Name of Division: Health Careers
Contact Person: Lupe Guillen                                     Submission Date: February 3, 2020

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

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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 EMT's 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 provides 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**:

(Please summarize assessments that have been conducted on courses for your division including assessment timeframe, tool(s), results, and analysis/action plan.)

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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 SLO's are assessed every three years. The results of the assessment process are 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 SLO's. 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 outcome 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 attempts.  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 PT 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).

*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 PLO's have been linked to the GELO's and ILO's. 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 SLO's 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 SLO's 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:**

(Please list your PLOs and provide an overview of the assessments that have been conducted, changes to your program based on those assessments, and your planned assessment cycle.)

*EMT PLO's*

1. Explain the role and responsibilities of the Emergency Medical Technician Basic.

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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. Faculty analysis of collected data indicated good outcomes. 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 PLO's, SLO's, 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.

*Psychiatric Technician Program PLO's*
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 PLO's, SLO's, 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 Psych Tech faculty are awaiting approval of a major curriculum revision from the Board of Vocational Nursing and Psychiatric Technicians. The PLO's, SLO's, and course objectives are now well linked. Below are the updated PLO's 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.

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

*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.

**Program Analysis and Trends**:
(Please review current performance based on the data provided by the Office of Institutional Research (or other relevant data) for your department(s) and summarize trends for the past three years. These data cover enrollment, faculty load, productivity, and course retention and success rates.)

***Changes in Program over the Last Three Years***

*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

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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 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 PLO's are linked to the Porterville College GELO's and ILO's.
   g. Student learning outcomes and related competencies are now used to evaluate clinical performance.
   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 Psych Tech 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 Psych Tech 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.

**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 |
| PTVN (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 |

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- *EMT:* The decreased FTES/FTEF is related to the limiting student enrollment to 24 students per class. Many professional experts are firefighter-EMT. Increase 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.

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

### 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% |
| PTVN (Prereq course/ 1st semester PT) | 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.

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- *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.

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

**Student Course Demographics & Retention/Success Rates: Gender, Age and Ethnicity, First Generation\***

| | EMT | | College wide | |
|---|---|---|---|---|
| Gender | Student Course Demographics 2018/2019 | Retention/Success | Retention/Success | Student Course Demographics 2018/2019 |
| Female | 18%/28% | 88%/59% | 90%/75% | 61%/61% |
| Male | 82%/71% | 88%/56% | 89%/71% | 38%/38% |
| Not reported | 0%/1% | 100%/50% | 86%/70% | 1%/1% |
| Age | | | | |
| 18-22 | 68%/49% | 92%/53% | 91%/72% | 57%/57% |
| 23-25 | 12%/23% | 82%/63% | 87%/73% | 11%/11% |
| 26-34 | 14%/24% | 86%/65% | 88%/76% | 14%/15% |
| 35-44 | 5%/3% | 67%/48% | 89%-79% | 7%/7% |
| 45-54 | 0%/1% | 100%/67% | 84%-72% | 2%/2% |
| 55 and older | 0%/0% | 75%/25% | 85%-73% | 1%/1% |
| Ethnicity | | | | |
| American Indian/Alaska Native | 0%/4% | 81%/63% | 88%/66% | 1%/1% |

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| | | | |
|---|---|---|---|
| Asian/Native Hawaiian/Other Pacific | 0%/0% | 92%/69% | 93%/81% | 3%/4% |
| Black / African American | 0%/1% | 100%/25% | 86%/67% | 1%/1% |
| Hispanic/ Latino | 74%/63% | 89%/54% | 90%/73% | 80%/79% |
| Two or More | 0%/3% | 71%/39% | 90%/74% | 2%/3% |
| Unknown/ Non-respondent | 0%/3% | 83%/17% | 80%/55% | 0%/0% |
| White | 26%/27% | 86%/65% | 88%/74% | 13%/13% |
| First Generation | | | | |
| First Generation | 48%/41% | 89%/50% | 90%/74% | 55%/55% |
| Not First Generation | 38%/45% | 89%/66% | 91%/74% | 35%/36% |
| Unknown/ Not Applicable | 14%/14% | 80%/51% | 88%/70% | 10%/09% |

