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Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The Porterville College Health Careers Division endorses the mission of Porterville College when offering the Health Careers programs. The mission of the Health Careers Division is to provide an innovative, student-centered educational program that prepares diverse students as candidates to become Registered Nurses, Psychiatric Technicians, and EMTs to provide safe, quality, evidence-based patient care in the current healthcare environment. The program is market-conscious as it prepares students to practice in a variety of healthcare environments with input from the community represented through the program's Advisory Committee. Upon successful completion, the student is qualified to take the program national licensing exam.

In alignment with the mission of Porterville College, health careers provide a solid base for continued lifelong learning as a Professional Nurse, Psychiatric Technician, or EMT. Program completers are prepared with the necessary knowledge, skills, and competencies to continue their education in higher degree or career educational programs.

Student Learning Outcomes:

The Health Careers faculty evaluate Student Learning Outcomes per division policy. The Student Learning Outcome assessment cycle of collection, analysis, identify and implementation is occurring on a routine basis per timelines. Course SLOs are assessed every three years. The results of the assessment process are

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discussed in program meetings. The staff diligently implements changes based on assessment results. The Student Learning Outcome assessment process is current and completed. (See Appendix A, PLO/SLO)

Emergency Medical Technician (EMT)
The most recent SLO assessment cycle was completed in 2018. Faculty analysis of collected data indicated good outcomes, faculty determined outcomes and course objectives were not measuring current industry practice. Tool used to assess outcomes summarized students' performance on final exam and successful completion of psychomotor skills. Final exam questions were aligned with outcome to evaluate theory knowledge of outcome and psychomotor exams were aligned with appropriate outcome. A major curriculum revision was completed in 2018 with revision of SLOs. The EMT adjunct faculty will submit completed assessment of new outcomes Spring 2020 and then continue SLO assessment on a 3-year cycle.

Psychiatric Technician (PT)

The psychiatric technician program completes the outcome assessment cycle for courses every three years. A sample of outcomes assessed during the last assessment cycle are found below:

- (PSYT 20A) - It is recommended that the new seizure classifications be introduced in PTVN 10B and that the PowerPoints be updated. Current reading materials should also be provided. As a result, the curriculum in PTVN 10 B was updated and new textbooks were procured for this course.
- (PTVN 10D) Remediate any student that does not turn in their med sheets on time immediately. Emphasize the importance of completing medication sheets for patient safety. Integrate medication sheets into skills lab / PTVN10A. Implemented a peer review program into skills lab. All students needed to perform the skill in front of a student peer first, and be "assessed" by their peer, before passing off the skill in front of the instructor. This was effective in increasing the pass rate of 1st attempt PTVNs. It also speeds up the pass off process. Implemented a skills lab completion record to track student progress.
- (PSYT 20F) Provide the students with a list of medical abbreviations associated with medication administration in 1st semester. Emphasize the connection between the medication ordered and the 6 rights of medication administration multiple times in the 1st semester both in theory and clinical. Meet with any re-entry student to remind them of DA and to expect a medication administration safety test.
- (PSYT 30D) The analysis of the assessment data showed that the students were successful on all three outcomes for PSYT 30D. However, both instructors questioned if the rigor of the assessment is at the appropriate level of difficulty given that the students are scoring so high. In addition, when assessing SLO 1, there were more questions related to that outcome than for SLO 2 or SLO 3. It may be more beneficial to the students to increase the number of questions related to the management and treatment strategies (SLO 2) and biological, psychological, and social theories related to psychopathology (SLO 3).

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Associate Degree Nursing (ADN)

In 2016 the nursing program started the process of a major curriculum revision. This was due to decreasing student success and outdated outcomes. The curriculum revision brought the program into compliance with current state regulations, national standards, and current nursing practice. The major curriculum revision was completed with implementation fall 2018. Board of Registered Nursing (BRN) curriculum requirements, Accreditation Commission for Education in Nursing standards (ACEN), and Quality and Safety Education for Nurses (QSEN) competencies were integrated into program learning outcomes, student learning outcomes, and course competencies/objectives. The PLOs have been linked to the GELOs and ILOs. Nursing program course SLOs are assessed every three years with PLO assessment during year 4.

Student learning outcome assessment was current prior to the implementation the revised curriculum. The faculty have been implementing the new curriculum and initiating the outcome assessment cycle of the new student learning outcomes. Outcome assessments have been collected and analyzed, actions identified for improvement, and implementation of actions are currently in process for year one of the program. Year two outcomes are currently being collected and analyzed as new courses are implemented.

A sample of the student learning outcome assessments completed for NURS P130 course (Fundamentals):
- NURS P130 SLOs and competencies were assessed at mid-term and final of this 8-week course. At midterm, few students met the minimum level two benchmark and several outcomes were determined to be unrealistic for this introductory fundamental course and more appropriate for second half of the semester. Analysis of the final outcome assessment demonstrated good improvement from minimally competent (average) to above average and below benchmark for SLOs identified as too high level for this course. The SLOs for this course are being updated with plans to reassess with next outcome cycle. The faculty created a rubric for evaluating all nursing program course SLOs.
- NURS P131 has the same original SLOs as NURS P130. Faculty collected data fall 2019 and are in process of evaluating data to present at next nursing faculty meeting.

Program Learning Outcomes:

EMT PLOs

1. Explain the role and responsibilities of the Emergency Medical Technician Basic.
2. Apply basic human anatomy and physiology, pathophysiology of common diseases and disorders to assessment and management of patients needing basic emergency care across the lifespan.
3. Apply proper assessment and basic emergency management for the acutely ill and acutely injured patient across the lifespan.

The most recent PLO assessment cycle was completed in 2018. Although faculty analysis of collected data indicated positive results, faculty determined PLOs, SLOs, course objectives, and course content outline

needed to be updated to align with current regulations. A major curriculum revision was completed in 2018 with revision of PLOs, SLOs, course objectives, and content outline with fall 2019 implementation. The course objectives are linked to the outcomes to facilitate faculty assessment of outcomes. The EMT adjunct faculty will submit completed assessment of new outcomes Spring 2020. See Appendix A for current PLOs and timelines.

Psychiatric Technician Program PLOs
During the 2017 assessment cycle, the faculty determined the program learning outcomes were difficult to assess related to poor linkage to course SLOs. This is when it was determined the PLOs, SLOs, and course objectives needed a major revision. During this same time period, student performance on state licensure was poor. Faculty used this opportunity to update the entire curriculum. In addition to a major curriculum revision, the program learning outcome assessment prompted faculty to update course resources, course materials and teaching strategies. Early remediation policy was written and implemented. At risk students are identified as 80% or less rather than waiting until the student is failing. Other discussion among faculty include the possibility of requiring English and Math courses as prerequisites to the program. The result has been an increase from 55% pass rate to 100% pass rate on state licensing exam.

The Psychiatric Technician faculty are awaiting approval of a major curriculum revision from the Board of Vocational Nursing and Psychiatric Technicians. The PLOs, SLOs, and course objectives are now well linked. Below are the updated PLOs to be assessed on a 3-4 year cycle once the program is approved to implement.

1. Provide safe, therapeutic, client-centered nursing care to diverse clients across the lifespan utilizing evidence based practice in a variety of healthcare settings.
2. Exercise clinical judgment to make client-centered care decisions.
3. Participate in quality improvement processes to improve client care outcomes.
4. Participate in teamwork and collaboration with members of the interdisciplinary team, the client, and the client's support persons.
5. Use information management systems and client care technology to communicate and support safe client care.
6. Incorporate professionalism, leadership, management, legal, and ethical principles to guide practice as a Psychiatric Technician.

