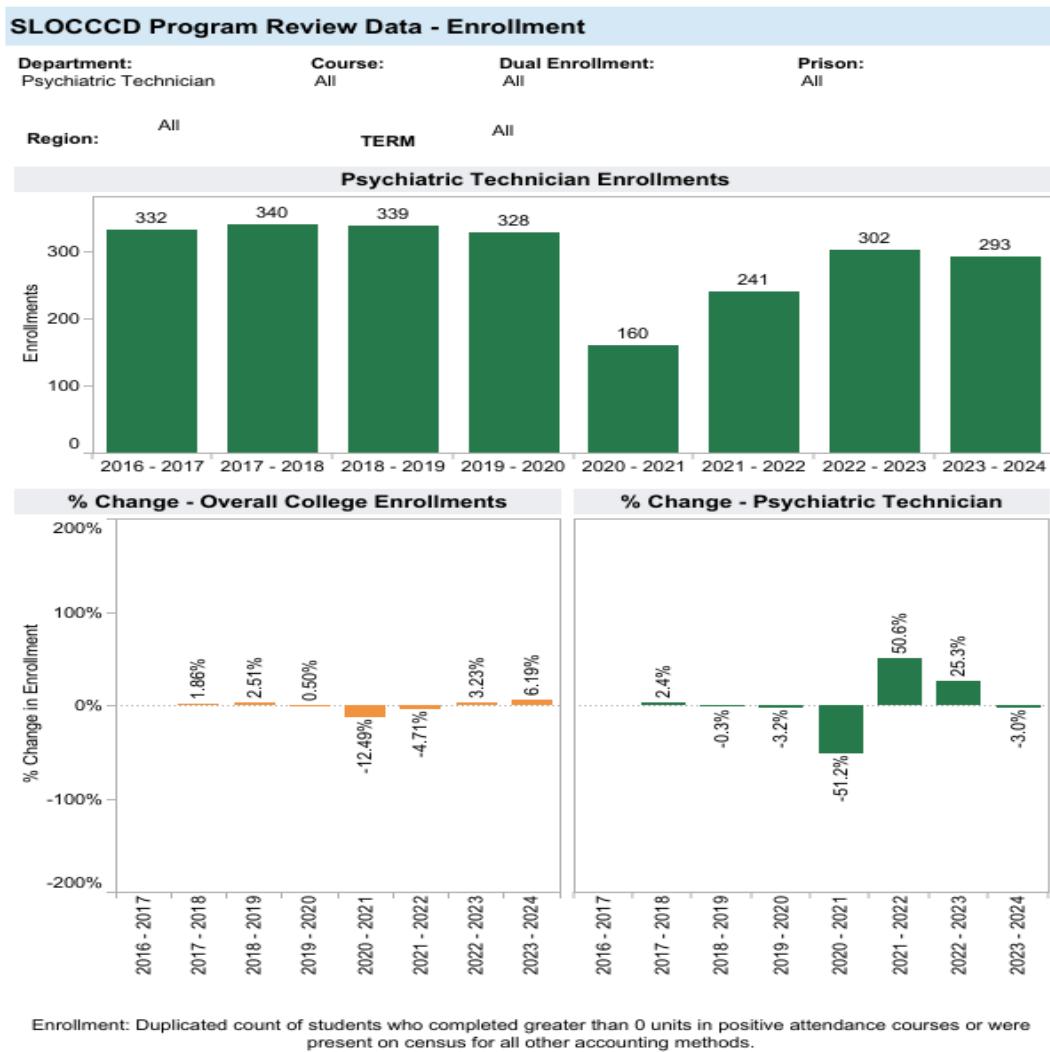
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

## 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)

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



The Psych Tech Program enrollment decreased 3% compared to the last academic year and was lower than overall college enrollment.