- *EMT:* Gender remains disproportionate to campus wide (female 61%/61%, males 38%/38%), EMT students 18%/28% females compared to 82%/71% males in 2018/2019.   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

| | NURS | | College wide | |
|---|---|---|---|---|
| Gender | Student Course Demographics 2018/2019 | Retention/Success | Retention/Success | Student Course Demographics 2018/2019 |
| Female | 78%/81% | 92%/85% | 90%/75% | 61%/61% |
| Male | 22%/19% | 93%/84% | 89%/71% | 38%/38% |
| Not reported | 0%/1% | 87%/80% | 86%/70% | 1%/1% |
| Age | | | | |
| 17 or younger | 4%/22% | 82%/76% | 93%/77% | 9%/6% |
| 18-22 | 40%/30% | 88%/75% | 91%/72% | 57%/57% |

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| | | | | |
|---|---|---|---|---|
| 23-25 | 19%/13% | 93%/88% | 87%/73% | 11%/11% |
| 26-34 | 23%/22% | 94%/90% | 88%/76% | 14%/15% |
| 35-44 | 13%/11% | 95%/90% | 89%-79% | 7%/7% |
| 45-54 | 1%/3% | 81%/69% | 84%-72% | 2%/2% |
| 55 and older | 1%/1% | 100%/100% | 85%-73% | 1%/1% |
| Ethnicity | | | | |
| American Indian/Alaska Native | 1%/1% | 100%/91% | 88%/66% | 1%/1% |
| Asian/Native Hawaiian/Other Pacific | 3%/8% | 95%/82% | 93%/81% | 3%/4% |
| Black / African American | 2%/2% | 80%/73% | 86%/67% | 1%/1% |
| Hispanic/ Latino | 76%/73% | 91%/84% | 90%/73% | 80%/79% |
| Two or More | 2%/2% | 100%/94% | 90%/74% | 2%/3% |
| Unknown/Non-respondent | ~ | ~ | 80%/55% | 0%/0% |
| White | 16%/14% | 92%/88% | 88%/74% | 13%/13% |
| First Generation | | | | |
| First Generation | 49%/54% | 93%/86% | 90%/74% | 55%/55% |
| Not First Generation | 42%/40% | 93%/87% | 91%/74% | 35%/36% |
| Unknown/ Not Applicable | 9%/6% | 79%/68% | 88%/70% | 10%/09% |

- *NURS:* Gender remains disproportionate compared to college wide (61%/61% females and 38%/38% males) for 2018/2019. For 2018/2019 within the nursing courses females (78%/81%) compared to males (22%/19%) remains higher, although there is a noted 3% increase of male students from the previous three years. 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 course demographics of 22% in Spring 2019, which is 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.

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| | PTVN (Pre-req/1st semester) | | College wide | |
|---|---|---|---|---|
| Gender | Student Course Demographics 2018/2019 | Retention/Success | Retention/Success | Student Course Demographics 2018/2019 |
| Female | 77%/81% | 88%/76% | 90%/75% | 62%/62% |
| Male | 23%/19% | 88%/76% | 89%/71% | 37%/36%% |
| Not Reported | 0%/0% | 50%/50% | 86%/70% | 0%/1% |
| Age | | | | |
| 17 or younger | 2%/0% | 100%/80% | 93%/77% | 10%/8% |
| 18-22 | 29%/25% | 84%/70% | 91%/72% | 53%/54% |
| 23-25 | 14%/17% | 87%/74% | 87%/73% | 11%/11% |
| 26-34 | 37%/42% | 92%/82% | 88%/76% | 15%/16% |
| 35-44 | 14%/13% | 88%/77% | 89%-79% | 7%/8% |
| 45-54 | 3%/2% | 74%/60% | 84%-72% | 2%/3% |
| 55 and older | 0%/1% | 89%/67% | 85%-73% | 1%/1% |
| Ethnicity | | | | |
| American Indian/Alaska Native | 0%/0% | 100%/33% | 88%/66% | 1%/1% |
| Asian/Native Hawaiian/Other Pacific | 3%/5% | 94%/81% | 93%/81% | 3%/4% |
| Black / African American | 2%/3% | 87%/80% | 86%/67% | 1%/1% |
| Hispanic/ Latino | 78%/74% | 89%/76% | 90%/73% | 78%/78% |
| Two or More | 3%/2% | 87%/77% | 90%/74% | 2%/3% |
| Unknown/ Non-respondent | 1%/0% | 100%/100% | 80%/55% | 0%/0% |
| White | 12%/17% | 82%/68% | 88%/74% | 14%/13% |
| First Generation | | | | |
| First Generation | 49%/55% | 88%/77% | 90%/74% | 53%/53% |
| Not First Generation | 36%/29% | 87%/73% | 91%/74% | 34%/35% |
| Unknown/ Not Applicable | 14%/16% | 90%/79% | 88%/70% | 13%/12% |
| | | | | |

