

SECTION I: INTRODUCTION

**Program Name**  
Health Occupations

**Academic Term of Comprehensive (Three-Year) Review**  
Fall 2025

**Brief History of the Program**  
The courses within the HEOC program have been in place, in various iterations, since 1984. These courses were developed to provide prerequisite course training for the psychiatric technician program, the vocational nursing program, and to a smaller degree the paramedic program. The requirements that were in place via the COR for each course was predicated upon accrediting body requirements for licensure in the programs listed above.

**Alignment with Institutional Mission**  
The courses listed support the Institutional Mission by providing opportunities for a career in specific healthcare careers that are community-oriented.

**Taxonomy of Program**

Program	Health Occupations
Degree(s)/Certificate(s)	N/A
Courses	HEOC-90/372 – Intravenous Therapy
	HEOC-100 – Basic Anatomy & Physiology
	HEOC-101 - Pharmacology
	HEOC-171 – Medical Terminology
	HEOC-172 – Basic Nutrition

Program (Health & Safety) - Health Occupations (General): Program Review

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Health Occupations	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	316	310	461	45.9%
Institution	6,161	6,588	7,034	14.2%
Enrollment				
HEOC-90/372	18	0	52	189%
HEOC-100	104	108	106	1.9%
HEOC-101	119	117	121	1.7%
HEOC-171	118	118	170	44.1%
HEOC-172	95	78	118	24.2%
Program	454	421	567	24.9%
Institution	23,489	25,075	27,646	17.7%
Source: SQL Queries for Fall 2025 Program Review				
Green shading denotes increases > 10%.				
Pink shading denotes decreases > 10%.				

Describe the trend in enrollment within the program over the past three years.

Enrollment has increased

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	45.9%	24.9%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend

Program trend deviates from the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the program level exceeds the change at the institutional level

Describe the factors that contributed to the recent enrollment trend within the program.

Since the last Program Review, these courses became more relevant for the vocational nursing and psychiatric technician programs. Curiously, the vocational nursing program was discontinued in December, 2024 due to lack of interest and the psychiatric technician program has all but eliminated these courses as prerequisites due to statewide legislation limiting hours for psychiatric technician programming.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

## Program (Health & Safety) - Health Occupations (General): Program Review

### A.2 AVERAGE SECTION SIZE

#### Average Section Size Data

Health Occupations	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HEOC-90/372	2	9.0	0	0	3	17.3	14.0	92.2%
HEOC-100	3	34.7	3	36.0	3	35.3	35.3	1.7%
HEOC-101	3	39.7	3	39.0	3	40.3	39.7	1.5%
HEOC-171	4	29.5	4	29.5	4	42.5	33.8	44.1%
HEOC-172	3	31.7	3	26.0	3	39.3	32.3	24.0%
<b>Program</b>	<b>15</b>	<b>30.3</b>	<b>13</b>	<b>32.4</b>	<b>16</b>	<b>35.4</b>	<b>32.8</b>	<b>16.8%</b>
<b>Institution</b>	<b>1,010</b>	<b>23.3</b>	<b>1,045</b>	<b>24.0</b>	<b>1,055</b>	<b>26.2</b>	<b>24.5</b>	<b>12.4%</b>
Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.								
Green shading denotes increases > 10%.								
Pink shading denotes decreases > 10%.								

**Describe the trend in average section size within the program over the past three years.**

Average section size has increased

#### Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
<b>Program</b>	32.8	16.8%
<b>Institution</b>	24.5	12.4%

#### Relative Average Section Size Trend

Program average exceeds the institutional average

#### Relative Change in Average Section Size

Change at the program level exceeds the change at the institutional level

**Describe the factors that contributed to the recent trend in average section size within the program.**

Return to pre-pandemic numbers indicates that students are taking these courses as preparatory for a variety of uses, including at the high school level as CCAP. Over a short period of time, these courses are expected to be archived as they relate to NVC programs but enrollments indicate that there may be a demand for these courses to be CCAP courses that can carry transfer level opportunities for students.

**Do the trends suggest that changes are necessary to increase average section size?**

No

## Program (Health & Safety) - Health Occupations (General): Program Review

### A.3 FILL RATE & PRODUCTIVITY

#### Fill Rate Data

Health Occupations	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	454	421	567	24.9%	1,442
Capacity	595	545	630	5.9%	1,770
Fill Rate	76.3%	77.2%	90.0%	13.7%	81.5%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%
Source: SQL Queries for Fall 2025 Program Review					

#### Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have varied relative to institutional fill rates over the past three years. The three-year program rate exceeds the three-year institutional rate.

