Program Evaluation and Planning Verification Report

Health Occupations
November 2008

Program Evaluation Chair: Amy LaPan

Program Evaluation Team: Tia Madison, Patti Morgan, Victoria Worch

Statement of Completion
The Health Occupations evaluation report is complete. However, the Verification Team suggested that additional comments should be included in the area of Community Outreach and Articulation.

Strengths of the Program
- Provides program-specific advising for students interested in pursuing a career in the health field.
- Performs outreach activities in the community and at local high schools to help potential students academically prepare for entry into health and health-related programs.
- Provides prerequisite, co-requisite, preparatory, and general interest courses for students pursuing careers in health related fields.
- HEOC courses create a foundation for the Vocational Nursing, Psychiatric Technician, and Paramedics programs.
- Provides general health courses for community education and the Hospitality program.

Areas for Program Improvement
- Use district funds to retain the full-time counseling faculty member housed in HEOC. The current HEOC counselor is funded under a grant that will soon expire, leaving the division and students without an advisor who has expert knowledge about the health field. The HEOC counselor plays a vital role in student retention and outreach.
- Hire a full-time faculty member for consistency of instruction, to keep coursework relevant and current, to develop online versions of current and future courses, and identify Student Learning Outcomes in the HEOC area. Health Occupations courses are currently being taught by adjunct faculty or full-time faculty working overload. The coursework cannot be properly managed when there are no faculty committed to maintaining, improving, and developing the coursework that is at the foundation of NVC’s health career programs.
- Need to develop course-based SLO’s.
- Need to review the need for basic skills assessment due to the division’s concern that instructors are spending inordinate amount of time on remediation rather than core work. Addressing basic skills could improve student retention in these courses.

Summary of Verification Team Recommendations
HEOC is working very hard to maintain core classes with the support of adjunct instructors. Our recommendations include the hiring of a fulltime faculty member with expertise in subject matter, ability to develop SLO’s and SLO assessment for courses. We believe that it is a necessity to retain the HEOC counselor after grant funding has been exhausted. We believe that these two components will strengthen the retention and success of students in these courses. We also recommend a strategic appraisal of ways in which HEOC can enhance retention and success by exploring basic skills assessment, prerequisites, and/or learning communities.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Health Occupations

DATE: April 25, 2008

1. MISSION

A. Program Mission Statement

The Health Occupations Division houses the various health career certification programs at Napa Valley College, such as the Associate Degree Nursing, Emergency Medical Technician I (Basic) Training, Respiratory Therapy, Paramedic Training, Psychiatric Technician, and Vocational Nursing programs. Each one of these program may be found under their own subject heading in the general catalogue and schedule of classes. In addition, the Health Occupations Division offers a variety of introductory health courses to students that can assist the student in exploring health-related subjects.

B. The program falls within one or more of the following categories (check all that apply):

- [x] Transfer/Degree
- [x] Vocational
- [ ] Remediation
- [ ] Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Planning Summary and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not applicable.

B. Indicate the sources of information used in Question 2A.

- [ ] Accreditation Self-Study Planning Agenda
- [ ] Accreditation Final Report
- [ ] Previous program evaluation recommendations

Not applicable.

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not applicable.

D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.
3. CURRICULUM AND INSTRUCTION

A. Prepare/revise the Student Learning Outcomes Matrix.

B. Review the course outlines of record:
   - Assess the appropriateness of the degree and certificate requirements.
     Not applicable; the aggregation of HEOC courses do not constitute a degree or certificate program.
   - Evaluate the appropriateness of courses to the program.
     Not applicable; the aggregation of HEOC courses do not constitute a degree or certificate program.
   - Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have pre- and co-requisites been validated through the NVC curriculum process?
     Not applicable; the aggregation of HEOC courses do not constitute a degree or certificate program.
   - Determine which course outlines have not been updated since the last program evaluation or within the past five years.
   - Write SLOs for the program and for each course.
     The SLO matrix assumes that HEOC is its own integrated program. This, however, is not the case. HEOC is a loose-knit grouping of courses that constitute general health information that some students will require to enter certain Health Occupations programs. The heading also has in it some general health courses of interest to many students, but which do not fulfill pre-requisite requirements for any particular Health Occupations program.
     Each course, however, should have student learning outcomes. In the revision and review of each of these courses, the division is working toward updating all curricular content, as well as revising student learning outcomes for each class, so that instructors can assess whether students are meeting learning objectives for the class.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.
   The majority of courses are taught by adjunct faculty. In order to assure consistency across the sections to the same course to the extent possible, the Dean meets with each new adjunct faculty. Each new adjunct faculty is provided with the text, publisher instructor toolkit for the text, and is provided with the course outline of record. Each instructor is expected to exercise his/her professional judgment on formulating their lesson plans to address course material. Each instructor is asked to provide a copy of his/her syllabus for the course. The Dean reviews the syllabus to ensure that it aligns with the course outline of record.
E. Assess Student Learning Outcomes

- Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).
  Not applicable.

- Summarize your findings from the data.
  Not applicable.

- Describe how you used the data and the results to improve teaching and student learning.
  Not applicable.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  Not applicable, as this is not a degree or certificate program; SLOs for the individual courses, however, would be available through syllabi and WebCMS.
  ✔ Syllabi
  ❑ Catalog
  ❑ Brochure
  ❑ Articulation/Transfer agreements
  ❑ Website
  ✔ Other: WebCMS

F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.
  Instructors are provided with the course outline of record, documenting the content and methods for assessment that are permitted for the course. Syllabi are checked to ensure that they comply with the course outline of record, both in terms of content and assessment.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.
  This is not a program. Many of the HEOC courses are core courses students must take to enter a program. If they are unable to perform well in these courses, they likely are under-prepared in terms of study, math, or language skills and not yet well suited to a HEOC health program. Students have access to the HEOC grant-funded counselor to examine how they can improve their skills and better succeed in the future. In the absence of a grant counselor and due to the fact that HEOC is not a program, promoting retention and persistence is up to each adjunct faculty member to accomplish. This is not realistic given their temporary status at the college. In order to achieve better persistence, it is recommended that HEOC be able to retain its counselor once the grant expires.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.
  Adjunct faculty use a variety of methods depending upon the course. Methods include lecture, PowerPoint presentation, demonstration, etc. Faculty are expected to use their professional judgment to ascertain which methods they feel work best in presenting their specific subject matter.
G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?
Not applicable.

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. **COMMUNITY OUTREACH AND ARTICULATION**

   A. What recruitment and/or community outreach activities has the program engaged in or initiated?
   Not applicable.

   B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   Not applicable.

   C. What has the program done to establish relationships with the business community (if a vocational program)?
   Not applicable.

   D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   Not applicable.

   E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

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**REVIEWS AND SIGNATURES**

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

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PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

HEALTH OCCUPATIONS

Not applicable.

The SLO matrix assumes that HEOC is its own integrated program. This, however, is not the case. HEOC is a loose-knit grouping of courses that constitute general health information that some students will require to enter certain Health Occupations programs. The heading also has in it some general health courses of interest to many students, but which do not fulfill pre-requisite requirements for any particular Health Occupations program.

Each course, however, should have student learning outcomes. In the revision and review of each of these courses, the division is working toward updating all curricular content, as well as revising student learning outcomes for each class, so that instructors can assess whether students are meeting learning objectives for the class.
Not applicable, as this is not a degree or certificate program.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: Health Occupations
PROGRAM FACULTY: Various Adjuncts
DATE: April 23, 2008

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS

The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEOC 101 – Pharmacology (2007)</td>
<td></td>
</tr>
</tbody>
</table>

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2008

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEOC 88 – Health Promotion Training on Diabetes Self-Management (2001)</td>
<td>These courses all require review and the addition of SLOs. HEOC 364 must be converted to an online format and revised to be included in the EMT program code, as it is an EMT-I re-certification class. Currently, faculty are working on revising HEOC 100 and HEOC 172 to include SLOs and to include online versions of these courses.</td>
</tr>
<tr>
<td>HEOC 100 – Basic Anatomy &amp; Physiology (2005)</td>
<td></td>
</tr>
<tr>
<td>HEOC 172 – Basic Nutrition (2002)</td>
<td></td>
</tr>
<tr>
<td>HEOC 200 – Forensic Mental Health Nursing (2002)</td>
<td></td>
</tr>
<tr>
<td>HEOC 298 – Selected Topics in Health Occupations (2002)</td>
<td></td>
</tr>
<tr>
<td>HEOC 370 – Therapeutic Massage (2002)</td>
<td></td>
</tr>
<tr>
<td>HEOC 372 – Intravenous Therapy (2000)</td>
<td></td>
</tr>
</tbody>
</table>
Review of course content and the addition of SLOs will need to occur in all the other courses listed above over the next three years.

C. COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status.

<table>
<thead>
<tr>
<th>COURSE NUMBER: OBSOLETE</th>
<th>COURSE NUMBER: ARCHIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEOC 185 – Spanish for Health Professionals – Part I (1983)</td>
<td></td>
</tr>
<tr>
<td>HEOC 186 – Spanish for Health Professionals – Part II (1983)</td>
<td></td>
</tr>
<tr>
<td>HEOC 190 – Health Related Pest Control (1986)</td>
<td></td>
</tr>
<tr>
<td>HEOC 300 – Cross Cultural Health Care (2006)</td>
<td></td>
</tr>
<tr>
<td>HEOC 371 – Basic Anatomy &amp; Physiology (2002)</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS
HEOC 360 can be archived in Spring 2009 when EMT 95 will replace it.

2. NEW COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 97</td>
<td>Emergency Medical Technician Refresher (to replace HEOC 364)</td>
<td>1.5</td>
</tr>
</tbody>
</table>

COMMENTS

3. COURSE-LEVEL STUDENT LEARNING OUTCOMES

The large portion of the HEOC courses require work on SLOs and need to be updated. The challenge in accomplishing this is that no faculty actually “owns” these courses, and working with adjunct faculty to revise them poses certain limitations.

4. DEGREE OR CERTIFICATE REVISION TIMELINE

Not applicable.
# HEOC Curriculum Review

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Outline Updated in Last Five Years?</th>
<th>SLOs formulated for the course?</th>
<th>SLOs made public via …?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEOC 100 – Basic Anatomy &amp; Physiology</td>
<td>2005</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 101 – Pharmacology</td>
<td>2007</td>
<td>Yes</td>
<td>WebCMS Syllabus</td>
</tr>
<tr>
<td>HEOC 171 – Medical Terminology</td>
<td>2007</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 172 – Basic Nutrition</td>
<td>2002</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 173 – Chinese Medicine</td>
<td>2007; recommended for deletion</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 185 – Spanish for Health Professionals – Part I</td>
<td>1983; recommended for deletion</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 186 – Spanish for Health Professionals – Part II</td>
<td>1983; recommended for deletion</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 190 – Health Related Pest Control</td>
<td>1996; recommended for deletion</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 199 – Independent Study: Health Occupations</td>
<td>2002</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 200 – Forensic Psychology</td>
<td>2004; recommended for deletion</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 298 – Selected Topics in Health Occupations</td>
<td>2002</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 300 – Cross Cultural Health Care</td>
<td>2006; recommended for deletion</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 360 – Emergency Medical Technician</td>
<td>2000; recommended for deletion in Spring 2009; being replaced by EMT 95</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 364 – Emergency Medical Technician Refresher</td>
<td>2000; needs to be revised and placed in the EMT program code</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 370 – Therapeutic Massage</td>
<td>2002</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 371 – Basic Anatomy &amp; Physiology</td>
<td>2002; recommended for deletion</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HEOC 372 – Intravenous Therapy</td>
<td>2000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 376 – Skills Assessment</td>
<td>2000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>HEOC 88 – Health Promotion Training on Diabetes Self-Management</td>
<td>2001</td>
<td>No</td>
<td>-</td>
</tr>
</tbody>
</table>
PROGRAM EVALUATION AND PLANNING

PROFESSIONAL DEVELOPMENT INFORMATION

**PROGRAM:** Health Occupations

Please list the notable flex activities, workshops, and/or courses attended in the past 6 years in the following categories. Attach additional page if necessary.

Not applicable.

Please list the professional activities (grants, sabbaticals, scholarly projects, research, publications, presentations) completed in the past 6 years. Attach additional page if necessary.