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- *PTVN:* Gender remains disproportionate compared to college wide (61%/61% females and 38%/38% males) for 2018/2019 with PTVN students, females (77%/81%) and males (23%/19%). 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 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.

| Gender | PSYT | | College wide | |
| --- | --- | --- | --- | --- |
| | Student Course Demographics 2018/2019 | Retention/Success | Retention/Success | Student Course Demographics 2018/2019 |
| Female | 75%/86% | 100%/100% | 90%/75% | 61%/61% |
| Male | 25%/14% | 99%/99% | 89%/71% | 38%/38% |
| Not Reported | ~ | ~ | 86%/70% | 1%/1% |
| Age | | | | |
| 18-22 | 13%/5% | 100%/100% | 91%/72% | 57%/57% |
| 23-25 | 25%/38% | 100%/100% | 87%/73% | 11%/11% |
| 26-34 | 35%/38% | 100%/100% | 88%/76% | 14%/15% |
| 35-44 | 25%/14% | 99%/98% | 89%-79% | 7%/7% |
| 45-54 | 2%/5% | 100%/100% | 84%-72% | 2%/2% |
| 55 and older | ~ | 100%/100% | 85%-73% | 1%/1% |
| Ethnicity | | | | |
| American Indian/Alaska Native | ~/~ | ~ | 88%/66% | 1%/1% |
| Asian/Native Hawaiian/Other Pacific | 13%/14% | 100%/100% | 93%/81% | 3%/4% |
| Black / African American | 0%/0% | 100%/100% | 86%/67% | 1%/1% |
| Hispanic/ Latino | 73%/67% | 100%/100% | 90%/73% | 80%/79% |
| Two or More | 0%/0% | 100%/100% | 90%/74% | 2%/3% |
| Unknown/ Non-respondent | ~ | ~ | 80%/55% | 0%/0% |

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| | | | | |
|---|---|---|---|---|
| White | 15%/19% | 99%/99% | 88%/74% | 13%/13% |
| First Generation | | | | |
| First Generation | 63%/67% | 99%/99% | 90%/74% | 55%/55% |
| Not First Generation | 29%/29% | 100%/100% | 91%/74% | 35%/36% |
| Unknown/ Not Applicable | 8%/5% | 100%/100% | 88%/70% | 10%/09% |
| | | | | |

- *PT:* Gender remains disproportionate compared to college wide (61%/61% females and 38%/38% males) for 2018/2019. PT programs gender, females (75%/86%) to males (25%/14%) is impressive with 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.

**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 |
|---|---|---|---|

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| 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.

*Program Strengths*
**Quality Programs**
The Health Careers Division consistently provides quality programs evidence by program survey data. Graduates surveys consistently demonstrate high satisfaction with quality program resources and instruction. The 2018 six-month surveys demonstrated high satisfaction with preparedness for entry level practice. A few of the following comments; *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 PLO's, 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 PLO's, SLO's, 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 hospital census continues to decrease with more patients being treated as outpatient. In addition to seeking outpatient clinical rotations,

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the simulation program allows students to meet learning objectives no longer available in the acute care setting. EMT has increase 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 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%

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Local Industry Partener
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.

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 Healthforce Center).  The annual mean 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 mean 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/PT | Strong Workforce | $70,000 |

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*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 Paramedic
#2 EMT-Basic

Hospitals
#1 Paramedic
#2 RN – Recommendation to increase enrollment for the nursing program to once a semester.
#3 LVN – Recommendation to re-instate the LVN program

Developmental Center and State Hospitals
#1 PT – Recommendation to maintain frequency of enrollment
#2 RN – Recommendation to maintain frequency of enrollment
#3 Occupational Therapy Assistant – Recommendation for addition of OTA program.
#4 LVN – Recommendation to reinstate LVN program

Even though the division does have adequate space, facility, and clinical resources for growth, the division does not have sufficient personnel resources to support growth. The addition of one nursing instructor would allow increase in frequency of admissions and double enrollment. Continuation of a program technician and educational advisor would provide the necessary support services needed for student success.

