



Program: Architecture & Civil Engineering - Technology

Program Director: Professor Jack W. Young

Dean: Jarod Bleibdrey

Date: 2022/2023

Year of self study - 2022/2023

I. **The Program Purpose, Description and Goals**

A. Program Purpose

The mission of the Architecture & Civil Engineering Technology Program is to provide students with technical skills and education necessary to create a sound foundation for graduates to know and understand the principles of engineering drafting, through the various fields of study in our general drafting & design technology course curriculum. The drafting industry is a part of the field of engineering and follows the American National Standards Institute (ANSI) guidelines in the courses that we teach by preparing them for the workforce in the professional career of CAD Technicians, Drafting Technicians and Designers. In addition, the skills and training that the A.A.S. degree provides, prepares students for employment in the Architecture Engineering Construction & Manufacturing (AECM) industry. Also, it prepares them to pursue further education in architecture, civil engineering, construction science, GIS or other related fields of study towards a Bachelors degree and further pursuits in higher education. The program offers an Associate of Applied Science degree, and a Level I certificate. The Architecture & Civil Engineering Technology program Mission Statement links to the Coastal Bend College Goal 1: Coastal Bend College will offer a quality educational experience for all students.

B. Program Description

Coastal Bend College established the Drafting & Design degree shortly after the inception of the college in 1968. Over the years the program has developed a multitude of graduates who have gone on to find employment with companies in the Architecture, Engineering, Construction and Manufacturing (AECM) industry in the immediate 9 county region that we serve as well as in other larger municipalities such as Corpus Christi, Victoria, Houston, San Antonio / Austin and other places. Also many of our graduates have gone on to major in Architecture and various other majors in fields of study in Engineering at several universities such as UTSA, University of Houston, TAMUCC, TAMUK, TAMU and others. The program has been providing education & training to a multitude of our CBC graduates over the years who have made their profession as Drafting Technicians, CAD Technicians and Professional Designers in the AECM industry. We have recently updated the program curriculum to become the Architecture & Civil Engineering Technology program. The Architecture & Civil Engineering Technology program is a vital part of the field of engineering that provides skilled and trained professionals to fulfill those jobs that require technical skills to support engineers, architects and various other building and manufacturing professionals in the built environment.

The program has, at present, one full-time lead faculty member, teaching the courses in the program. One faculty member is the lead Instructor for the program and the other part-time faculty members provides support by teaching 1-2 or more course sections per semester. We have developed a pool of 2-3 Adjunct Instructors and hopefully we may be able to generate others for assisting us with teaching the course load each semester as the need arises. SACSCOSC requires a Lead Instructor for each program. We have increased dual enrollment in the area high schools in hopes of increasing

student enrollment. In addition, we have several Adjunct Instructors that are teaching in the high schools that meet our qualifications. The program utilizes industry contacts with companies and firms within the AECM industry to serve on our advisory board and to provide added re-inforcement of site visits during scheduled field trips, thus giving actual examples of the work required and the various needs in industry for Drafting Technicians and other professionals in this field.

C. Program Goals

The program has established goals for both student learning outcomes and program effectiveness. The program follows ANSI guidelines adopted into the course material. Departmental goals, ensure that both student learning outcomes and program effectiveness, are adhered to in our teaching methodologies. Our CBC IR department collects and analyzes data for programmatic improvement. We strive to provide quality education and skills training to effectively develop the students' abilities to become employed in the AECM industry or to pursue higher education. The Architecture & Civil Engineering Technology program Mission Statement links to the Coastal Bend College Goal 1: Coastal Bend College will offer a quality educational experience for all students.

D. Program Student Learning Outcomes

The Architecture & Civil Engineering Technology program curriculum is a general studies curriculum in the field of Engineering Drafting & Design which teaches the basic principles of drafting used by the program which is published by the American National Standards Institute (ANSI). This curriculum contains all the necessary components for an educational program in Architecture & Civil Engineering and Drafting & Design Technology and is approved by SACSCOSC. The curriculum required by the State of Texas Higher Education Coordinating Board reflects the basic studies in Architecture & Civil Engineering Technology is sufficient to build those skills and depth of knowledge in the core curriculum. The State curriculum allows the programs to select the credit hours assigned to each course. The Architecture & Civil Engineering Technology curriculum is currently at sixty credit hours as mandated by THECB. The curriculum for the Architecture & Civil Engineering Technology program is available in both the CBC catalog and the on-line catalog, www.coastalbend.edu/publications/ and on the Industrial Technology web page, <http://www.coastalbend.edu/drafting/>. All of the courses in the Architecture & Civil Engineering Technology program curriculum meet the criteria for student learning outcomes as shown on the syllabi.