Not applicable.

Please list the campus committees and/or other activities you have been a member of in the past 6 years:

Not applicable.

Please list any professional organizations and/or community organizations in which you are a member.

Not applicable.

Identify professional development needs (use format from [Schedule G](#), Professional Development Needs).

See Schedule G.
5. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

As has been mentioned previously in this report, courses under the HEOC classification do not constitute a “program.” Rather, they represent a group of various pre-requisite courses for the healthcare certificate and degree programs, as well as a few general interest courses related to health topics. This reality is reflected in the data, which states that 50% of the survey respondents were enrolled in HEOC courses for degree or certificate requirements. Another 37% enrolled for general education or personal interest considerations.

Enrollment trends in the HEOC courses, in general, reflect an increase of 13.1%. This is to be expected considering the high profile nature of healthcare and the widely publicized need for more healthcare practitioners across the state. Based on the fact that 50% enroll in HEOC courses for degree or certificate requirements, it is clear that many are focused on entering a health career.

While the demand continues to exist for an increase in the number of allied healthcare practitioners, it is expected that enrollment in general HEOC courses will remain strong.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

The average class size in HEOC is 152% to 164% larger than the average class size of the college as a whole. Program averages run from 35 to 41 students, while college averages range from 23 to 25 students. (Individual HEOC courses range from an anomalous low of 15 to a high of 67.)

HEOC also performs well above college norms for load and productivity. While the college has identified target load as 525 and target productivity at 17.5, recent data provided by the college researcher demonstrate actual college-wide load at approximately 391 and productivity at 13. HEOC averages 164% of the college-wide load, specifically an average of 642 (with an anomalous low of 555.85 and a high of 712.6). HEOC productivity averages 21.4, 165% of the college average of 13 (with an anomalous low of 18.53 and a high of 23.76).

<table>
<thead>
<tr>
<th>HEOC</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Spring 2006</th>
<th>Spring 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size</td>
<td>39.0</td>
<td>40.6</td>
<td>34.8</td>
<td>39.0</td>
<td>40.6</td>
<td>34.8</td>
</tr>
<tr>
<td>Load</td>
<td>638.65</td>
<td>698.61</td>
<td>555.85</td>
<td>712.60</td>
<td>612.50</td>
<td>630.86</td>
</tr>
<tr>
<td>Productivity</td>
<td>21.29</td>
<td>23.29</td>
<td>18.53</td>
<td>23.76</td>
<td>20.42</td>
<td>21.03</td>
</tr>
</tbody>
</table>
C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

While most students were satisfied with the course offerings and times, it was suggested that there is a larger proportion of students not reflected in the data who are not content with the times courses are offered.

Unfortunately, the HEOC courses are primarily staffed by part-time faculty. Given the challenges of finding qualified individuals to teach health related subjects, course offerings necessarily reflect the availability of these instructors.

In the instances where full-time faculty are available to teach these subjects, their offerings are scheduled at times when they are not in clinical or lecture classes for the healthcare program in which they are primarily hired to teach.

In short, a dynamic tension exists between staffing and student need that is resolved to the division’s best ability each semester.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

The satisfaction data shows an overall high level of satisfaction with the HEOC classes. 93% of students reported that the classes met their needs. 80% said that the classes provided an appropriate balance of lecture, group work, and other activities. 82% were pleased with the instructional methods being used. 91% were satisfied with the course offerings at this time. 78% were satisfied with the times courses were offered. 89% felt the syllabi were clear and easy to understand. 94% felt course expectations were easy to understand. 92% felt courses material was presented fairly and objectively. 90% felt the facilities for the classes were appropriate.

Clearly, the area of least satisfaction surrounds the times courses are offered. As mentioned in the previous section, several significant challenges exist in being able to offer a wide variety of times for each of these classes.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

This program provides pre-requisite knowledge for students seeking to pursue a health career field. These courses are particularly relevant for students entering the PTEC and LVN programs. These classes do not represent duplication of training.

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

The difference between the retention rate and successful course completion rate is higher than compared to the rest of the campus. These classes have large enrollment at the outset. Instructors do their best to drop students who they identify that do not show. However, there are also students who show but then pull themselves out of the class without ever dropping the class formally with Admissions & Records.