The Psychiatric Technician program continues to assess currently approved PLOs while waiting for final approval of new curriculum. Timeline for new PLOs to be developed once revised curriculum approved by Board of Vocational Nursing and Psychiatric Technicians. See Appendix A for current PLOs and timelines.

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Associate Degree Nursing Program:
1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
2. Exercise clinical judgment to make increasingly complex patient-centered care decisions.
3. Participate in quality improvement processes to improve patient care outcomes.
4. Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.
5. Use information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
7. Promote a culture of caring in all healthcare environments.

To ensure educational needs of the students are met, student achievement of student learning outcomes and program outcomes are used as metrics to determine program effectiveness. The programs' unifying theme is current nursing practice. The curriculum is reviewed and updated yearly based on the current evidence based practice and current nursing practice. The program learning outcomes will be evaluated after Spring 2020, as this will be the first graduating class of the concept based curriculum. See Appendix A for current PLOs and timelines.

Program Analysis and Trends:

Changes in Program over the Last Three Years

Nursing and Allied Health Building
Health Careers relocated to the current temporary buildings October 2003. Measure G was passed by voters in 2002 and Measure J passed in 2016 along with Prop 51. These bonds have provided funding for a new Health Careers building. Porterville College received approval to move forward with plans for the new building summer 2019. Faculty, classified staff, and administrators worked with the district and architects throughout the fall semester on the final design of the building which was submitted and approved by the state. The process continues to move along the scheduled timeline with building completion targeted end of spring 2023.

EMT
In response to industry need, EMT program has increased from 4 sections to 5 sections per year. Major curriculum revision with addition of new Title 22 requirements completed; naloxone and epinephrine administration, glucose testing, hemostatic dressings, and tactical casualty care. The EMT is a pre-requisite to the fire academy. Students are now awarded a job skill certificate with a passing grade of C or higher to

meet minimum fire academy requirements. If student goal is to obtain national EMT certification, students are required to pass the final with a B or higher, pass all psychomotor exams, and complete field experiences with a minimum of 10 patient contacts. Local city fire departments now require all firefighters to have EMT certification prior to hire. Goal #8 of the EMT program is to increase number of students completing the EMT program and increase number that are eligible for the National Register EMT exam. The EMT program has been an adjunct only program since 1976. The HC division recognized community need for an increase number of certified EMT's. A position request for a full-time EMT instructor was submitted fall 2019, see faculty request #1.

Associate Degree Nursing
The nursing program implemented the following changes in response to outcome assessment results, student success and retention rates, and industry partner feedback.
1. Implementation of Multi-Criteria Screening & Selection for admission to the program, curriculum revision, active learning strategies, and student success advisors occurred over the past 3 years. The result has been improved success rates with attrition at 12-13% and licensure pass rates at 95-100%.
2. Completed and implemented major curriculum revision from the systems and disease model to a concept based curriculum (CBC).
    a. The goal of the new curriculum is to prepare students to provide safe, quality, evidence-based nursing care in the current healthcare environment.
    b. Why a concept based curriculum? A concept is an organizing principle, or classification of information. It may be simple or complex in range. Concepts are the building blocks of nursing theory. Students that understand a core set of concepts can recognize and understand similarities and recurring characteristics which can be applied more effectively than memorized facts (Giddens, J. 2017, Concepts for Nursing Practice).
    c. The new unifying theme for the nursing program is current nursing practice. Current nursing practice is achieved by continuous review of current research and standards of practice.
    d. The program conceptual framework is current nursing practice as the intersection of three circles (concept category): Heath Care Recipient, Health and Illness, and Professional Nursing and Health Care. It is through these concepts and their interactions that the art and science of nursing is contextualized and the curriculum developed.
    e. Concepts and associated exemplars were selected by faculty after review of national health care goals, health care needs of the local population, national standards, and current practice. The concepts and exemplars are reviewed and revised annually in response to current nursing practice. State board of nursing requirements, ACEN standards, and QSEN competencies were threaded throughout the curriculum.
    f. The mission is aligned with the Porterville College mission. The PLOs are linked to the Porterville College GELOs and ILOs.
    g. Student learning outcomes and related competencies are now used to evaluate clinical performance.

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       h. A critical thinking course for the registered nurse was created to improve clinical reasoning skills of our graduates.
3. Completed Faculty development
       a. teaching in a concept based curriculum
       b. teaching critical thinking
       c. active learning strategies
       d. simulation debriefing
       e. simulation intensive workshop
4. Near future faculty development
       a. Item writing and test analysis
       b. Strategies for teaching in a concept based curriculum

PTVN/PT
PT faculty are completing a major curriculum revision to meet current practice standards and compress program from 18 weeks to 16 weeks. Early student remediation has been implemented as well as test analysis remediation. Theory and clinical faculty regularly communicated to consistently integrate course content between and throughout modules. The faculty created and implemented a review workshop for PC Psychiatric Technician graduates. Comprehensive assessment is completed with an analysis to identify cohort strengths and areas of needed improvement. Students have an opportunity to attend the review workshop at no cost to student following finals week. The May 2019 cohort licensure pass rates was 100%. The faculty have also been attending California Association of Psychiatric Technician Educator (CAPTE) conferences which provide opportunities to learn new teaching strategies and networking with other faculty. In fall 2019 at the CAPTE conference, PC faculty were given a congratulatory applause for their improved student success and 100% pass rates.

Data Review
When reviewing the data below, please note all programs have mandated student to faculty ratios and are regulated by outside governing boards: Board of Registered Nursing (BRN), Board of Vocational Nursing and Psychiatric Technician (BVNPT), and the Central California Emergency Medical Services (EMS) Agency.

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FTES/FTEF Comparison

FTES/FTEF Ratio	2016-17	2017-18	2018-19
EMT	9.5	12.4	6.1
NURS	5.4	5.5	3.4
PSYTVN (1st semester and pre-reqs)	11.1	14.9	12.0
PSYT	10.5	14.0	11.9
College wide	14.5	14.3	13.3

- *EMT:* The decreased FTES/FTEF is related to limiting student enrollment to 24 students per class. Many professional experts are firefighter-EMT. The increased number of fires throughout the state decreased availability of professional experts. Class size reduced to meet state mandates. Summer section 2018. There is a noted increase of student success and national certification for the 2018/2019 school year.

- *ADN:* FTES/FTEF has decreased since the last program review. Grant funding provided supplemental clinical instructors decreasing the student to faculty ratio in clinical. One remedial course, NURS P110, was discontinued in response to no longer needed with new screening and selection criteria. Fewer nursing courses offered during transition from old to new curriculum. For example, pediatric nursing was not offered last spring.

- *PTVN:* FTES/FTEF remains fairly constant. Fluctuates in response to number of 1st semester cohorts admitted per year. Similar number of pre-req sections offered year to year.

- *PT:* FTES/FTEF increased from previous program review related to increase number of qualified applicants resulting in full cohorts and increase number of cohorts admitted.

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Retention/Success Summary

% Retention/ %Success	2016-17	2017-18	2018-19
EMT	87%/57%	89%/60%	91%/62%
NURS	92%/87%	93%/90%	95%/89%
PSYTVN (Prereq course/ 1st semester PSYT)	86%/79%	93%/81%	88%/75%
PSYT	99%/99%	100%/100%	99%/99%
College wide	90%/73%	91%/75%	91%/77%

- *EMT:* EMT retention and success rates are steadily increasing. Previous program review success rates were 48%-57%. In 2018-2019 Retention is consistent with college-wide although success remains below college average. The EMT course have no prerequisites for students to assist in this fast past course. The division requested a full-time EMT position to assist in addressing the success and to implement courses that can prepare EMT students for the rigorous 8.5unit course.