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| 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. PT faculty handbook to be completed next followed by EMT.

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

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__

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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 part time to full time. | Associate Dean Division Chair | 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_ _      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.

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| 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 Psych Tech faculty to attend faculty development conferences for the past 2 years. EMT faculty attended conference fall 2019.

_X_ Completed  (Date: Fall 2019)
___ Revised     (Date )

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 ___

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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 Psych Tech program student retention and success evidenced by<br>(a) On-time completion rates 85% or higher.<br>(b) Maintain Calif PT Licensing Exam Pass Rates 85% or greater. | Fall 2023 | Continued Faculty Development on how to embed basic skills<br><br>Complete Curriculum Revision<br><br>Updated instructional resources<br><br>Student support services | PT Program Director<br><br>PT Faculty | Student readiness for program entry. Loss of basic skills courses. |

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.

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____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 | Psych Tech Faculty | PT Program Director<br><br>PT Faculty | BVNPT 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_ .

Progress on Goal: New curriculum approved local, district, and CCCCO. BVNPT requiring new daily plan requirements and formatting.

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

Comments:

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

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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.

| 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

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| | | | | |
|---|---|---|---|---|
| 10. Improve EMT program student retention and success evidence by<br>(a) Course completion rates 60% or higher.<br>(b) Skills Job Certificates issued 60% or higher.<br>(c) Course Completion Records issued 60% or higher.<br>(d) Maintain NREMT-B Licensing Exam Pass Rates 55% or greater. | Fall 2020 | Faculty Development<br><br>Student support services | PT Program Director<br><br>PT 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 ____     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) |
|---|---|---|---|---|

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| 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.

____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 |

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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 a new cohort every semester. | Fall 2023 | 1 additional content expert full time nurse instructor<br><br>BRN approval | Program Director<br><br>Faculty | Academic Senate and College President ranking 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 | Fall 2019 | 1 additional content expert full time PT instructor | Program Director<br><br>Faculty | Academic Senate and College President ranking |

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| months to twice every 18 months. | | BVNPT approval | | of requested position.<br><br>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    )

Comments:


**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) |
|---|---|---|---|---|
| 15.  Develop PT review course | Fall 2023 | Faculty Support | Program Director | |

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: Faculty completed and offered student end of program assessment with group areas of needed improvement identified followed by remediation workshop for licensure success.

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

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

| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 16.  Work Study Program for nursing students. | Fall 2020 | Faculty Development<br><br>Content Expert Nursing Instructors | Program Director Assistant Director Division Chair | |

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:

____Completed   (Date        )
____Revised     (Date        )

Comments: Nurse Extern course would provide additional paid clinical experience for students.

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STAFFING REQUEST

| **Staff Resources:** | | | | |
|---|---|---|---|---|
| **Current Staffing Levels** | | | | |
| Full-time Staff | | Part-time Staff | | |
| Faculty | 8 | Faculty- adjunct | 4.9 | |
| 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 | EMT Instructor | Faculty | Full-time | New |
| Position 2 | PT Instructor | Faculty | Full-time | Replacement |
| Position 3 | PT 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-

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Paramedics or Firefighter-EMTs. Paramedics typically do not have a degree. It is a continuous challenge to find EMT's 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.

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

*Position #3 PT 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.

*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 students 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, Psych Tech 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

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| 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<br>40 computer Mice | 40 laptops were purchased with grant funding without mice. 40 computer mice will allow for electronic testing. |
| Item 5<br>Smart Boards | New Allied Health Building – Smart Boards for all classrooms |
| Item 6<br>Distant Education Equipment | New Allied Health Building – Distant Education Equipment for Distant Education classroom |
| Item 7<br>Two<br>Copier/printer | New Allied Health Building – Copier, printer for Health Careers Division.  A second copier printer near faculty offices. |
| Item 8<br>Six computers | New Computers for HC Mini Computer lab.  New Allied Health Building to have Computer lab. |
| Item 9<br>14 computers | Updated Computers for Faculty and HC staff with current windows operations. |
| Item 10<br>50 laptop replacements | Replace and update laptops as warranted. |
| Item 9<br>30 computers | Computers for computer classroom in allied health building. |
| Item 11<br>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.