It’s a problem further complicated by the fact that many students seek to begin a health career pathway who do not possess the requisite academic skills. HEOC 100 and HEOC 101 are difficult courses for students who are not academically well-prepared.

In order to alleviate some of these issues, it is believed that trying to educate the student populous through the offering of HEOC 95 that allows health career exploration and helps prepare students for the realities of the academic rigors required of health occupations will help alleviate some of
these issues. In addition, having an experienced HEOC counselor located in HEOC has helped catch many of the students seeking advice about pursuing a health career. The resident counselor has been able to educate, produce education plans, and channel students to the appropriate coursework they must complete in order to be well-prepared for taking on health related courses.

6. **Student Equity and Success**

   A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The HEOC courses are a mix of classes. Some courses are truly general education or preparatory courses for specific programs, such as the VNC, Psychiatric Technician, and most recently the newly added Paramedic Program. These courses are HEOC 100, Anatomy & Physiology; HEOC 101, Pharmacology; HEOC 171, Medical Terminology, and HEOC 172, Nutrition.

HEOC 88, Health Promoters, is a specialty class for community members to teach laypersons how to education their own communities about specific conditions, such as diabetes. HEOC 173, Chinese Medicine, has been archived due to low enrollment and the absence of qualified instructors to teach the course. HEOC 370, Massage Therapy, is still offered but does not provide any kind of transfer credit. And HEOC 372, IV Therapy, is geared towards Vocational Nursing (VN) students or health care practitioners who wish to refresh their IV skills.

These considerations should be taken into account when considering the enrollment, retention, and course completion data. The enrollment trend in HEOC 88 has risen over the last couple of years, due to faculty in the ADN program working more closely with Clinic Olé, the low-income healthcare provider for Napa County. In the last year, ADN faculty acquired a grant to revitalize and work on developing courses for Latino laypersons, to train them to be healthcare promoters in their own communities on subjects such as diabetes and men’s health.

Enrollments for health program requirements, like HEOC 100, HEOC 101 have dropped, while enrollment in HEOC 171 and HEOC 172 have gone up slightly or dropped slightly. The reduction in enrollments for the common pre-requisite courses like HEOC 100 and HEOC 101 may be explained in part by the increased opportunities to take these courses in the online format. During the 2007-2008 academic year, pharmacology was offered online for the first time at NVC; however, the number of in-person courses was not reduced. The number of in-person medical terminology courses offered, however, was reduced when the number of online sections was increased; hence, the slight increase in section sizes. HEOC 172 will tend to hold enrollment since as it is a co-requisite for the VN and PTEC programs.

Overall, enrollments in HEOC courses have increased compared to the campus as a whole, since job opportunities in healthcare areas have been widely publicized. The challenge for healthcare programs is the need for students to arrive in HEOC pre-requisite courses and in its programs with their basic skills and/or ESL issues remediated. HEOC courses are the inappropriate place in which to remediate these kinds of issues with students.

The challenge for several of the healthcare programs is the inability to make basic skills or ESL classes pre-requisites to these HEOC courses or to the healthcare programs themselves, because they would affect the unit levels for the programs, an issue which has implications for the various state accrediting agencies like the Board of Registered Nursing (BRN). The basic skills and successful completion rates are affected thusly because students arrive to take HEOC pre-requisites without having the appropriate academic preparation. For instance, in the Anatomy and Physiology course, the instructors have polled the course for the last few years, asking students if they had taken basic biology or chemistry in the last five years, the assumption being that many
would have had these basic courses in high school. Well over half the students responded that they had not taken introductory biology and chemistry. Many clearly do not have the language skills or the math skills, let alone the introductory science information, to succeed in these survey courses. Thus, it is not surprising that the HEOC 100 and 101 are consistently lower in student performance than the college as a whole. These are rigorous college-level courses. The material in each has been streamlined and simplified for a general audience to the extent possible. Despite this, there are still low numbers across all diversity groups who retain or successfully complete these courses.