- *ADN:* Success and retention rates are higher than college wide. Pre-requisites provide students the foundation to prepare for the rigor of the program. Majority of students have completed general education courses prior to entering the nursing program. The HC Educational advisor and faculty advisors encourage pre-nursing students to obtain necessary prerequisite courses for the ADN and to consider taking pre-requisite courses for the BSN while waiting for admission into a nursing program.

- *PTVN:* The PTVN courses represent PT program pre-requisites and the first semester of the PT program. Attrition rates for the pre-requisites and first semester of the program are close to College wide. The retention/success rates dipped slightly in 2018-2019. The concern may be that students were not prepared for the rigors of the PTVN first semester courses. Discussions have been to incorporate an increase of pre-requisites as in medical terminology, English and math to better prepare the students.

- *PT:* The Psychiatric Technician courses represent second and third semester courses. Students who successfully complete 1st semester consistently have high retention and success rates.

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Retention/Success Rates: Gender, Age and Ethnicity*

- *EMT:* Retention and success remains equal for males and females. Success has improved over the past three years in all three categories, gender, age groups, & ethnicity, although remains below campus wide success rates. Non-first generation students are higher than campus wide, with first generation students being lower in the EMT courses than campus wide. Faculty are reviewing active learning resources with goal to increase student engagement. Faculty exploring feasibility of adding a pre-requite Emergency Medical Responder course to provide a simple breadth and depth of knowledge of EMS concepts.

	EMT	**College wide**
Gender	Retention/Success	Retention/Success
Female	88%/59%	90%/75%
Male	88%/56%	89%/71%
Not reported	100%/50%	86%/70%
Age		
18-22	92%/53%	91%/72%
23-25	82%/63%	87%/73%
26-34	86%/65%	88%/76%
35-44	67%/48%	89%-79%
45-54	100%/67%	84%-72%
55 and older	75%/25%	85%-73%
Ethnicity		
American Indian/Alaska Native	81%/63%	88%/66%
Asian/Native Hawaiian/Other Pacific	92%/69%	93%/81%
Black / African American	100%/25%	86%/67%
Hispanic/ Latino	89%/54%	90%/73%
Two or More	71%/39%	90%/74%
Unknown/ Non-respondent	83%/17%	80%/55%
White	86%/65%	88%/74%

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- *ADN/RN:* Male and female retention and success rates are higher than college wide, as well as certain age groups and ethnicity. For the 17 or younger, this is a prerequisite course that is dual enrollment/high school course, noting the increased in demographics of 22% in Spring 2019, when this class is being offered. Non-first generation students are higher than first generation students in the student demographics. Hispanic/Latino represent closely to college-wide demographics and White demographics are slightly higher than college-wide.

	ADN/RN	**College wide**
Gender	Retention/Success	Retention/Success
Female	92%/85%	90%/75%
Male	93%/84%	89%/71%
Not reported	87%/80%	86%/70%
Age		
17 or younger	82%/76%	93%/77%
18-22	88%/75%	91%/72%
23-25	93%/88%	87%/73%
26-34	94%/90%	88%/76%
35-44	95%/90%	89%-79%
45-54	81%/69%	84%-72%
55 and older	100%/100%	85%-73%
Ethnicity		
American Indian/Alaska Native	100%/91%	88%/66%
Asian/Native Hawaiian/Other Pacific	95%/82%	93%/81%
Black / African American	80%/73%	86%/67%
Hispanic/ Latino	91%/84%	90%/73%
Two or More	100%/94%	90%/74%
Unknown/Non-respondent	~	80%/55%
White	92%/88%	88%/74%

- *PTVN:* The 17 or younger remain higher in retention and success, as these are students in the dual enrollment program. The 26-34 y.o have a much higher retention and success than all ages of 18 y.o and over. The 45-54 y.o. are noted to have a lower retention and success compared to all age groups and campus wide. First generation and non-first generation students are near the campus wide. Recommendation of taking courses that may assist in retention and success, especially for the 45-54 y.o. Faculty are reviewing steps to initiate when noting a student with grades below 80% to assist with remediation and success.

	PTVN	**College wide**
Gender	Retention/Success	Retention/Success
Female	88%/76%	90%/75%
Male	88%/76%	89%/71%
Not Reported	50%/50%	86%/70%
Age		
17 or younger	100%/80%	93%/77%
18-22	84%/70%	91%/72%
23-25	87%/74%	87%/73%
26-34	92%/82%	88%/76%
35-44	88%/77%	89%-79%
45-54	74%/60%	84%-72%
55 and older	89%/67%	85%-73%
Ethnicity		
American Indian/Alaska Native	100%/33%	88%/66%
Asian/Native Hawaiian/Other Pacific	94%/81%	93%/81%
Black / African American	87%/80%	86%/67%
Hispanic/ Latino	89%/76%	90%/73%
Two or More	87%/77%	90%/74%
Unknown/ Non-respondent	100%/100%	80%/55%
White	82%/68%	88%/74%

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- *PT:* PT programs gender, females (75%/86%) to males (25%/14%) is impressive with an increase in male students within all three nursing programs. Success and retention remains greater in second and third semester. Hispanic/Latino remain below campus wide. White ethnicity demographics is consistent with campus wide. Asian/Native Hawaiian/other pacific is higher than campus wide. First generation PT students is higher than campus wide for 2018/2019.

	PT	**College wide**
Gender	Retention/Success	Retention/Success
Female	100%/100%	90%/75%
Male	99%/99%	89%/71%
Not Reported	~	86%/70%
Age		
18-22	100%/100%	91%/72%
23-25	100%/100%	87%/73%
26-34	100%/100%	88%/76%
35-44	99%/98%	89%-79%
45-54	100%/100%	84%-72%
55 and older	100%/100%	85%-73%
Ethnicity		
American Indian/Alaska Native	~	88%/66%
Asian/Native Hawaiian/Other Pacific	100%/100%	93%/81%
Black / African American	100%/100%	86%/67%
Hispanic/ Latino	100%/100%	90%/73%
Two or More	100%/100%	90%/74%
Unknown/ Non-respondent	~	80%/55%
White	99%/99%	88%/74%
First Generation		
First Generation	99%/99%	90%/74%
Not First Generation	100%/100%	91%/74%
Unknown/ Not Applicable	100%/100%	88%/70%

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Program Completion/Certificates Awarded

Number of Degree/Certificates	2016-17	2017-18	2018-19	Total # Awarded
EMT JSC	33	64	80	177
*EMT NREMT	41	69	60	170
A.S. Nursing	17	15	17	49
A.S. LVN to RN	4	4	3	11
PT COA	23	27	45	95

*EMT Course Completion Record awarded each year by the division; student eligible for National Registry EMT certification exam.

California State Board of Vocational Nurses and Psychiatric Technicians

	2016	2017	2018	2019 (1st quarter)
Psychiatric Technician	67%	55%	68%	100%

During the 1st quarter of 2019 the state average for PT licensing examination pass rate was 79.61%, Porterville was ranked #1 out of 12 with pass rate of 100%.

Board of Registered Nursing NCLEX-RN Pass Rates

	2016/2017	2017/2018	2018/2019
Registered Nursing	93.75%	95.00%	100%

*1st time pass rates reported by academic year (July-June). Average California BRN pass rate for 2017-2018 have varied from 83.1% to 90.0%. Significant improvement in PC nursing pass rates are noted from 2016/2017.

National Registry for Emergency Medical Technician

	2016	2017	2018
EMT-Basic	59%	60%	Not available

Central California EMS Agency: regional average for NREMT pass rates is 51.3% for the previous 3 years. PC EMT above the regional average. The PC success rates on NREMT has improved from a low of 47% to 60% since the last program review. The California EMS Authority has not posted pass rates for 2018.