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

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

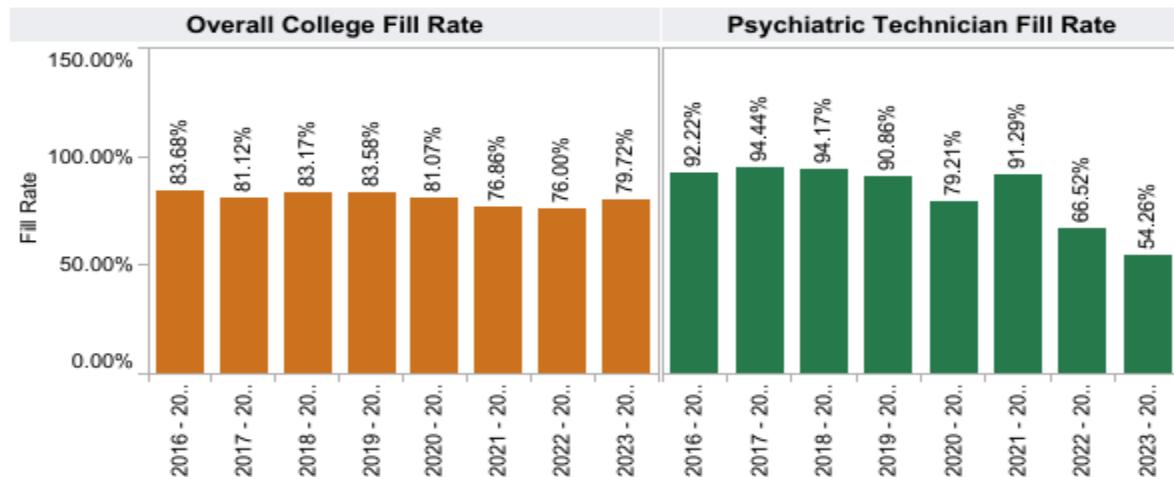
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Psychiatric Technician

**Course:**  
All

**Dual Enrollment:**  
All

**Prison**  
All



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.

The program receives applications from students throughout the state. Fill rates continue to be challenging. The student candidate pool has increased with the multicriteria point allocation selection process in place. DSH-A provides resources to clear 60 candidates on the required clearance processes with the goal to start a new class every 4 months with 34 students. These processes are needed to ensure the student qualifies to perform clinical hours at the various clinical sites. There has been a decrease in the number of students that clear all required processes. Trends show candidates struggle with following through with appointments, life circumstance change in the 3 months it takes to clear, and unable to clear the physical.

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

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

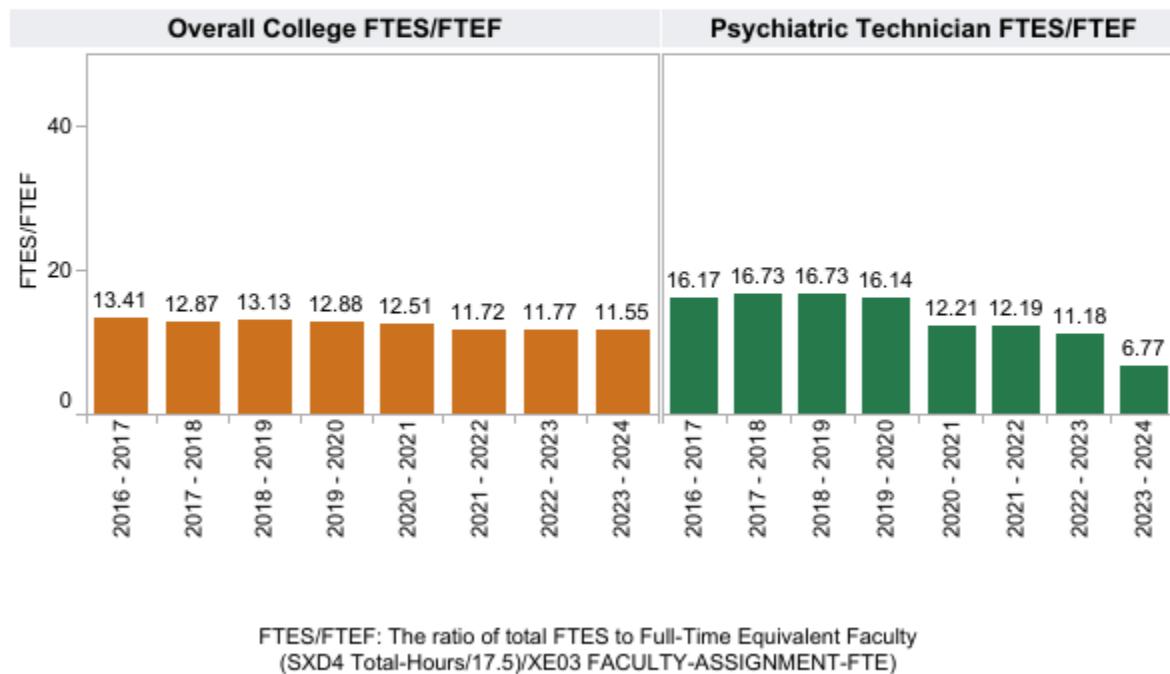
#### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Psychiatric Technician