The nature of healthcare is to teach students the didactic and skills knowledge they will require in order to be safe patient care practitioners. Hence, a plan must be addressed in order to remediate students, to improve retention and completion rates in the courses. Because of the mission of healthcare programs, the safest place to do this is prior to student enrollment in healthcare prerequisite or health program courses.

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

The HEOC Division, through a grant, has implemented a health careers counseling course. It is hoped that students will opt to enroll in this class and educate themselves more fully about the demands and educational requirements of various health occupations. In addition, a dedicated career counselor in health occupations has helped in setting up educational plans for students interested in health occupations. The counselor has been able to impact students who are willing to invest time in their education. The challenge in adopting a plan will be encouraging students to spend extra time remediating their skills prior to entering health care pre-requisites or programs.

Another strategy is to hire a full-time faculty member to teach the multiple sections of these HEOC courses. Use of part-time faculty in these general courses make it exceptionally difficult to ensure continuity and quality of instruction, especially when there are not adjuncts available to return each semester to teach. This means these courses are subject to continual faculty turnover.

C. What has the program done to formalize links with support services for students?

The Division has done this via obtaining a grant to have a full-time counselor in the Division. However, the grant will terminate at the end of this academic year. Having a counselor present has improved access to services, since faculty can refer students to a specific counselor who specialized in healthcare programs. This means the student never has to be sent outside of the division for help. Instead, they come to the office and can make an appointment. Faculty know the counselor and can speak with the counselor directly for advice on managing a student situation or on how best to link the student with services. The professional relationship developed between the counselor and the faculty has been very effective in improving faculty knowledge of services and in bridging the student from the classroom to accessing those services.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

Most of the HEOC courses are staffed by part-time instructors. Some full-time instructors agree to teach in the HEOC area as overload. There is need for a full-time faculty especially to work with the core curriculum in the HEOC area (HEOC 100, 101, and 172). Part-time and full-time faculty on overload do not have the time to work on improving this curriculum or on making it receptive to changing needs. Given that these classes are foundational to several healthcare programs, it is important to hire a full-time faculty that can teach the courses and provide curricular oversight and development.

The addition of a tenure-track faculty member will allow this “program” to remain in compliance with WASC accreditation standards (Section II.2. and Section II.2.e), as there is no subject-matter expert presently available to take the lead on the development of SLOs and their evaluation.
E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)
   Not applicable.

F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on Schedule A, Program/Discipline Plan.
   See Schedule A.

7. **PLANNING & BUDGET REQUESTS**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. **Program/Discipline Plan**

   Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.
   See Schedule A.

B. **Staffing**

   Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.
   See Schedule B.

C. **Operational Budget**

   Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.
   See Schedule C.

D. **Program-Specific Equipment**

   Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.
   See Schedule D.
E. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.
See Schedule E.

F. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.
See Schedule F.

G. Professional Development

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.
2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.
See Schedule G.

H. Learning Resources/Media Materials

Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.
See Schedule H.
## Program/Discipline Plan

### Health Occupations

<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3, #5, #6</td>
<td>Sections 3F, 5F, 6B, 6C (pages 3, 12-14)</td>
<td>Improve student success (retention and persistence)</td>
<td>1a</td>
<td>Hire dedicated HEOC counselor</td>
<td>Funding for counselor to be stationed in HEOC; grant funding that currently supports HEOC counselor will terminate March 2009.</td>
</tr>
<tr>
<td>#3, #5, #6</td>
<td>Sections 5A, 5C, 6B, 6D (pages 11-14)</td>
<td>Improve student success (retention and persistence)</td>
<td>1b</td>
<td>Hire full-time HEOC instructor to teach core pre-requisite courses for VN, PTEC, &amp; Paramedic programs, and to bring curricula into compliance.</td>
<td>Funding for 1.0 FTE HEOC faculty member</td>
</tr>
<tr>
<td>#3, #5, #6</td>
<td>Section 3F (page 3)</td>
<td>Improve student success (retention and persistence)</td>
<td>2</td>
<td>Offer HEOC 95 on a regular basis</td>
<td>Additional scheduling units to offer course.</td>
</tr>
<tr>
<td>#3, #4</td>
<td>Curriculum Action Plan (pages 7-8)</td>
<td>Create online versions of courses</td>
<td>3</td>
<td>▪ Funding and an instructor hired to create online versions of HEOC 100 &amp; HEOC 172 ▪ Identify subject matter expert who can convert HEOC 364 to an online format and revise the course to fit in EMT program code</td>
<td>Stipend to pay a subject-matter expert to create HEOC 364 as an online course</td>
</tr>
<tr>
<td>#3, #4</td>
<td>Section 3B (page 2)</td>
<td>Revise courses to bring course content up to date and to include SLOs</td>
<td>4</td>
<td>Adjunct faculty identified who can revise course and develop appropriate SLOs</td>
<td>Stipends to pay adjunct faculty</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