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Program Strengths
Quality Programs
The Health Careers Division consistently provides quality programs evidenced by program survey data. Graduate surveys consistently demonstrate high satisfaction with quality program resources and instruction. The 2018 six-month employer surveys demonstrated high satisfaction with preparedness for entry level practice. Employer comments included the following: *Graduates from PC Nursing Program administer safe competent nursing care. They function at the level expected of a new graduate, demonstrate critical thinking and assume responsibility for their learning and practice.*

The faculty bring a diverse wealth of knowledge and experience in their specific area of practice. The students benefit when receiving specialized knowledge in all content areas. The nursing faculty began the curriculum revision of the ADN Program in 2016 with the first cohort beginning in 2018 and to graduate in Spring 2020. Currently the PT program has updated their PLOs, SLO, and course objectives to meet current standards. The PT faculty are working on daily lesson plan formatting as now required by the BVNPT, once completed the new curriculum will be implement. The EMT program has revised their PLOs, SLO, and course objectives with the current state regulations and current practice.

The students travel to a variety of clinical sites to meet course objectives which provides a well-rounded experience. Community industry partners continue to support our programs and provide excellent clinical experiences. The faculty in all programs are continuously exploring and sharing innovative ways to improve student learning. Programs use the skills lab not only to teach clinical skills, but to mimic clinical experiences by incorporating practical application (scenarios) during skills practice and through roll play. The nursing program has integrated human patient simulation throughout the curriculum, completed skills/simulation policy and procedures, and attended simulation intensive training. Acute care hospital patient census continues to decrease with more patients being treated as outpatient. In addition to seeking outpatient clinical rotations, the simulation program allows students to meet learning objectives no longer available in the acute care setting. EMT has increased realistic cardiac arrest and trauma scenarios. EMT faculty are embracing the idea of active learning and seeking out resources and training to better engage students.

The faculty have maintained communication by consistently threading the course material with each module which has aided in the success of the graduating students. Both Nursing and PT programs are utilizing the new test analysis remediation plan and a similar new attendance remediation plan to better support our students when falling below or behind in clinical and exams. The PT program has increased the program annual licensure pass rates from 55% to 88%. All faculty are utilizing the LMS – Canvas for their courses. The PT program has joined the RN program by setting up a student governance for students to have a formal mechanism for class administration, communication and representation.

The Associate Dean/Program Director keeps the program and faculty current on trends in nursing education and board regulations through regular attendance of local, regional and statewide meetings. The classified

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support staff continue to maintain support for the students while entering the three programs and while maintaining a position in the programs.

Meet the Needs of the Community

The Health Careers program faculty and staff continue to maintain strong relationships with community partners. The Division holds regular advisory board meetings. The Associate Dean and faculty meet regularly with the individual clinical agencies to promote positive learning experiences for students. Decisions regarding preparing graduates for entry level practice is largely based on input and feedback from advisory board meetings and clinical agencies. In order to provide rich clinical experiences and meet clinical course objectives, the division maintains 30 clinical education partnerships throughout Tulare, Kings, and Kern Counties.

Community industry partners have consistently ranked RN and PT programs as their priority to meet health care needs of the community. Ambulance providers and city fire departments have requested for implementation of a local Paramedic program generating support from the local hospital facility. Based on data below, the health careers division ranked Paramedic Program as priority and submitted a new-position request for one full-time faculty.

> *EMT Labor Market Information*
> Employment Development Department State of California – LMI 2016-2026
> - o   EMT and Paramedic   Tulare County   10%
> - o   EMT and Paramedic   California   21%
>
> Central Mother Lode Regional Consortium-South Central 2016-2021
> - o   EMT and Paramedic   South Central Valley   20%
> - o   Ambulance Drivers   South Central Valley   18%
>
> Local Industry Partner
> November 7, 2019
> - o   38% vacancy rate with 10 open positions.
> - o   72 hour work week to cover current vacancies
> - o   Average 20 hires per year
> - o   80% of the paramedics live greater than 100 miles away making them not available for multiple or mass casualty incidents

High Demand/High Wage Careers

Psychiatric Technicians continue to be in demand locally at the developmental center, community group homes, mental health facilities, and prisons. The median annual wage for Psychiatric Technicians is $57,039 (EDD, Labor Market Information, 2018). Graduates have a 100% employment rate and are meeting the Intellectual Disability and Mental Health needs of our community.

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[Note: The information in this area will repeat on all pages.]

Registered Nurses consistently remain a high demand/high wage occupation. Graduates have a 100% employment rate. In 2018, the central valley region had a shortage of 5,000 FTE RNs (17.3%) and forecasts indicate this shortage will worsen in the Central Valley because educational capacity and migration of RNs to the region are not large enough to keep up with population growth (Spetz, Dec.2018, UCSF Health force Center). The annual median salary for an RN is $89,178 (EDD, Labor Market Information, 2018).

EMT Basic continues to be in high demand with our local ambulance and fire fighter partners. This entry level position is a pathway for students interested in careers as paramedics and fire fighters. The annual median salary for an EMT is $28,169 (EDD, Labor Market Information, 2018).

Retention and Success Rates
Retention and success rates for RN and PT programs are higher than college wide averages. The EMT program is making steady progress towards higher retention and success. The nursing program applied for and received a CCCCO nursing grant 2016-2020. This grant has provided faculty development and student resources to help improve on-time completion rates and reduce attrition rates.

Program Funding
The Health Careers Division recognizes the programs are expensive. The division actively seeks alternate sources of funding to support the programs. Below outlines Health Careers current categorical funding:

Program	Grant	Awarded
RN	CCCCO grant	$106,000
PT	PDC MOU	$128,000
RN/PSYT	Strong Workforce	$70,000

Areas for Improvement

Meeting the current and future needs of the community
At the most recent Health Careers Advisory meeting, our industry partners ranked the following as priority to meet current demand and future needs.

Prehospital
#1 Recommendation to add Paramedic Program
#2 EMT-Basic

Hospitals
#1 Paramedic
#2 RN –   Recommendation to increase enrollment for the nursing program to once a semester.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

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#4 RN -   Request for Work Study Program for nursing students.
#3 LVN – Recommendation to re-instate the LVN program

Developmental Center and State Hospitals
#1 PSYT – Recommendation to maintain frequency of enrollment
#2 RN – Recommendation to maintain frequency of enrollment

The division has sufficient facility resources to add one LVN-RN cohort. The division does not have sufficient resources to support increasing generic nursing enrollment or adding new programs. The addition of one nursing instructor would allow increase in frequency of admissions to nursing program. The new Health Careers Building will provide needed space to add additional programs. Additional programs would increase need for full time faculty. Continuation of a program technician and educational advisor would provide the necessary support services needed for student success. The nursing program will create a nurse extern course to meet industry request for work study program for nursing students.

GOALS FROM PREVIOUS PROGRAM REVIEW

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Develop formal orientation and mentoring plan for new faculty.	Ongoing	Time allotted to the Director and Division Chair or faculty for the project.	Director of Program Division Chair	Faculty time needed to accomplish the goal

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3___   Item 4_X__   Item 5__ _   Item 6__X_

Progress on Goal: Remains in progress. Nursing has completed and implemented faculty orientation checklists, faculty handbook, and a faculty checklist. The Psych Tech program has completed orientation checklists and faculty checklist. PSYT faculty handbook to be completed next followed by EMT.

____Completed   (Date   )
__X_Revised   (Date: 01/17/20)

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Comments:

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Establish a Paramedic Program	Spring 2023	Full Time Faculty Grant funding for equipment New allied Health Building	Director of Program Division Chair EMT faculty	Faculty Cost of implementing of program.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3___   Item 4__X_   Item 5__X_   Item 6_X__

Progress on Goal: On December 6, 2018 at the Health Careers Advisory Committee meeting, local ambulance service providers requested the implementation of the Paramedic program with full support of acute healthcare facilities. Fall 2019 the division submitted a request for a New Faculty Position EMT Instructor. This instructor would grow the EMT-Basic program and create and implement a paramedic program. See areas of needed improvement, goals #5, 10 and position request #1.