Part II. Description of Program Effectiveness

A. Resources

1. Faculty / Staffing

The qualifications and experience of the faculty are recognized as being a strength of the program. The Program Director has twenty-five years of experience as a Program Director and twenty-eight years of experience as an Instructor with thirty-nine years of experience in the professional field as an architectural designer and several years as a

manager of a machine/ manufacturing shop combined with construction supervisor experience.

The success of the program is evidenced in the program effectiveness outcomes measured by the program. The program regards the success of our graduates becoming employed in the field of study as being above a 90% success rate. With approximately 10% of our graduates continuing on to pursue higher education at the university, while some may change their educational/career goals..

The U.S. Bureau of Labor Statistics projects an annual increase of employment rate in this industry of 3.3% to 5.8% for Architectural and Engineering Drafters over the next 5 years. The median hourly wage is between \$25 - \$30 per hour for professionals working in this field. All other Drafters which may include pipe designers and other professionals will see an increase of employment rate of 7.9% while Electronics Drafters in the 8.9% range. These Drafters will earn wages in the \$26-\$36 per hour as a projected median hourly wage. The State of Texas is one of the areas with the largest amount of Drafters employed in the U.S. with one of the highest rate of pay scales. Re: http://www.bls.gov/oes/current/oes_tx.htm#17-0000

2. Technology

The program has a classroom it uses for the drafting lab which includes 15 seats and drafting style desks with computers attached to them. We have AutoCAD, Microstation CAD and ArcGIS loaded onto the computers. The room was recently updated in Spring 2015 with modern drafting tables and chairs for students along with 16 new computers. The room has an Instructor computer and 15 student computers with a portable rack mounted screen that will project from a computer for classroom demonstrations.

The programs numerous computer programs, mostly CAD and GIS, it uses to utilize the tools used in industry to perform the technical drawings which re-inforces student learning. These programs are updated every three years for some programs while others are updated annually by purchasing the license renewal. As technology changes so does the content on the computer programs. As updated software becomes available, the program purchases this software out of its operating funds. Some CAD programs are available through an educational grant.

3. Equipment & Facilities

The program has sufficient classroom / lab education sites to meet the needs of the current students. The classroom / lab education centers utilized are supportive of the program.

As stated earlier, the program is limited to 15 students per classroom. To increase the number of students, the program has added more facility use by the use of classrooms for Distance Learning at other campus sites. In addition, classrooms in some of our participating dual credit high schools can hold up to 25-35 students. Also, our AutoCAD software has become available for up to 125 seats and we have been able to expand the use of the CAD programs to the other campus sites in Beeville, Alice, Pleasanton

and Kingsville. So we have increased delivery of our drafting classes to other campus locations and also off-campus to surrounding high schools with our dual credit courses.

The laboratory utilized by the program was recently updated during Spring 2015 through Perkins funds and our program operating funds. Also, most recently we have received additional funds for 15 new computers to be placed in the CAD lab. They are updated with the latest CAD software of which AutoCAD has provided a free grant of a 3 year license to educational institutions for 125 seats. We still must purchase the license for ArcGIS and Microstation CAD annually.

We have acquired a 3D printer of which we are using it in our laboratory in our Machine Design class to make prototypes for design projects. In addition, we have purchased a new large format 36" plotter/printer to print original drawings from CAD files. We also have a large format 36" Xerox copier machine system that we use to make copies for students in the classroom. We are currently upgrading our labs to be outfitted with 16 new computers to be able to run the 3D CAD programs better.