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### Program Evaluation Section

2. Accreditation & External Reviews
3. Curriculum & Instruction
4. Community Outreach & Articulation
5. Enrollment Trends & Student Satisfaction
6. Student Equity & Success
**Accreditation reference:** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**List in priority order:** Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Counselor Position</td>
<td>New</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

The Division requests that a full-time counseling faculty member be housed in HEOC. Presently, a grant funds the Division’s counselor, who intervenes with prospective students interested in pursuing a health career but who may not yet have the requisite math and language skills. The counselor has been an important addition to the Division to assist with at-risk students. The grant that funds this counselor is soon to run out. The Division is requesting that a counselor be allowed to remain in HEOC past the grant end date, especially because prospective HEOC students constitute a large portion of the students that counselors see. Continuing this dedicated counselor position will strengthen retention and, thus, recover a portion of the cost. This is a high volume/workload position that will soon be lost.

| Full-time Faculty Position                  | New  | 1.0 |       |

The Division requires a full-time faculty position to teach the core pre-requisite courses for the VN, PTEC, and Paramedic programs.

Most of the HEOC courses are staffed by part-time instructors. Some full-time instructors agree to teach in the HEOC area as overload. There is need for a full-time faculty to especially work with the core curriculum in the HEOC area (HEOC 100, 101, and 172). Part-time and full-time faculty on overload do not have the time to work on improving this curriculum or on making it receptive to changing needs. Given that these classes are foundational to several healthcare programs, it is important to hire a full-time faculty that can teach the courses and provide curricular oversight and development.

The addition of a tenure-track faculty member will allow this “program” to remain in compliance with WASC accreditation standards (Section II.2. and Section II.2.e), as there is no subject-matter expert presently available to take the lead on the development of SLOs and their evaluation.

*N=New, R=Replacement

Submitted By:                                Approved By:

__________________________________________  _______________________________________
Budget Center Manager                       President/Vice President
**REQUEST FOR OPERATING BUDGET AUGMENTATION**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56410 Instructional Equipment</td>
<td>$700</td>
<td>This is to replace outdated DVDs for many of the HEOC courses.</td>
</tr>
</tbody>
</table>
| 11451 Special Projects Stipends | $2000 | The Division is requesting approximately four $500 stipends to pay adjunct faculty to assist in HEOC curriculum revision and the development of online courses. This will be key for converting the EMT refresher course, which is required per accreditation standards to be offered, to the online format. This online format is the current industry standard and would replace the face-to-face course. Other courses will be revised and re-formatted with SLOs.

Given that most of the HEOC courses are taught by adjuncts, assistance will be needed to revise much of this curriculum. The online format results in more efficient facility utilization and, thus, cost savings that might offset the cost of stipends; in future, the online courses will accrue further savings. |

Submitted By:  
Approved By:  

Budget Center Manager      President/Vice President
**Program Specific Equipment Request**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

**List in priority order:** Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td>Nothing requested.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| B. Non-instructional | Nothing requested. | |

Submitted By: ____________________________  Approved By: ____________________________

Budget Center Manager  President/Vice President
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer-related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order. Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

Nothing requested.

Cost estimates will be provided for priority projects only.

Submitted By:            Approved By:
______________________________     ______________________________
Budget Center Manager         President/Vice President
Facilities Improvement/Renovations Request

Accreditation Reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order. Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

Nothing requested.

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________

Approved By: ______________________________

Budget Center Manager

President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   Faculty are adjunct. Adjunct faculty presently receive a limited amount of training at the adjunct orientation. Full-time faculty access training opportunities through their respective programs and campus resources.