____Completed (Date:)
  X Revised (Date: 01/18/20)

Comments: Insufficient resources for this project at this time. New Faculty Position request denied. Faculty will continue to submit request annually and search for grant funding.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Meet the Student Success Initiative by providing Support Services for all HC programs.	Fall 2023	Health Careers dedicated Academic Counselor Increase Ed. Advisor from	Associate Dean Division Chair	Funding

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		part time to full time.		

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _ _   Item 2 __X__   Item 3 __X__   Item 4 _ _   Item 5 _ _   Item 6 _ _

Progress on Goal: Program Technician position implemented with categorical funding. Part-time Educational Advisor added with nursing grant funding. Faculty serve as student case managers. Next step is to add a counselor dedicated to Health Careers and move funding for positions from categorical to general funding.

_____Completed (Date   )
__X__Revised   (Date 1/17/20)

Comments: Health careers programs have prerequisites and complex screening and selection criteria and often receive incorrect information.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
4. Provide the opportunity for faculty to attend professional conferences to enhance knowledge.	Spring 2018	Funding for conference attendance.	Director of Programs	Financial support Faculty subs

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X__   Item 2___   Item 3___   Item 4 _X_   Item 5___   Item 6___

Progress on Goal: Nursing grant funding has provided resources for faculty to attended nursing education workshops and conferences. VTEA has provided funding for Psychiatric Technician faculty to attend faculty development conferences for the past 2 years. EMT faculty attended conference fall 2019.

_X_Completed (Date: Fall 2019)
___Revised   (Date)

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Comments: Fall 2019 was the first time in several years that all full-time PT faculty attended the conference as representatives from PC. The networking and recognition was invaluable.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
5. Develop non-credit courses health care community.	Fall 2023	Data on community needs and priorities. Faculty New Allied Health Building	Program Director Division Chair	Faculty availability for development and implementation.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1__X__   Item 2_____   Item 3_____   Item 4__X__   Item 5__X__   Item 6_____

Progress on Goal: discontinued as community ed. goal last program review. Revised as non-credit goal.
_____Completed (Date   )
__X__Revised (Date 1/22/20)

Comments: Public Safety First Aid Program approved by Central California EMS Agency January 2020. This course could be developed as first non-credit course. Full time EMT instructor would apply for PC to be an American Heart Association Training Center allowing other non-credit course such as Basic Life Support, Advance Cardiac Life Support, Pediatric Cardiac Life support. In addition to current students, medical, public safety, and fire professionals need these non-credit courses. Other courses would be explored, such as IV certification for the LVN.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
6. Improve Psychiatric Technician program student retention and	Fall 2023	Continued Faculty Development on how to embed basic skills	PT Program Director PT Faculty	Student readiness for program entry. Loss of basic skills courses.

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success evidenced by (a) On-time completion rates 85% or higher. (b) Maintain Calif PT Licensing Exam Pass Rates 85% or greater.		Complete Curriculum Revision Updated instructional resources Student support services		

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 __X__   Item 2 _X__   Item 3 ____   Item 4_X__   Item 5___   Item 6 _X_ .

Progress on Goal: Goal 6a making progress with on-time complete rates 25%. Goal 6b met with 2019 licensure exam pass rates 88%. Faculty are working together implement new remediation projects.

____Completed   (Date   )
_X__Revised   (Date 1/17/20)
Comments: Content experts, current curriculum, new teaching strategies, updated instructional resources, and student support services should result in improved on time completion rates and PT licensing exam rates. See areas of needed improvement, goals # 3, 4, 7 and position request #2, 3, 4.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
7. PT major curriculum revision.	Fall 2020	Psychiatric Technician Faculty	PT Program Director PT Faculty	BVN/PT approval process

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X__   Item 2 ____   Item 3___   Item 4 _X__   Item 5 ____   Item 6_X__ .

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Progress on Goal: New curriculum approved local, district, and CCCCO. BVN/PT requiring new daily plan requirements and formatting. Faculty in progress of creating a PT review course for program completers prior to taking state licensing examination.

____Completed   (Date   )
_X__Revised   (Date 1/17/20)

Comments:

8. Improve RN program student retention and success evidence by
   (a) Continue on-time completion rates 85% or higher.
   (b) Continue stable NCLEX-RN Pass Rates 90% or greater.
	Fall 2019	Continued faculty development with Concept Based Curriculum.
		
		Increase frequency of admission
		
		Student Support Services
			RN Program Director
			
			Assistant Director
			
			Faculty
				Funding for faculty development.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X__   Item 2 ____   Item 3_X__   Item 4 _X__   Item 5___   Item 6 _X__.

Progress on Goal: Currently pass rates are above the 90%, as well as on-time completion rates. First graduating class will complete the new curriculum in Spring 2019.

____Completed   (Date   )
__X__Revised   (Date 1/22/20)

Comments: Content experts, current curriculum, new teaching strategies, updated instructional resources, and adequate student support services should produce the expected results of improved on-time completion and licensure exam pass rates.

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9. Nursing Concept Based Curriculum Development	Fall 2018	Content Expert Nursing Instructors Consultant Faculty Development Grant funding	RN Program Director Faculty	Insufficient faculty, skills lab instructors, and student support services.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 __X__   Item 2 _____   Item 3 _X_   Item 4 __X__   Item 5 ____   Item 6 __X__ .

Progress on Goal: Goal completed. ADN program is concept based and will have the first graduating class in Spring 2020.

__X_ Completed (Date 8/2018)
____Revised   (Date   )

Comments: New curriculum is updated with current practice and aligned with national licensing exam. See areas of needed improvement, goals # 8

10. Improve EMT program student retention and success evidence by (a) Course completion rates 60% or higher. (b) Skills Job Certificates issued 60% or higher. (c) Course Completion	Fall 2020	Faculty Development Student support services	EMT Program Director EMT Faculty	Funding for faculty development.

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Records issued 60% or higher. (d) Maintain NREMT-B Licensing Exam Pass Rates 55% or greater.				

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 __X__   Item 2 ____   Item 3 ____   Item 4 _X_   Item 5___   Item 6 _X_ .

Progress on Goal: Course success rates steadily increasing. Increased of job skills certificate noted for 2018-2019. NREMT-B pass rates above the 60% rate 2017. No available data for 2018 or 2019.

____Completed   (Date   )
_X__Revised   (Date 1/17/20)

Comments:

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
11. Increase availability of simulation to meet clinical objectives.	Fall 2023	Simulation Operations Specialist	Associate Dean Faculty	Funding

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X_   Item 2 _X_   Item 3 _X_   Item 4 _X_   Item 5___   Item 6 _X_ .

Progress on Goal: Difficult to maintain consistent professional experts in skills/sim lab. Results in continuous training with poor understanding of equipment operation and maintenance.

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____Completed   (Date   )
__X__Revised   (Date 1/22/20)

Comments: Skills/Sim lab equipment updated to current practice. Faculty have little time to master operations and maintenance of equipment.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
12. Faculty Development	Ongoing	Funding Part time faculty to cover schedule for any off campus faculty development. Online, on campus, and off campus faculty development opportunities.	Associate Dean Division Chair Faculty	Funding Schedule conflicts

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X_   Item 2____   Item 3____   Item 4 _X_   Item 5____   Item 6 _X_ .

Progress on Goal: Goal met in conjunction with goal #4.