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

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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 PT 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 psych tech 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. |
| 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. |

# PORTERVILLE COLLEGE
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BUDGET REQUEST

(Do not include staff increases in this section)

## Budget Worksheet:  Health Careers – General Fund

| Account | Description | Program | Activity | Location | 2017-18 Actuals | 2018-19 Actuals | 2019-20 Budget | 2020-21 Requests | Priority | Program Review Justification | Comment(s) | Grant or Categorical Supported Funding |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4310 | Inst Supplies & Materials | 120100 | | | - | - | 100 | - | | | | |
| 4313 | Non-Inst Supplies & Materials | 120100 | | | 1,368 | 1,924 | 3,500 | **3,500** | 1 | Program Mission Statement p. 1 | General office supplies for ALL programs. Files ae kept for each applicant and each program. | No grant funding available for this request. |
| 5150 | Cont Instruction | 089900 | | | 2,019 | | | | | | | |
| 5220 | Employee Travel: COADN (CA Organization of Associate Degree Nursing) Meetings; BRN (Board of Registered Nurse)/COADN Director Conferences, Calif EMS Directors Association meetings (CEMSEA); BVNPT (Board of Vocational nurse and Psychiatric Technician) director forums; CAPTE (CA Psychiatric Technician Educators) conference | 120100 | | | 2,100 | 2,176 | 5,700 | **5,700** | 1 | Program Mission Statement p. 1 | Director Mandated meetings: BRN/COADN (nursing), BVNPT/CAPTE (Psychiatric Technician) & CEMSEA (Emergency Medical Technician). | No grant funding available for this request. |
| 5230 | Food/Meetings | 120100 | | | - | - | 100 | **100** | 3 | Program Mission Statement p. 1 | Health Care Advisory Committee Meeting | No grant funding available for this request. |
| 5300 | Institutional Dues/Memberships | 120100 | | | 700 | 550 | 850 | **850** | 1 | Program Mission Statement p. 1 | San Joaquin Valley Nurse (SJV) Educator Consortium. Computerized scheduling for clinical placement required by hospitals. | No grant funding available for this request. |

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| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 5501 | Laundry Service | 120100 | | | 725 | 754 | 1,000 | **1,000** | 1 | Program Mission Statement p. 1 | Laundry services for skills lab & simulation training for all programs. | No grant funding available for this request. |
| 5560 | Hazardous Waste Disposal | 120100 | | | 630 | 620 | 775 | **775** | 1 | Program Mission Statement p. 1 | Sharps biohazard disposal for all programs. | No grant funding available for this request. |
| 5581 | Telephone Services | 120100 | | | 282 | 282 | 500 | - | | | | |

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| 5602 | Short Term Rental-Veh & Equip | 120100 | | | 944 | 854 | 550 | **550** | 2 | Program Mission Statement p. 1 | **Pipe and drape rental for completion ceremony for RN and PT programs.** | No grant funding available for this request. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5820 | Postage/Express Overnight Svcs | 120100 | | | 551 | 409 | 1,000 | **1,000** | 1 | Program Mission Statement p. 1 | Postage; notification of acceptance/declination, governing boards, clinical agencies and surveys. | No grant funding available for this request. |
| 5861 | Printing/Duplicating Service | 120100 | | | | | | | | | | |
| | **Total of supplies** | | | | | | 13975 | 13475 | | | | |
| | **Amount of Change** | | | | | | | (Less $500) | | **Justification**: Telephone costs moved to PT budget. Health Careers General Fund has found a consistent amount to work with, for all programs. | | |

