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**College of Alameda**

2022-23 Annual Program Update - HLTOC

**Program Overview**

Please provide your program’s mission statement and program’s learning outcomes

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| The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.  There are 3 SLO’s for HLTOC:  SLO 1: Knowledge of body structures: Students can recognize different body structures and describe them using medical terminology.  SLO 2: Pathologies and diseases: Students can differentiate between various pathological conditions and diseases using medical terminology.  SLO 3: Surgical terms: Students can summarize surgical techniques and explain surgical terms using medical terminology. |

List your program faculty and/or staff

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| Naren Davé |

Describe your current utilization of facilities, including labs and other space

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| Online Canvas courses |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** |  |
| Status: In-Progress or Complete? | N/A |
| Which college or district goal is aligned with your program goal? | N/A |

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| Status: In-Progress or Complete? | N/A |
| Which college or district goal is aligned with your program goal? | N/A |

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| **Program Goal** |  |
| Status: In-Progress or Complete? | N/A |
| Which college or district goal is aligned with your program goal? | N/A |

**Program Update**

Using the dashboards, review and reflect upon the data for your program.

[**Course Completion and Retention Rates – Instructional Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Course Completion and Retention Rates – Student Services Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Enrollment Trends and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Graphical user interface, table

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Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.

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| The HLTOC program has been offering courses since 1992. The discipline’s course retention rate is 88.4% for 2021-22, which is much higher than College of Alameda’s. There was a performance gap between ethnicities. White students had a retention rate of 72.5% and Black/African American students had a retention rate of 83.1%. All other ethnicities had a retention rate in the high 80s and 90s.  HLTOC began offering dual enrollment courses in 2016-17 and has continued to expand on these courses. |

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) since the last Program Review/APU.

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| SLO 1. Knowledge of body structures: Students can recognize different body structures and describe them using medical terminology.  SLO 2: Pathologies and diseases: Students can differentiate between various pathological conditions and diseases using medical terminology.  SLO 3: Surgical terms: Students can summarize surgical techniques and explain surgical terms using medical terminology  Over 330 students have passed HLTOC courses successfully. These students have met these student-learning outcomes and these outcomes will continue to be assessed with future students. |

Describe the outcomes and accomplishments from previous year’s funded resource allocation request.

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| **Brief description of funded request** | **Source (any additional award outside your base allocation)** | **Total Award Amount** | **Outcome/Accomplishment** |
| Request of funds to hire teaching assistants | Strong workforce funds | $15k | This allowed the program to hire teaching assistants to support our courses. |
| Instructional equipment and supplies | General fund | $5k | This allowed us to purchase instructional equipment and supplies. |
| N/A | N/A | N/A | N/A |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker | To hire more teaching assistants |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed |  |  |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies |  |  |
| Supplies: Non-Instructional Supplies |  |  |
| Supplies: Library Collections |  |  |
| Technology & Equipment |  |  |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices |  |  |
| Other |  |  |