Course:  
All

Dual Enrollment:  
All

Prison:  
All

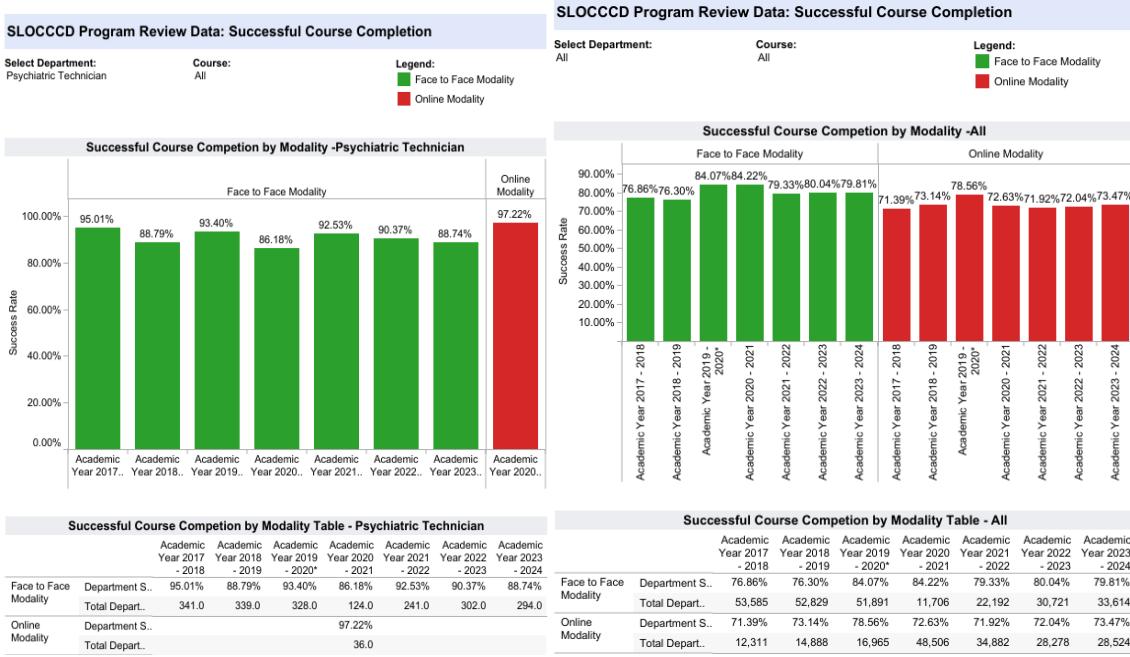


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The program is below the overall college FTES/FTEF in the 2023-2024 academic year. The program has been challenged in student retention as prerequisites are no longer required for program admission. Students are struggling academically as curricula and state board exam requirements have not changed.

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

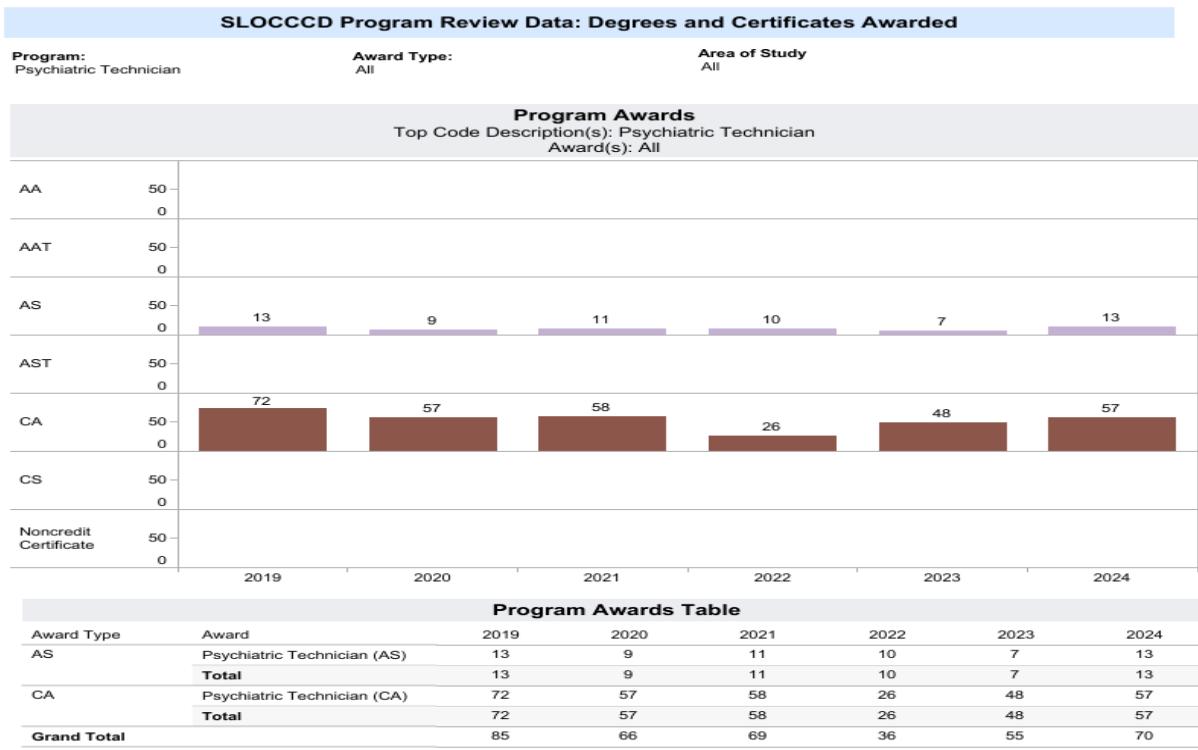
Insert the data chart and explain observed differences between the program and the college.