## Budget Worksheet: Health Careers – Emergency Medical Technician

| Account | Description | Program | Activity | Location | 2017-18 Actuals | 2018-19 Actuals | 2019-20 Budget | 2020-21 Requests | Priority | Program Review Justification | Comment(s) | Grant or Categorical Supported Funding |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4310 | Inst Supplies & Materials | 125000 | | | - | - | 2,000 | **2,000** | 1 | Goal #15 Improve EMT program and student retention. | Human Patient Simulation supplies used for providing skills and career training. | No grant funding available for this request. |
| 4313 | Non-Inst Supplies & Materials | 125000 | | | 1,175 | 938 | - | **-** | 1 | | See Health Careers general budget | No grant funding available for this request. |
| 5230 | Food/Meetings | 125000 | | | - | - | | | | | | |
| | **Subtotal of supplies** | | | | 1,175 | 938 | 2,000 | 2,000 | | | | |
| | **Amount of Change** | | | | | | | 0 | | **Justification**: After determining required equipment/supplies, a set amount has been established. EMT courses at times have been up to three courses a semester. No change in request from previous year. In 2018/2019 increase in costs for instructional supplies and materials as costs of increased and overseeing of 4-5 courses a year. | | |

# PORTERVILLE COLLEGE
## PROGRAM REVIEW REPORT:  INSTRUCTIONAL DIVISIONS

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**Budget Worksheet: Health Careers – Psychiatric Technician**

| Account | Description | Program | Activity | Location | 2017-18 Actuals | 2018-19 Actuals | 2019-20 Budget | 2020-21 Requests | Priority | Program Review Justification | Comment(s) | Grant or Categorical Supported Funding |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4211 | Non-Library/Magazines/Bks/Prdcls | 123900 | | | 1,332 | | | | | | | |
| 4310 | Inst Supplies & Materials | 123900 | | | - | - | 2,000 | 2,000 | 1 | Goal #11 & 19. Adequate resources to promote retention & success | Human patient simulation supplies used to provide skills and training. | No grant funding available for this request. |
| 4313 | Non-Inst Supplies & Materials | 123900 | | | 413 | 147 | 500 | - | 2 | | See HC general budget | No grant funding available for this request. |
| 5220 | Employee Travel | 123900 | | | 1,076 | 90 | 3,700 | 3,700 | 1 | Goal #11: Improve PT program student retention & success. This goal is being met by faculty traveling to various clinical sites for best clinical | CCA contract; travel to and from Bakersfield, Coalinga, Visalia clinical site(s). | No grant funding available for this request. |
| 5581 | Telephone Services | 123900 | | | | | 500 | 500 | 1 | Goal #11: Improve PT program student retention & success. This goal is being met by faculty. | Pagers required for communication within secured treatment facilities (i.e. Porterville Developmental Center (PDC) & Coalinga State Hospital (CSH). | No grant funding available for this request. |
| 5790 | Other Professional Fees | 123900 | | | 570 | (190) | | | | | | |
| | | | | | | | | | | Goal #11: Improve PT | Mandated Livescan annually Department of State Hospital- | No grant funding available for this |

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| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | program student retention & success. This goal is being met by faculty. | CSH and one-time PDC. | request. |
| 5810 | Fingerprinting Services | 123900 | | | 69 | 25 | 80 | 80 | 1 | | | |
| | **Subtotal of Supplies** | | | | 2128 | 262 | 6780 | 6280 | | | | |
| | **Amount of Change** | | | | | | | (Less $500) | | **Justification:** Non-instructional supplies moved to HC general budget. PT Budget has been consistent from previous year.  Increase request in 2018/2019 occurred in instructional supply due to aged equipment. | | |

# PORTERVILLE COLLEGE
## PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Health Careers
Contact Person: Lupe Guillen

Submission Date: 12/2/2019
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## Budget Worksheet: Health Careers – Registered Nursing

