

Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

 ▼

Q2. Please provide the name of the person(s) completing this Program Review:

Naren Dave

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

It is the Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

- Yes
 No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

	Enter Month and Year of Anticipated Update
Enter course name N/A	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>

Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

	Enter Month and Year of Deactivation
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>
Enter course name <input type="text"/>	<input type="text"/>

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24. ASSESSMENT

Q20. Please attach the [TaskStream](#) "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- Provide in writing on first day of class
- Post on the program website
- Post on department bulletin board
- Other (please describe)

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

Syllabi

Course Catalog

Department Website (please provide link to SLO's)

Other (please specify)

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

Significant change or improvement #1:

Significant change or improvement #2:

Significant change or improvement #3:

(Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of [TaskStream](#) for the findings discussed above.

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of [Taskstream](#) for each example discussed above.

Q27. Describe how assessment results for **Distance Education courses** and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

Students are able to apply medical processes, diseases and terminology to fulfill prerequisites for future careers. Results are similar for all courses.

Q29. Describe your discipline, department or program participation in assessment of COA's [institutional level outcomes \(ILOs\)](#).

Upon the completion of this course, the student will be able to:

1. Apply in written form medical and biological terminology and concepts as to their structural content;
2. Construct Latin and Greek word roots and their meanings as related to medicine and biology;
3. Compare and contrast historical usage of terminology to the language of modern medicine;

Q30. How are your course and/or program level outcomes aligned with COA's [institutional level outcomes \(ILOs\)](#)? Please describe the "Goal Alignment Summary" from [TaskStream](#).

After course completion, students are more capable of demonstrating technological literacy. They develop self-awareness and confidence; Prepare for personal, educational and/or career goals; Appreciate the value of life-long learning; Perceive, understand, and engage in verbal and nonverbal communication; a. Locate, analyze, evaluate and synthesize relevant information; b. Draw reasonable conclusions and apply scientific principles in order to make decisions and solve problems in everyday life.

Q95. Please attach the "Goal Alignment Summary" from [TaskStream](#).

[Goal Alignment Summary.docx](#)

101.6KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

Exams and Classroom Assignments and Exercise Activities

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

The same course work and exams are completed in online courses as are completed in face-to-face courses.

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "[Enrollment Trends](#)" data dashboard is available on the left side of the [COA Program Review webpage](#). Please sure to set the filters for College of Alameda and then your program and courses.

Enrollment has been steady over the last 3 years.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

Medical Terminology I and II are in high demand every semester and enrollment for Medical Transcription is consistent.

Q33. Find the "**Productivity**" data dashboard on the left side of the [COA Program Review webpage](#). Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the [COA Program Review webpage](#).

The HLTOC productivity rate (18%) is significantly higher than that of the overall COA productivity rate.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

Flyers and distributed around Peralta campuses in order to increase student awareness of available HLTOC courses.

Q35. Are courses scheduled in a manner that meets student needs and demands?

- Yes
 No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

Face-to-face courses are offered to students as well as online intersession courses, which provide the students the ability to work at times that best suit their schedules.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

Enrollment for HLTOC courses is already very high. We are doing enough to maintain those enrollment rates.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard (*percentage of students earning a grade "C" or better, or earning "Credit"*) for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "[Course Completion](#)" data dashboard on the left of the [COA Program Review webpage](#) to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

[Completion rate.pdf](#)

117.4KB

application/pdf

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q40. Please review the student equity "[Course Completion](#)" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to

Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q42. Please review the student equity data provided on the "[Course Completion](#)" data dashboard on the COA Program Review website (click on your program's name). Are there *differences* in the **HYBRID** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Foster Youth status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
DSPS (disability status)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Veterans status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Q49. Please discuss the differences (if any) in **HYBRID** course completion rates across dis-aggregated groups.

Q45. Please enter the [course completion rate](#) for each of the **Distance Education (100% online)** - using the "DE" filter - course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q46. Please review the student equity data provided on the [Course Completion](#) dashboard (using the "DE" filter) on the COA Program Review webpage. Are there *differences* in the **Distance Education (100% online)** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference: Answer 1
	Yes	No	
Age	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Foster Youth status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
DSPS (disability status)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Veterans status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Q51. If there are differences in course completion rates between **face-to-face** and **Distance Education/Hybrid** courses, how does the discipline, department or program deal with them ?