The Psych Tech Program successful course completion rate was higher than the overall college for the 2023-2024 academic year.

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

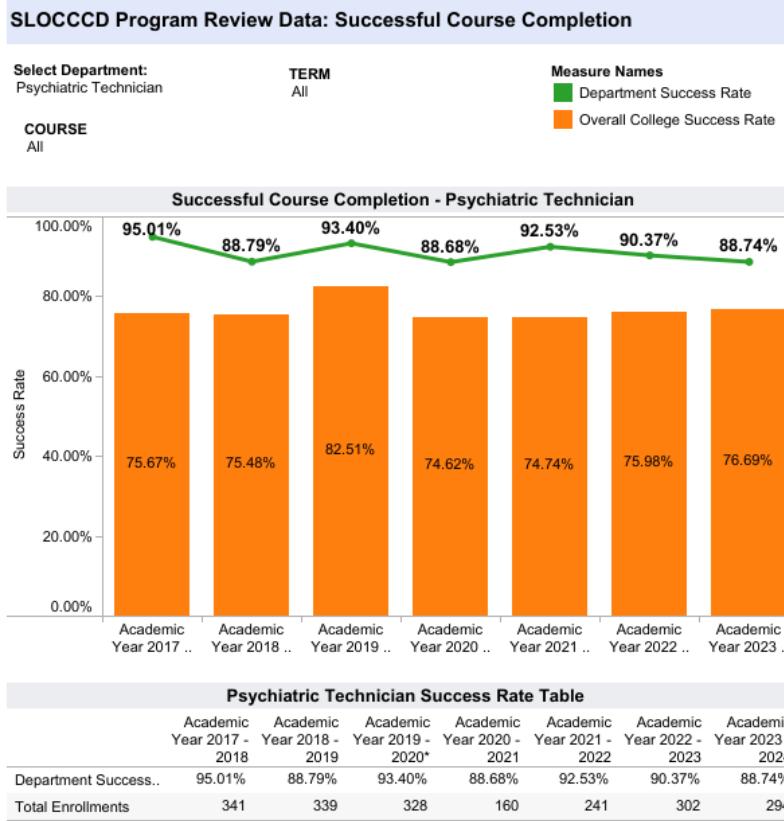
Insert the data chart and explain observed differences between the program and the college.



The Psych Tech Program awarded 13 degrees and 57 certificates, showing an increase in the 2024 academic year.