__X__Completed   (Date Fall 2019)
____   Revised   (Date   )

Comments:

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
13. Increase nursing program enrollment to start	Fall 2023	1 additional content expert	Program Director Faculty	Academic Senate and College President ranking

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a new cohort every semester.		full time nurse instructor BRN approval		of requested position.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X_   Item 2 ___   Item 3 _X_   Item 4 _X_   Item 5___   Item 6 _X_ .

Progress on Goal: Faculty position request submitted and denied. Faculty determine need for one additional nurse instructor to increase enrollment. Faculty are currently in multiple specialties.

____Completed (Date   )
_X_ Revised (Date 1/17/20)

Comments: Faculty to continue requesting position.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
14. Increase PT program enrollment from once every 18 months to twice every 18 months.	Fall 2019	1 additional content expert full time PT instructor BVN/PT approval	Program Director Faculty	Academic Senate and College President ranking of requested position. External threat of availability of clinical sites.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 _X_   Item 2___   Item 3 _X_   Item 4 _X_   Item 5___   Item 6 _X_ .

Progress on Goal: Faculty are in the process of curriculum revision.

_X_ Completed (Date Fall 2018)
___ Revised   (Date   )

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Comments:

_____ .

NEW DIVISION GOALS

Goals (This section is for you to list **new goals** for your program. If your program is creating more than 2 new goals, please duplicate this page)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Complete development of PT review course	Fall 2021	Faculty Support	Psych Tech Faculty	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2_X__   Item 3___   Item 4__X_   Item 5___   Item 6_X__

Progress on Goal:

_____Completed   (Date)
_____Revised   (Date)

Comments: See areas for improvement, goal #6, 7.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Create work study course for nursing students.	Summer 2021	Faculty Development Content Expert Nursing Instructors	Program Director – BRN approval Assistant Director Nursing Faculty-curriculum development	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

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[Note: The information in this area will repeat on all pages.]

Item 1__X_   Item 2_X__   Item 3__X_   Item 4__X_   Item 5___   Item 6_X__

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments: see areas of needed improvement

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STAFFING REQUEST

Staff Resources:			
Current Staffing Levels			
Full-time Staff		Part-time Staff	
Faculty	8	Faculty- adjunct	12
Temporary		Temporary	
Faculty COF	1	Faculty Overload	3.1
Classified	1	Classified COF	0.5
Classified COF	1	Professional Experts	10
Management	1	Management	

Project dates of temporary staff:

Request for New/Replacement Staff
Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Emergency Medical Technician Instructor	Faculty	Full-time	New
Position 2	Psychiatric Technician Instructor	Faculty	Full-time	Replacement
Position 3	Psychiatric Technician Instructor	Faculty	Full-time	Replacement
Position 5	Nursing Instructor	Faculty	Full-time	New
Position 6	Nursing Instructor	Faculty	Full-time	Replacement
Position 7	Program Technician	Classified	Full-time-Permanent	Current COF
Position 8	Educational Advisor	Classified	Full-time-Permanent	Current COF
Position 9	Simulation Operations Specialist	Classified	Full-time	New

Justification:
(Address each position requested)
Position #1 EMT Instructor:
Fall 2019 *Request for New Faculty* Position: New position request submitted for Emergency Medical Technician (EMT) instructor. The EMT-Basic program began in 1976. The program has been an adjunct only program. The program continues to be in high demand with a waitlist each semester. Over the past few years, the program has increased from two sections a year to five sections per year and summer section every other year. This is in response to ambulance and fire industry partner needs. Ambulance and City Fire Departments state there is a significant shortage of paramedics throughout Tulare County. The EMT adjunct faculty all work full-time as EMT-

Paramedics or Firefighter-EMTs. Paramedics typically do not have a degree. It is a continuous challenge to find EMTs or Paramedics with both the required degree and time to teach the 171 hours required for the EMT course. The full-time position would require that the EMT-P is certified with Central California Emergency Medical Services agency as a Primary EMT Instructor and Clinical Coordinator and a licensed Paramedic with the State of California (CCR Title 22, Division 9 Chapter 2 §100070). EMT-Basic program is a pre-requisite for the Fire Academy. Potential for development of Emergency Medical Responder course – Job Skills Certificate required for peace officers, fire, and lifeguards.

Provides faculty resources for development of Paramedic program - Certificate of Achievement and Associate of Science Degree. Potential for Porterville College to become an American Heart Association Training Center offering certification in Basic Life Support Heart Saver, First Aide, Basic Life Support Provider, Advanced Cardiac Life Support, Pediatric Life Support.

Position #2 PSYT Instructor:
Replacement for full time PT faculty retirement in next 1-2years.

Position #3 PSYT Instructor:
Replacement for full time PT faculty retirement in next 3-5 years.

Position #5 Nursing Instructor:
Increasing the number of full-time RN from 4 to 5 would improve student success through consistent instruction by content experts, increase program from 40 nursing students (32 FTES) to 80 nursing students (64 FTES), increase graduation rates from 20 to 40 per year, provide needed RN's for the community, and decrease average length of time for entry into the RN program from 8 years to 4 years, provide needed high demand/high wage nurses for the community.

Position #6 Nursing Instructor:
Replacement for full time nursing faculty retirement in next 2-3 years.

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[Note: The information in this area will repeat on all pages.]

Position #7 Program Technician:
Current program technician is categorical funded through local healthcare facility. The facility has extended funding through June 2021. Position needed to maintain current enrollment and enrollment growth. The division screens 275 applications per year and manages 280 student files for in-program students. Onboarding requirements for each student must be reviewed and approved including background clearances, drug screens, physical exam, immunizations, TB clearance, CPR, safety training, and multiple orientation documents signed by each student prior to clinical rotation and on an ongoing basis for currency and completion. The division provides 12 student orientation sessions a year and participates in numerous outreach events. The division is requesting this position to be permanent.

Position #8 Educational Advisor:
The Health Careers Educational Advisor is the campus expert on all things health careers. The current position is contingent on funding at 0.5 for health careers and 0.5 for CTE. Nursing, Psychiatric Technician and EMT continue to be high demand programs. This position needed to maintain current enrollment and enrollment growth. In addition to daily advising and outreach activities the Ed. Advisor assists with screening 275 program applications, program orientations, assists with onboarding assessments, and facilitates student requests for JSC, COA, and degree evaluation. This position is essential to assisting students from prior to program admission and through program completion. The division is requesting this position be permanent.

Position #9 Simulation Operations Specialist
The Simulation Technology Specialist would provide technological expertise, instructional support and advocacy in health care simulation. Duties would include daily operations of skills/sim lab, maintenance of simulators and lab equipment, management of lab supplies, performance pre and post simulation activities, simulation execution, collaborate with faculty, maintain simulation lab documentation and resources, and promote marketing and growth of simulation. This position would maintain quality simulation for students and much needed faculty support.

TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

Technology Need	Justification
Item 1 40 computer Mice	40 laptops were purchased with grant funding without mice. 40 computer mice will allow for electronic testing.
Item 5 Smart Boards	New Allied Health Building – Smart Boards for all classrooms

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[Note: The information in this area will repeat on all pages.]

Item 6 Distant Education Equipment	New Allied Health Building – Distant Education Equipment for Distant Education classroom
Item 7 Two Copier/printer	New Allied Health Building – Copier, printer for Health Careers Division. A second copier printer near faculty offices.
Item 8 Six computers	New Computers for HC Mini Computer lab. New Allied Health Building to have Computer lab.
Item 9 14 computers	Updated Computers for Faculty and HC staff with current windows operations.
Item 10 50 laptop replacements	Replace and update laptops as warranted.
Item 9 30 computers	Computers for computer classroom in allied health building.
Item 11 6 computers	Computers for classrooms in new allied health building.

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facility's needs, add rows below.