2. What pedagogical training needs have been identified in your program review?
   Not applicable. HEOC is not a program.

3. What types of technology does your program use? What technology training needs have you identified?
   Not applicable. HEOC is not a program. Adjuncts usually need just to know how to operate technology in NVC classrooms.

4. What are the leading publications specific to your discipline and/or program?
   Not applicable. HEOC is not a program.

Submitted By: ________________________________

Approved By: ________________________________

Budget Center Manager

President/Vice President

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### LEARNING RESOURCES/MEDIA MATERIALS REQUEST

**Books including Reference:**
Number of titles to add: 0
Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:
Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
Recommendations/comments:
Estimated cost for new materials:

**Periodical Titles: (Newspapers, Journals, Magazines)**
Number of titles to add: 0
Recommendations/comments:
Estimated cost for new materials:

**Electronic Databases and Indexes:**
Number of databases to add: 0
Recommendations/comments:
Estimated cost for new materials:

**Media Collection (closed captioned or DVD):**
Number of titles to add: 2-5
Recommendations/comments:
Estimated cost for new materials: $700

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Yes [x] No__ Are library/learning resource service hours adequate for this course/program?

Yes [x] No__ Is the quantity of materials sufficient for students within needed time frame?

Yes [x] No__ Will library/learning resources assignments be used in your course?

Yes __ No [x] Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

______ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

X To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

**Program Achievements** (major achievements, changes, implementations, progress since last program review)
The division made great strides in the last year to reorganize the HEOC program code. The virtually moribund EMT program was revitalized with the cooperation and guidance of professionals in the local EMS community and placed under its own program code. Further, the division developed online versions of medical terminology and pharmacology courses. These online courses have been very successful.

**Strengths** (unique characteristics, special capacities)
The HEOC “program” is of critical importance to the Vocational Nursing, Psychiatric Technician, and Paramedic programs. It contains pre-requisite and co-requisite coursework for these programs, as well as general health courses that serve the Hospitality Program and meet community educational needs, particularly for the low-income Latino community.

**Challenges** (concerns, difficulties, areas for improvement)
Keeping the co- and pre-requisite coursework in step with and responsive to the HEOC healthcare programs, however, is increasingly complex, as no tenured faculty member currently teaches in these courses on a regular basis. Most of the current HEOC faculty are overloaded and unable to dedicate any significant amount of time to teaching HEOC courses, let alone to revising or evaluating student learning outcomes. This is pause for concern in light of WASC accreditation standards (Section II.2. and Section II.2.e), which expect a subject-matter expert to be available to take the lead on SLO development and evaluation.

In addition, the lack of a full-time faculty member in the HEOC curriculum hampers the ability to have a person dedicated to cooperating with the HEOC Counselor on addressing issues of persistence and retention. The HEOC Counselor has been critical in working with HEOC faculty as a referral source for struggling students. In addition, the counselor teaches a general HEOC introduction course to assist students in better preparing for healthcare study, thus promoting better retention and persistence rates in HEOC courses and programs.

The goal of asking for a full-time HEOC faculty member and counselor is to ensure that students receive the highest quality of education and that the pre-requisite and co-requisite coursework remains in step with healthcare programmatic needs. In addition, the request for a counselor is to ensure that resources exist to help HEOC with improving persistence and retention among its students. This would be a sound investment of faculty resources, as the HEOC program consistently has high load figures that are well above 525 set as a target by the college.

**Process:** Briefly describe the process used to complete the PEP Report.
Curriculum review was largely conducted by the HEOC Dean as no faculty were available to perform this portion of the PEP. Most of the full-time faculty are already on overload and could not absorb responsibilities outside their program areas; in addition, adjunct faculty could be offered no remuneration for work performed.

Consultation with program faculty and adjunct faculty did occur in terms of the best way to see HEOC courses, such as HEOC 100, 101, 171, 172, etc. reflect content necessary for preparing students for specific HEOC programs. Program coordinators, HEOC faculty, and adjuncts made several recommendations contained in this report.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the VP (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

**Verified on:** ______________________________

**Verification Committee Signatures:** ______________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________

**Date Letter Sent:** ______________________________

**Recommend review in 2 years:** Yes _____ No _____