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

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



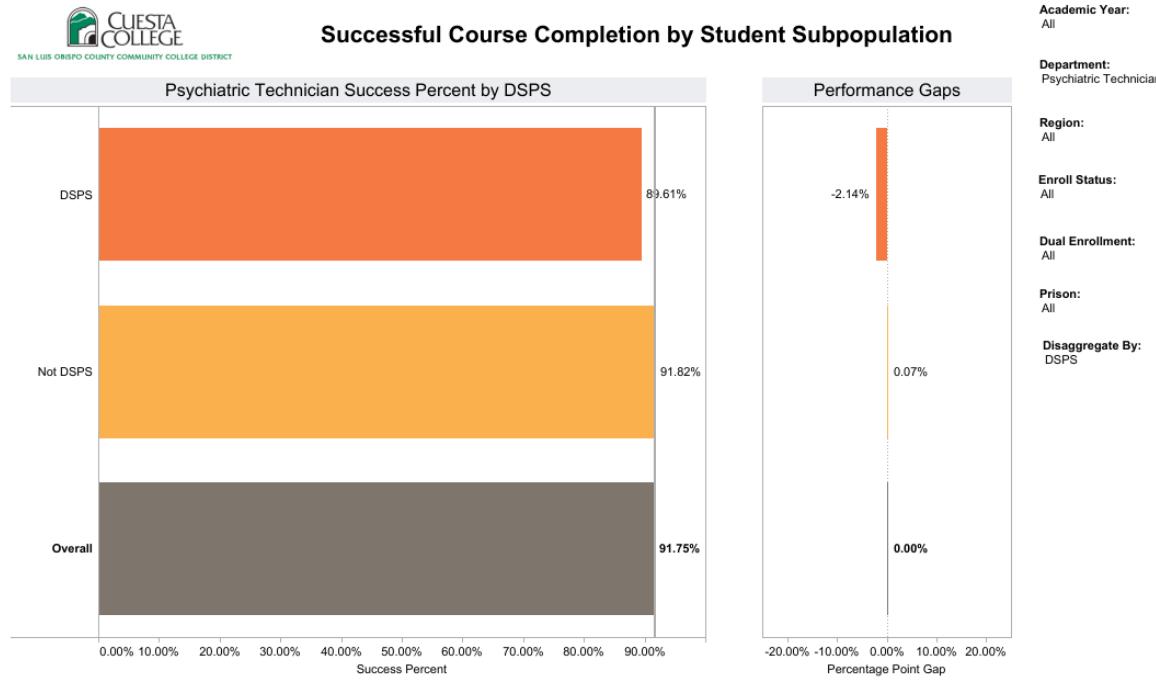
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The Psych Tech program successful course completion for the 2023-2024 academic year was higher than the overall college successful course completion. 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.

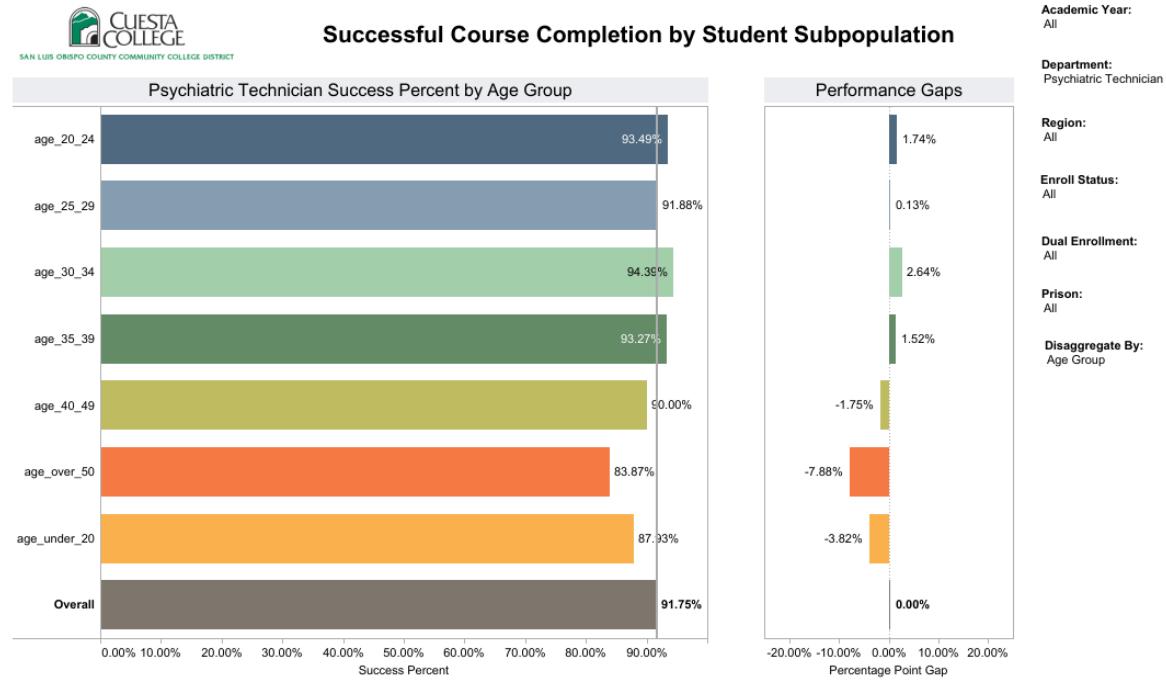
The following are some questions you might want to consider:

- 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?