| Account | Description | Program | Activity | Location | 2017-18 Actuals | 2018-19 Actuals | 2019-20 Budget | 2020-21 Requests | Priority | Program Review Justification | Comment(s) | Grant or Categorical Supported Funding |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4310 | Inst Supplies & Materials | 123010 | | | - | - | 2,500 | 2,500 | 1 | Goal #16 Provide ongoing instructional resources for the Simulation Lab. | Human Patient Simulation Supplies; The supplies are used to provide skills and career training, support quality academic programs, & to prepare students for clinical | Possible partial RP119 SWF funding |
| 4313 | Non-Inst Supplies & Materials | 123010 | | | 3,056 | 1,000 | - | - | | | See Health Careers general budget | No grant funding available for this request. |
| 5150 | Cont Instruction | 089900 | PDEPHS | | | 2,192 | | | | | | |
| 5220 | Employee Travel: Mileage to clinical sites. | 123010 | | | 1,856 | 3,109 | 4,000 | 4,000 | 1 | Goal #13 Improve RN program student retention & success. The goal is being met by faculty traveling to various clinical sites for best clinical experience. | CCA contract- to travel to Visalia, Tule Reservation, Delano and Lindsay. | No grant funding available for this request. |
| 5220 | Employee Travel: COADN Spring Conference Faculty Development | 123010 | | | | | 6,000 | 6,000 | 2 | Goal #13 Improve RN program student retention & success. Goal #17 Faculty Development to support quality academic programs, prepare students for transfer and success at a 4 year institution. BRN mandates competence in simulation. | Faculty Development | Possible partial RP119 funding |
| 5230 | Food/Meetings | 123010 | | | 94 | | | | | | | |
| | Institutional Dues/Memberships: COADN membership and NCLEX-RN | | | | | | | | | Goal #13 Improve RN program student retention & success. Goal #17 Faculty Development- Faculty have access to current material. | $500.00 subscription NCLEX-RN report and $200.00 institutional dues membership COADN. Simulation Alliance Subscription $350.00 to maintain access to simulation scenarios and pricing discounts to various courses and events. To provide a quality academic program in community college instruction. | No grant funding available for this request. |

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Contact Person:  Lupe Guillen

Submission Date:  12/2/2019

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| 5300 | report; CA Simulation Allianace Subscription | 123010 | | | | | 1,050 | **1,050** | 1 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5650 | Software Licensing/Maintenance Svcs | 123010 | | | 611 | 1,410 | 1,450 | **1,450** | 1 | Goal #13 Improve RN program student retention & success. Goal #17 Faculty Development- Faculty have access to current material. | Maintain licensing and maintenance for Kb port simlab equipment | Possible Strong Workforce grant funding. |
| | **Subtotal of Supplies** | | | | 5617 | 7711 | 15,000 | 15,000 | | | | |
| 0 | **Amount of change** | | | | | | | 0 | | **Justification:** Non-instructional costs moved to HC general fund.  Maintaining licensing and faculty development has kept our costs consistent from previous year. Grant funding has assisted with Instructional supplies and material. In 2018-2019 an increase request for instructional supplies occurred due to instructional equipment needed updating and maintenance care was needed for aging equipment. | | |

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| **Student Learning Outcomes/Service Area Outcomes**: | **Goals** : |
|---|---|
| Are there any changes to your SLOs or SAOs since your last Program Review? <br> __X_ No. <br> ____ Yes. Attach Explanation. | Are there any changes to your department's Goals since your last Program Review? <br><br> ____ No since last program update <br> __X__ Yes. Attach Explanation. Program review |
| **Staffing:** <br> Are there any Staffing changes or new requests since your last Program Review? <br> _____ No. <br> __X__ Yes. Attach Explanation. | **Technology:** <br> Are there any Technology changes or new requests since your last Program Review? <br> ____ No. <br> __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
  - o Goal #15 Improve EMT program student retention and success
  - o 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*
  - o COF funding for program technician position will be discontinued end of June 2020.
- *Professional Experts Instructional Assistants*
  - o Loss of COF funding for skills/sim lab instructional assistants. Partial funding with CCCCO Nursing Program grant.

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Contact Person:  Lupe Guillen                              Submission Date:  12/2/2019
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## 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 laptops.

## 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

**Appendix A**
**PROGRAM STUDENT LEARNING OUTCOMES FOR EMT-C PROGRAM**

**Program Student Learning Outcomes for EMT-Basic program:**
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.

**Porterville College**
**"Psychiatric Technician Program" Matrix**

**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 PT Program - Required | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Course | Course | Course | Course | Course | Course | Course | Course |
| | PTVN P010A | PTVN P010B | PTVN P010C | PTVN P010D | | | | |
| # 1 | I | I | I | I | | | | |
| # 2 | | | | I | | | | |
| # 3 | I | I | | I | | | | |

I – Introduce
D – Develop
M – Master

| PROGRAM SLO # | Semester II PT 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 PT 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 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. *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