#### Productivity Data

Health Occupations	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	39.1	39.3	44.6	14.1%	123.0
FTEF	2.9	2.4	2.7	-6.9%	8.0
Productivity	13.5	16.4	16.5	22.5%	15.4
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9
Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)					

#### Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	81.5%	15.4	13.7%	22.5%
Institution	78.6%	10.9	9.8%	12.2%

#### Compare program-level productivity with institution-level productivity over the past three years.

Program productivity has consistently exceeded institutional productivity.

#### Describe the factors that contributed to recent trends in fill rate and productivity within the program.

Productivity is an example of two adjunct instructors serving all of these courses with the exception of HEOC 90. It is slightly reduced when HEOC 90 is offered (and administered) as that particular course requires a minimum of three instructors to safely instruct, and comply with accrediting body standards, the course. Fill rates are a product of limiting the number of sections and the courses being offered in an online format.

#### Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

No

## Program (Health & Safety) - Health Occupations (General): Program Review

### B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

#### Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	92.8%	≈	91.8%
Successful Course Completion Rate	79.9%	>	<b>73.5%</b>
Difference	<b>12.9%</b>	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the summary course retention and completion data.

None needed at this time.

#### Course-Level Retention & Completion Data

Health Occupations	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)
Course	Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
		Higher	Lower		Higher	Lower	
HEOC-90/372	100%	X		100%	X		0%
HEOC-100	92.8%	--	--	82.1%	X		10.7%
HEOC-101	95.2%	X		80.9%	--	--	14.3%
HEOC-171	96.3%	X		81.7%	X		14.6%
HEOC-172	83.0%		X	68.9%		X	14.1%
Program	92.8%			79.9%			12.9%
Institution	91.8%			73.5%			18.3%
Source: SQL Queries for Fall 2025 Program Review							
*Indicates that data are suppressed due to low N (< 10).							
-- Indicates a value that is within 1% of the program-level rate.							
<b>Bold italics</b> denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in <b>bold italics</b> .							
Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.							
Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.							

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

Nothing specific is necessary. HEOC 172 is a course that students typically start and then are challenged due to the perception that they are "experts" in nutrition. The course content is a bit different than what the students may see/hear on social media or advertising (local, state, and national).

## Program (Health & Safety) - Health Occupations (General): Program Review

### B.2. STUDENT EQUITY

#### Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Health Occupations	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	90.8%	>	89.7%
	African American/Black	<b>83.2%</b>	<	89.5%
	Native American	*		86.0%
Successful Course Completion Rate	Ages 19 or Younger	80.2%	>	<b>71.9%</b>
	African American/Black	62.2%	<	65.2%
	Latinx/Hispanic	81.5%	>	<b>70.4%</b>
	Native American	*		64.3%
	First-Generation	77.0%	>	<b>67.9%</b>
Source: SQL Queries for Fall 2025 Program Review <b>Bold italics</b> denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in <b>bold italics</b> . *Indicates that are suppressed due to low N (< 10).				

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

The retention rates for African-American/Black is statistically lower than institutional levels while the successful course completion for the same demographic is slightly lower than institutional levels yet all other metrics are consistent with institutional levels.

Do the program-level figures on course retention and completion suggest that changes are necessary?

No

Describe proposed actions the program will take around student equity.

Review possible alterations that may improve the rates specific to African-American students.

### B.3 DELIVERY MODE

#### Comparison of Retention and Successful Course Completion Rates by Delivery Mode

Health Occupations			
Retention & Successful Course Completion by Delivery Mode			
	In-Person	Comparison	Hybrid
Retention Rate	100%	=	100%
Successful Course Completion Rate	100%	=	100%
Source: SQL Queries for Fall 2025 Program Review This table compares student performance in courses offered through multiple delivery modes within the same academic year. <b>Bold italics</b> denote a significantly lower rate within that delivery mode.			

#### Courses Included in Analysis by Delivery Mode

Courses Included in Analysis by Delivery Mode	
Comparison	Course(s) and Academic Year(s)
In-Person vs. Hybrid	HEOC-90/372 in 2024-2025

Reflect on the comparison of retention and successful course completion rates by course delivery mode. Identify any areas of concern.

None. All courses, other than HEOC 90, are offered online. In the last two years, HEOC 90 has switched to a hybrid model wherein lecture content is online while the activity portion of IV administration is done in a lab setting (in-person).

Do the differences between retention or/and successful course completion among different delivery modes suggest that changes are necessary?

No

## Program (Health & Safety) - Health Occupations (General): Program Review

Describe proposed actions the program will take around course delivery mode.