Facilities Need	Justification
Item 1 2 new picnic tables	Picnic tables in need of repair/replacement. Splinters noted. New picnic tables would need smooth surface for study.
Item 2 Key access to break room	Key access limited to Faculty and not adjunct faculty.
Item 3 New Allied Health & Nursing Building Furniture	New Allied Health & Nursing Building projected 2023. - Large Sim Lab – tables and chairs for breakout area 2 additional classrooms – total of 6 - Large meeting room 12 faculty offices 1 distant education room 4 staff offices - EMT classroom with lab space.

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[Note: The information in this area will repeat on all pages.]

	• Staff lounge • Computer "garages' • Mini computer lab • Student congregation areas inside and outside.

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

Safety & Security Need	Justification
Item 1 Continue Safety & Security support for students here on Fridays after the noon hour.	PT and RN students on campus after the noon hour on Friday. Security has provided patrol until the students are sent home. Thank you!
Item 2 Access to all instructional areas and classroom	Request to have access to all Health Careers classrooms until new locking devices installed. For faculty and student safety in the event of a critical incident.

PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

Professional Development Need	Justification
Item 1 PSYT Instructors	PT Instructors: Attend CA Psychiatric Technicians Educators meetings annually. This is an annual event that incorporates networking with fellow educators in the field of psychiatric technician. To remain current in Board of Vocational Nursing/Psychiatric Technician requirements, current trends in Psychiatric Technician Licensure exam. Best practices in Psychiatric Technician education.
Item 2 Registered Nursing Instructors	RN Instructors: Attend conferences for Nursing Educators to remain current in Board of Registered Nursing requirements, current trends in NCLEX testing, clinical site experiences, simulation, and best practices in nursing education.

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Item 3 EMT Instructors	EMT Instructors: Attend California EMS Educator Association conference to remain current in EMT program mandated requirements and EMT teaching best practices.

BUDGET REQUEST
(Do not include staff increases in this section)

	Current Budget	Amount of Change	Revised Total
2000 (Student Worker Only)			
4000	$10,600.00	0	0
5000	$27,000	0	0
New HC Building Spring 2023			
4000 Skills/Simulation Equipment	0	$150,000	$150,000
5000 Classroom Furniture	0	$150,000	$150,000
5000 Computer garages		$150,000	$150,000
5000 Office Furniture		$100,000	$100,000

Justification: New Health Careers Building

4000 – equipment and supplies for new skills/sim lab

5000 – lecterns, tables, chairs for classrooms. Tables and chairs for skills lab. Computer garages for computer lab. Desks, chairs, file cabinets for offices and conference/break room

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Submission Date: 12/2/2019

[Note: The information in this area will repeat on all pages.]

Student Learning Outcomes/Service Area	**Goals** :

Outcomes:
Are there any changes to your SLOs or SAOs since your last Program Review?
   X No.
____ Yes. Attach Explanation.
	Are there any changes to your department's Goals since your last Program Review?
	
	____ No since last program update
	   X Yes. Attach Explanation. Program review

Staffing:
Are there any Staffing changes or new requests since your last Program Review?
_____ No.
   X Yes. Attach Explanation.
	Technology:
	Are there any Technology changes or new requests since your last Program Review?
	____ No.
	   X Yes. Attach Explanation.

Budget:
Are there any changes to your Budget requests since your last Program Review?
_____No.
   X Yes. Attach Explanation.

Sustainability:
Are there sustainability issues in your area that needs to be addressed since your last Program Review?
_____No.
   X Yes. Attach Explanation.

Budget Worksheets – see attached

STAFFING

Explanation Re: Staffing changes to Registered Nursing - 512HC5-123010

- Simulation Coordinator/Nurse Instructor position previously COF position is now a permanent GU001 funded tenure track position.

Explanation Re: Staffing changes to Psychiatric Technician - 512HC53-123900

- Psych Tech instructor COF position funding to be discontinued end of current academic year.

Explanation Re: Staffing changes to Emergency Medical Technician - 512HC2-125000

- *Request for New Faculty* Position: New position request submitted for Emergency Medical Technician (EMT) instructor. The EMT-Basic program began in 1976. The program has been an adjunct only program. The program continues to be in high demand with a waitlist each semester. Over the past few years, the program has increased from two sections a year to five sections per year. This is in response to ambulance and fire industry partner needs. Ambulance and Fire Departments now state there is a significant shortage of paramedics throughout Tulare County.
- 2017 Program Review
  - Goal #15 Improve EMT program student retention and success
  - Goal #5 Establish a Paramedic Program.

Explanation Re: Staffing changes to Health Careers/General - 512HC1-120100

- *Request for* full-time Educational advisor – Health Careers only. Currently position COF and shared with CTE.
- *Full-Time Program Technician*
  - COF funding for program technician position will be discontinued end of June 2020.
- *Professional Experts Instructional Assistants*
  - Loss of COF funding for skills/sim lab instructional assistants. Partial funding with CCCCO Nursing Program grant.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Health Careers
Contact Person: Lupe Guillen   Submission Date: 12/2/2019
[Note: The information in this area will repeat on all pages.]

GOALS:
- Paramedic program feasibility study to be completed once full time EMT faculty position request approved.

TECHNOLOGY
- 3-year computer replacement cycle for all staff, faculty, and student classroom PC and laPSYTops.

BUDGET
- Budget changes related to funding sources for faculty and staff and new position request.
- Budget increase for computers related to implementation of 3-year replacement cycle.

SUSTAINABILITY
Health careers Division will be presenting an updated program review in spring 2020.
- Full Time EMT instructor needed to maintain the current enrollment due to the rigors of the courses, challenges of clinical placement and clinical onboarding, expectations of course completion and licensure with National Registry warrants need to a Full-time faculty member.

Supervisor/Dean: Kim Behrens   Vice President: Dr. Gregory South

<p style="text-align:center">Appendix A
PROGRAM STUDENT LEARNING OUTCOMES FOR EMT-C PROGRAM</p>

<u>Program Student Learning Outcomes for EMT-Basic program:</u>

1. Describe and demonstrate the proper patient assessment procedure for medical emergencies, trauma emergencies, airway management, breathing, and circulation interventions
2. Describe and explain the basic anatomy, physiology, patho-physiology of common diseases in the pre-hospital setting
3. Describe the role and identify the responsibilities of the EMT-Basic.

Program SLO#	Required Course
	EMT-C
#1	I, D, M
#2	I, D, M
#3	I, D, M

I – Introduce
D – Develop
M – Master
Assessment Cycle:

2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024
*	*	#1, 2, 3	*

1. Program student level outcomes will be assessed each year in a 4-year cycle
2. Each Fall, the previous year's assessment will be discussed with plans to reassess changes in the next cycle.
3. Criteria for assessment: each instructor will determine assessment tools in each of their courses that will directly assess the Student Learning Outcomes for that cycle.
4. The instructor will submit to the Director: Percentages of passing the course (70% grade), percentages of receiving the job skills certificate (80% grade and passing the psychomotor exam), percentages of passing national EMT certification (NREMT), and mastery (90%) of the Student Learning Outcomes.
5. *The second and third year in the cycle will be to make any necessary changes to course, program or developmental PLOs; or course outlines for the next cycle.

PROGRAM STUDENT LEARNING OUTCOMES

The Porterville College Psychiatric Technician Program is designed to prepare graduates to competently transition from student to entry-level Psychiatric Technicians as defined by these roles: Provider of Client Care, Member of Healthcare Team, and Member of Profession.

1. Provider of Client Care:

The Psychiatric Technician graduate will be able to provide safe client care by determining and delivering appropriate nursing interventions to clients with intellectual and/or developmental disabilities or psychiatric disorders. The care provided is characterized by the application of consistent critical thinking and problem solving skills, clinical competence within the scope of practice, accountability, therapeutic communication skills, respect for diverse cultures, a commitment to caring, and client education.