Q52. How do you assess the overall effectiveness of **Distance Education/Hybrid** courses?

Q64. Using the "[Retention](#)" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q53. Describe the discipline, department, or program retention rates for the past three years.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

- Higher
- The same
- Lower

Q56. Please review the student equity data available in the "[Retention](#)" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when disaggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Foster Youth status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
DSPS (disability status)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Veterans status	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

Q65. Using the [Degrees and Certificates](#) data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years. Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Degree or Certificate <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Enter numbers

Full-time faculty headcount

Part-time faculty headcount

Total FTEF faculty for the discipline, department or program

Full-time/part-time faculty ratio

Classified staff headcount

Q71. Describe your current utilization of facilities and equipment.

Q72. What are your key **staffing** needs for the next three years? Why?

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here**.

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's [Program Review webpage](#) - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	<input type="text"/>
Committee 2	<input type="text"/>
Committee 3	<input type="text"/>
Committee 4	<input type="text"/>
Committee 5	<input type="text"/>
Committee 6	<input type="text"/>
Committee 7	<input type="text"/>
Committee 8	<input type="text"/>
Committee 9	<input type="text"/>

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs of your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Instructional methods

Cultural sensitivity

Classroom technology

Use of online resources

Faculty mentoring

Other (please specify)

Other (please specify)

Other (please specify)

Other (please specify)

Other (please specify)

Q83. Please describe the professional development needs of your discipline or department.

Q84. How do you train new instructors in the use of Distance Education platforms?

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

Definitely yes

Probably yes

- Might or might not
- Probably not
- Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Q89. On your [Program Review](#) webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.


Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

Location: [\(37.773498535156, -122.27880096436\)](#)

Source: GeoIP Estimation





The map displays a portion of Northern California, with a red location pin placed near San Francisco. Other cities labeled include Sacramento, Reno, Palo Alto, San Jose, and Fresno. The Google logo is visible in the bottom left corner of the map area, and map data is attributed to ©2017 Google, INEGI.

At-a-Glance - Participating Area Alignment

Show Outcomes Aligned with Institutional Learning Outcomes 2006-2009 (College of Alameda AMS)

Participating Area: Health Professions and Occupations
 Summary: 11 of 18 items addressed.
 Selected Set: Institutional Learning Outcomes 2006-2009

Legend:  Mapped  Measure Added

Health Professions and Occupations Outcome Set

	1. Foundation Skills				2. Personal Development and Management				3. Communication		4. Critical Thinking and Problem Solving		5. Creativity		6. Intercultural Literacy and Interaction			7. Responsibility
	a. Perform mathematical operations	b. Read and write at the college level	c. Demonstrate information competency - able to find, evaluate, use, communicate and appreciate information in all its various formats	d. Demonstrate technological literacy	a. Develop self-awareness and confidence	b. Prepare for personal, educational and/or career goals	c. Promote, maintain and/or improve health	d. Appreciate the value of life-long learning	a. Perceive, understand, and engage in verbal and nonverbal communication.	b. Listen, respond and adapt - communication to cultures and social communities using the process of evaluation, reasoning, analysis, synthesis and relevant information to form positions, and make decisions	a. Locate, analyze, evaluate and synthesize relevant information	b. Draw reasonable conclusions -and apply scientific principles in order to make decisions and solve problems in everyday life	a. Creatively respond to ideas and information	b. Incorporate aesthetic reflection into life activities	a. Recognize and acknowledge individual and cultural diversity	b. Practice respectful interpersonal - and intercultural communication	c. Recognize and understand the ideas -and values expressed in cultural traditions throughout the world.	a. Understand and demonstrate personal -, civic, social and environmental responsibility and cooperation in order to become productive local and global citizens
Outcome																		
HLTOC 201, Medical Terminology 1 Upon the completion of this course, the student will be able to: 1. Apply in written form medical and biological terminology and concepts as to their structural content; 2. Construct Latin and Greek word roots and their meanings as related to medicine and biology; 3. Compare and contrast historical usage of terminology to the language of modern medicine;		