4. Budget

Proposed Budget Request for FY 2023/2024

	Current Budget FY 22/23	Proposed Budget FY 23/24
	<u>Current 2022-23</u>	<u>Proposed 2023-24</u>
10-44280-1-50014 Travel In-District	\$ 1,150.00	\$ 1,500.00 *
10-44280-1-65502 Supplies	\$ 950.00	\$ 1,000.00 *
10-44280-1-65506 Course Fee Supplies	\$ 2,250.00	\$ 3,000.00 *
Total	\$ 4,738.00	\$ 5,500.00

Justification for Proposed Budget increase of \$762.00 over last year's budget of \$4,738.00 for the above line items.

10-44280-1-65502 Supplies: must add in substantial funds for large format paper.

3D model supplies mode'/support material, tips, maintenance

+ \$350.00

10-44280-1-65506 Course Fee Supplies: add additional funds for 3D printer supplies

of and misc. plotter supplies + paper, etc. \$2,500 add ADDA Certification of program +\$500
\$3,000.00

10-44280-1-50014 Travel In-District: must have adequate funds for travel on value added field trips and inter-campus visits as use of Distance Learning and dual credit Instructors (1 field trip in Fall =approx.\$1,200 + 1 field trip in Spring to CC =\$300 + DL travel and other Instructor conference etc. additional funds needed = approx.

\$1500.00

This is the proposed budget increase for the fiscal year 2023/2024

\$ 762.00

*we need funding for software renewal annually for Microstation CAD \$2,000 and our ArcGIS software \$250

5. Compliance with THECB, SACSCOC, external program accreditation / agencies

The Architecture & Civil Engineering Technology program curriculum contains all the necessary components for an educational program in Architecture & Civil Engineering Technology and is approved by SACSCOSC. The curriculum required by the State of Texas Higher Education Coordinating Board, THECB, reflects the basic studies in Engineering Drafting & Design sufficient to build those skills and depth of knowledge in the core curriculum. The State curriculum allows the programs to select the credit hours assigned to each course. The Architecture & Civil Engineering Technology curriculum is currently at sixty credit hours as mandated by THECB.

We meet all institution reporting needs for this program as requested by our institution.

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff

The Lead Instructor is involved in curriculum development for the Architecture & Civil Engineering Technology Program, along with recommendations from our Advisory Board and the direction given from our Deans & Coordinators. The Lead Instructor actively participates in workshops and career fairs combined with staying up to date with professional development by going to TCCTA conferences and others as well as taking courses for additional learning. The Lead Instructor has served on several committees over the years including the curriculum, catalog, student affairs and is now serving on the graduation committee. The Lead Instructor is involved continuously in recruitment activities, by attending business and career fairs, CBC recruiting events and visits to area High Schools to promote the Architecture & Civil Engineering program and other CTE programs.

2. Evaluation of outputs

The **Architecture & Civil Engineering Technology program** provides an **Associates of Applied Science degree**, and a **Level 1 Certificate in Engineering Drafting & Design**. We currently serve 19-27 students that are taking classes towards either a 2 year Associates degree or a Level-1 Certificate. We graduate anywhere between 3-10 students per year with an Associates degree and 3-5 with a Level-I certificate. Usually, 90% of our students will be hired in the AECM industry while others will pursue further education towards an engineering or architecture 4-year degree while still others may pursue a graphics design or GIS degree. The students seem to be satisfied by the education they receive while taking courses in our program. The industry representatives in our advisory board meetings have expressed satisfaction with our

graduates that they have employed. Our Instructors will use the responses from evaluations in order to make improvements to the program.

C. Outcomes (Immediate, intermediate, long-term& ultimate)

1. Analysis/ evaluation of program learning outcome assessment and future direction/recommended improvements

The program does actively participate in the 5 Column Model Assessment process for CBC. The analysis utilized by the program reflects student learning outcomes that are required of the program by THECB. All data collected is analyzed, and changes, as needed, are implemented. With the directive from THECB to reduce the total credit hours of the program to sixty hours, the program has made the necessary changes. Credit hours were reduced to sixty from sixty-nine

2. Analysis/ evaluation of course success rates and future direction/ recommended improvements

The program consists of 39 credit hours of Engineering Drafting courses and 21 credit hours of core curriculum academic courses as required by THECB. We provide a general education delivery of our program in Architecture & Civil Engineering Technology which allows students to be flexible upon graduation to fit into a field that has available opportunities in the area. Our courses reflect a beginning level of drafting skills and training to become familiar with the principles of drafting within 7-9 different fields of engineering drafting. This allows students to gain a broad understanding of what is required and helps them understand how drafting is performed in the AECM industry. Our courses are similar to other community college Drafting & Design programs throughout Texas. Generally, 95% or better of the Students that begin our program will complete the program with an Associates Degree. We will continue to offer courses that meet the curriculum guidelines for this program. We will strive to review courses and modify our program to stay current with our course offerings.