None

### C.1 PROGRAM COMPLETION

### C.2 JOB PLACEMENT RATES

### C.3 LICENSURE EXAM PASSAGE RATES

## SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
HEOC	90	3/7/25 3/7/25	Updating course number	Yes/ 3/7/25	SU/25			X
HEOC	100	In process	Revise online component to permanent online, hybrid vs. emergency only	Yes/ In Process	SU/25			X
HEOC	101	In Process	Revise online component to permanent online, hybrid vs. emergency only	No	SU/25			X
HEOC	171	10/1/24 12/6/24	Implied occupational status	No	SU/25			X
HEOC	172	In Process	Revise online component to permanent online, hybrid vs. emergency only	No	SU/25			X

### **Describe the alignment between the Program Map(s) and the NVC Catalog.**

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

### **Describe the factors that contributed to the consistency/discrepancy identified in the two sources.**

Simple, no frills mapping for these courses as they were prerequisites for two programs....one that is discontinued and one that has removed these courses as required.

### **Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?**

No

### **D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG**

#### **Describe the alignment between recent course offerings and program requirements.**

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported



## Program (Health & Safety) - Health Occupations (General): Program Review

Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).

Simple, no frills mapping for these courses as they were prerequisites for two programs....one that is discontinued and one that has removed these courses as required.

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

No

## SECTION IV: LEARNING OUTCOMES ASSESSMENT

### A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Current NVC Catalog

Were any discrepancies between outcomes statements across the locations identified?

No

### B. STATUS OF LEARNING OUTCOMES ASSESSMENT

#### B.1 Course Level

Health Occupations	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
5	2	5	40.0%	100%

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

Yes

Describe the proposed actions the program will take around status of learning outcomes assessment.

These courses are ancillary to our regular HEOC discipline programs. There are no regular, full-time assigned faculty who teach these courses. A plan will be devised to ensure regular assessment as the courses are evaluated for archiving.

### C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

#### Summary of recent assessment findings

These courses are under review for archiving or a reduction in the number of offerings and restricting only to CCAP.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

No

## SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

### Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
None to report		

Will any components of the last program plan be carried over into the plan that results from the current review process?

No



## Program (Health & Safety) - Health Occupations (General): Program Review

### SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

#### Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
		1			
		2			
		...			

### SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

#### Resource Needs

Resources Needed to Implement Program Plan		
Initiative/Component #	Resource Type	Resource Description
1	N/A	No specific resources are required other than adjunct instructor(s) to instruct the courses as they are offered.
2		
...		

### SECTION VIII. OVERVIEW

#### A.1 Assessment of State of the Program

Stability

#### A.2 Rationale for the State of the Program Selected

These courses (not a program) have enjoyed strong enrollments as they were specifically tied to the Psychiatric Technician (PTEC) and Vocational Nursing (VN) programs. Since the discontinuation of the VN program and the transition of the PTEC to no longer require these courses, discussions will be held as to the need and viability of these courses. HEOC 100 course is still an option for the Paramedic program but the number of enrollments in this course related to the Paramedic program is not consequential.

#### B.1 Major Findings: STRENGTHS

- \* Courses were available as prerequisites for two certificate programs which elicited consistent enrollment.
- \* Courses typically instructed by adjunct instructors thus limiting financial impact(s) to college.

#### B.2 Major Findings: AREAS FOR IMPROVEMENT

Necessary to evaluate the viability and need for these courses into the future. HEOC 100 or HEOC 101 may be useful as CCAP offerings but the need for these courses as prerequisites for program entry is no longer a solid enrollment incentive.

#### C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Courses have been held in a format/mode that was conducive to student requests/needs.

#### D. New Objectives/Goals

Assess viability of continuing these courses.

#### E. List of Individuals Who Contributed to the Report/Participated in Process

Robert Harris, G. Scott Rose, Andrea Ruybal, Karen Canepa

## Program (Health & Safety) - Health Occupations (General): Program Review

### ADMINISTRATIVE FEEDBACK

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#### **Supervising Administrator**

Robert Harris

#### **Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum.**

The HEOC series of courses have been fairly successful in enrollments, retention and student success. The courses have been direct prerequisites for both the PTEC and VN programs, both of which no longer require them due to curriculum changes and program discontinuation, respectively. To that end there would appear that they may not be necessary moving forward.

#### **Areas of concern, if any**

The lack of these courses being direct prerequisites for healthcare programs may lead to their archival. Concurrently, there is the possibility that one or two may be appropriate for CCAP offerings at local high schools. A review of the efficacy of these courses will be completed to assess the need for these courses versus archival.

#### **Recommendations for improvement**

Review these courses for efficacy and student need moving forward.

#### **Additional information regarding resources**

None.