2. Member of Healthcare Team

The Psychiatric Technician graduate will provide safe and effective client care consistently within the healthcare team. This care is characterized by the ability to establish priorities for clients. The Psychiatric Technician graduate collaborates with other members of the healthcare team including organizational and community resources using effective oral and written communications skills. As a member of the healthcare team, the Psychiatric Technician graduate recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based care.

3. Member of Profession

The Psychiatric Technician graduate will consistently demonstrate professional accountability, advocacy, an understanding of legal/ethical issues, and responsibility for one's own professional growth, behavior, and education. The member of profession routinely participates in self-assessment and makes changes to improve their practice with the ultimate goal of making positive contributions to the profession.

Program and Developmental-Level Learning Objectives:

PROGRAM SLO #	Semester I PSYT Program - Required							
	Course	Course	Course	Course	Course	Course	Course	Course
	PSYTVN P010A	PSYTVN P010B	PSYTVN P010C	PSYTVN P010D				
# 1	I	I	I	I				
# 2				I				
# 3	I	I		I				

I – Introduce
D – Develop
M – Master

PROGRAM SLO #	Semester II PSYT Program - Required							
	Course	Course	Course	Course	Course	Course	Course	Course
	PSYT P020A	PSYT P020B	PSYT P020C	PSYT P020D	PSYT P020E	PSYT P020F		
# 1	I,D	D	I,D	D	D,M	D,M		
# 2	I,D	D	I,D	D	D,M	D,M		
# 3	I,D	D	I,D	D	D,M	D,M		

I – Introduce

D – Develop

M – Master

PROGRAM SLO #	Semester III PSYT Program - Required							
	Course	Course	Course	Course	Course	Course	Course	Course
	PSYT P030A	PSYT P030B	PSYT P030C	PSYT P030D	PSYT P030E	PSYT P030F		
# 1	I,D	I,D	D,M	D,M	D,M	D,M		
# 2	I,D	I,D	D,M	D,M	D,M	D,M		
# 3	I,D	I,D	D,M	D,M	D,M	D,M		

I – Introduce

D – Develop

M – Master

PLO Assessment cycle:

2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024
*	*	#1,2,3	*

1. Program student level outcomes will be assessed each year in a 3 year cycle
2. Each fall, the previous year's assessment will be discussed with plans to reassess changes in the next cycle.
3. Criteria for assessment: each instructor will determine assessment tools in each of their courses that will directly assess the Student Learning Outcomes for that cycle.
4. *Second and third year in the cycle will be to make any necessary changes to course, program or developmental PLOs; or course outlines for the next cycle.

PROGRAM LEARNING OUTCOMES

8. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
9. Exercise clinical judgment to make increasingly complex patient-centered care decisions.
10. Participate in quality improvement processes to improve patient care outcomes.
11. Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.
12. Use information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
13. Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
14. Promote a culture of caring in all healthcare environments.

Program and Developmental-Level Learning Objectives:

First Semester:

PROGRAM SLO #	ADN Program Semester I - Required			
	Course	Course	Course	Course
	NURS P130	NURS P131	NURS P132	
# 1	I	I	I,D	
# 2	I	I	I,D	
# 3	I	I	I,D	
# 4	I	I	I,D	
# 5	I	I	I,D	
# 6	I	I	I,D	
# 7	I	I	I,D	

I – Introduce
D – Develop
M – Master

Second Semester:

PROGRAM SLO #	Course	Course	Course
	NURS P133	NURS P134	NURS P171 for LVN to RN Students Only
# 1	I,D	I,D,M	I,D
# 2	I,D	I,D,M	I,D
# 3	I,D	I,D,M	I,D
# 4	I,D	I,D,M	I,D
# 5	I,D	I,D,M	I,D
# 6	I,D	I,D,M	I,D
# 7	I,D	I,D,M	I,D

I – Introduce

D – Develop

M – Master

Third Semester:

PROGRAM SLO #	ADN Program Semester III - Required			
	Course	Course	Course	Course
	NURS P135	NURS P136		
# 1	I,D,M	D		
# 2	I,D,M	D		
# 3	I,D,M	D		
# 4	I,D,M	D		
# 5	I,D,M	D		
# 6	I,D,M	D		
# 7	I,D,M	D		

I – Introduce

D – Develop

M – Master

Fourth Semester:

PROGRAM SLO #	ADN Program Semester IV - Required			
	Course	Course	Course	Course
	NURS P137	NURS P138	NURS P139	
# 1	I,D,M	M	M	
# 2	I,D,M	M	M	
# 3	I,D,M	M	M	
# 4	I,D,M	M	M	
# 5	I,D,M	M	M	
# 6	I,D,M	M	M	
# 7	I,D,M	M	M	

I – Introduce
D – Develop
M – Master

PLO Assessment cycle:

2020 to 2021	2021-2022	2022-2023	2023-2024
		#1, 2, 3, 4, 5, 6, 7	

1. Program student level outcomes will be assessed each year in a 4-year cycle
2. Each fall, the previous year's assessment will be discussed with plans to reassess changes in the next cycle.
3. Criteria for assessment: each instructor will determine assessment tools in each of their courses that will directly assess the Student Learning Outcomes for that cycle.
4. *The fourth and final year in the cycle will be to make any necessary changes to course, program or developmental PLOs; or course outlines for the next cycle.

Student Learning Outcomes
Assessment Timeline – Health Careers Division

SLOs for the Health Careers Division will be assessed in a 4-year cycle:

	2019-2020	2020-2021	2021-2022	2022-2023
Course				
EMT-C - P050	#1,2,3			#1,2,3
NURS P100	#1, 2, 3			#1, 2, 3
NURS P130	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P131	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P132	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P133	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P134	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P135	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P136	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P137	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P138	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P139	#1, 2, 3, 4, 5, 6, 7			#1, 2, 3, 4, 5, 6, 7
NURS P171		#1,2,3,4,5,6,7		
	2019-2020	2020-2021	2021-2022	2022-2023
Course				
HCRS P009			#1,2,3	
PSYT P010A			#1,2,3	
PSYT P010B		#1,2,3		
PSYT P010C			#1,2,3	
PYST P010D	#1,2,3			#1,2,3
PSYT P020A	#1,2,3			#1,2,3
PSYT P020B	#1,2,3			#1,2,3
PSYT P020C	#1,2,3			#1,2,3
PSYT P020D	#1,2,3			#1,2,3
PSYT P020E			#1,2,3	
PSYT P020F			#1,2,3	

PSYT P030A			#1,2,3	
PSYT P030B	#1,2,3			#1,2,3
PSYT P030C			#1,2,3	
PSYT P030D			#1,2,3	
PSYT P030E	#1,2,3			#1,2,3
PSYT P030F	#1,2,3			#1,2,3

HCRS 009– NURSING FUNDAMENTALS CONCEPTS

Student Learning Outcomes for HCRS P009 – Nursing Fundamentals Concepts:
1. Use and dissect correct medical terminology related to each body system.
2. Perform basic mathematical operations and dimensional analysis necessary for medication dosage calculations.
3. Identify and describe important concepts related to the nursing profession.

SLO #	009 - Required Course
# 1	I, D, M
# 2	I, D, M
# 3	I, D, M

I – Introduce

D – Develop

M - Master

NURSING P100 – STRATEGIES FOR SUCCESS

Student Learning Outcomes for Nursing P100 – Strategies for Success
1. Describe the skills necessary to meet the performance standard associated with the Nursing Program.
2. Discuss various nursing career pathways.
3. Develop an education plan that leads to a nursing career or educational goal.

SLO #	Nursing P100 - Required Course
# 1	I, D, M
# 2	I, D, M
# 3	I, D, M

I – Introduce

D – Develop

M - Master