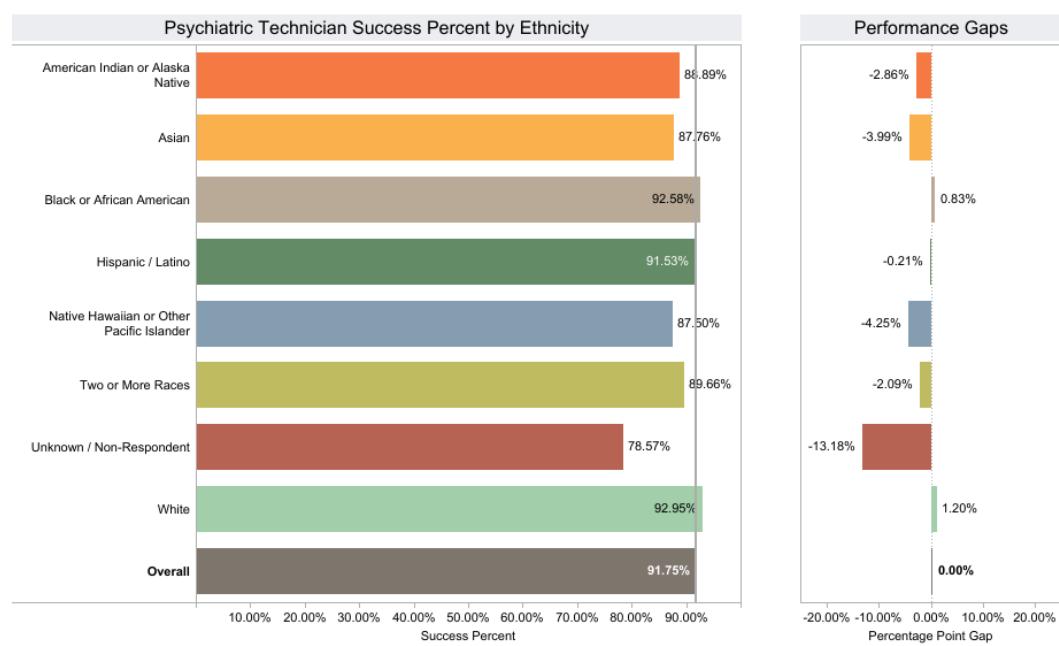


DSPS services are available and provided for students that qualify. Students who require testing accommodations are required to test at either of the college campuses when campus is open. During periods when the campus is closed, accommodations are provided at the program classrooms at DSH-A. Academically disadvantaged students are encouraged to record classroom lectures and utilize a variety of study techniques. Instructors hold afternoon study/review sessions throughout each term for interested students.

The Psych Tech Program enrolls an age group of 18 to over 50 years old. The rigorous curricula of the program are challenging. However, it is achievable and shows high successful percentage for the age group the program attracts.



## Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

The Psych Tech Program is extremely diverse. 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 in success.

## Programs and Curriculum Review PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

#### Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

[Click here to enter text.](#)

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

| Program of Study <b>OR</b><br>Prefix and Course # | Major/Minor Modification<br>(select one) | Date completed (semester<br>and year) |
|---|--|---------------------------------------|
|   |  |                                       |

3. 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 2024 academic year. Complete the table below for those items only.

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

## SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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) |
|---|--------------------------------|------------------------------------|-----------------------|
|   |                                |                                    |                       |

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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. Due to regulatory changes, the Psych Tech Program was required to cut 121 instructional hours. The program went from teaching 683 theory hours to 576 and 968 clinical hours to 954. The program continues to offer a diverse student population education with the in-place total program college credits at 55.5. Curricula content, course and terminal objectives, and student learning outcomes were not changed. The Psych Tech licensure exam was not changed.

### 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**.*

#### 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

### 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<br>(Paste from PSP) | Planning Steps<br>(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 | Select one                           |
| Student Demand<br>(Fill Rate)       |  | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Efficiency<br>(FTES/FTEF)           |  | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Success – Course Completion |  | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Success — Course Modality   |  | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Degrees and Certificates Awarded    |  | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> 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.