3. Analysis/ evaluation of persistence rate, graduation rates, transfer rates, job placement rates and other student success indicators and future direction / recommended improvements

The students that enter the program will usually follow through to completion at a 95% persistence rate. Which means that most students that enroll in the courses in the A.A.S. Architecture & Civil Engineering Technology program will continue through the curriculum until they complete their graduation from this program. So we can accurately state that 90-95% of students who enroll and declare their major as Architecture & Civil Engineering technology will graduate upon completion of the required courses. Of those students that major in Architecture & Civil Engineering Technology, most of them will complete their degree, while some will transfer to a 4-year university to pursue a related field of study such as Engineering, Architecture, GIS or another graphic design related field. Of those that do transfer towards a 4-year Bachelors degree program we are seeing about 10-20% that do transfer and seek a degree in higher education. Since the Architecture & Civil Engineering is a 2-year Associate Degree program in Career & Technical Education, the majority of our graduates will seek employment upon

graduation from this program. We are experiencing 80-90% of graduates that will seek employment in the AECM industry upon graduation. They will usually become employed in the immediate area or the South Texas region. Some will find employment in our 9 county service area, while others will move to the Ingleside and Corpus Christi area where there are more opportunities available in the AECM industry. While others will become employed in cities such as Corpus Christi, Ingleside, Victoria, Port Lavaca, San Antonio / Austin and also Houston as some of the most common. A lot of our graduates will become employed as pipe designers for oil & gas engineers and manufacturing firms, others may be employed in civil drafting, manufacturing and construction fields and some in the field of architecture.

The program has broad support from surrounding companies in the AECM industry by hiring our graduates, of which our former graduates have demonstrated their successes in the field. This proves that they have received the basic skills that enable them to be successful in their first job starting out their career as Professional Drafting Technicians and Designers.

The Architecture & Civil Engineering Technology program is part of the field of engineering which is dependent upon the economy and the strength of the AECM industry. All Engineering Drafting & Design Professionals work mostly in the AECM industry by performing technical drawings for the built environment. Thus, if the industry experiences a downturn, that sometimes will have an effect on the number of available opportunities for employment in this field. However, the AECM industry is vibrant and very dependent on the needs for a skilled Drafting Technician to support professional engineers, architects and other construction and manufacturing & design professionals.

Our future directions for this Career and Technical Education program will be to stay the course and continue to provide a quality education program for our students and our constituents in this field of study.

We are reviewing ways to enhance our old Drafting & Design program by tweaking the course offerings. We have continually developed an enhanced program that has now become the Architecture & Civil Engineering Technology program which we will offer courses that will transfer into a 2+2 program towards a 4-year degree in engineering in a collaboration that we have with Texas A & M University-Kingsville. This will not only become a new program, but will enhance our current Level 1 Certificate in Engineering Drafting & Design. This can help us to build enrollment rates for both of these programs as the Architecture & Civil Engineering Technology program has now been launched and is up and running. We have brought this new program curriculum on line this recent Fall 2022 as it is now in place.

Part III. Conclusions & Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes

Curriculum

The Architecture & Civil Engineering Technology program curriculum is a general studies curriculum in the field of Drafting which teaches the basic principles of drafting used by the program which is published by the American National Standards Institute (ANSI). This curriculum contains all the necessary components for an educational program in Drafting & Design Technology and is approved by SACSCOSC. The curriculum required by the State of Texas Higher Education Coordinating Board reflects the basic studies in Architecture & Civil Engineering Technology are sufficient to build those skills and depth of knowledge in the core curriculum. The State curriculum allows the programs to select the credit hours assigned to each course. The Drafting & Design curriculum is currently at sixty credit hours as mandated by THECB. The curriculum for the Drafting & Design program is available in both the CBC on-line catalog, www.coastalbend.edu/publications/ and on the Industrial Technology Programs web page, <http://www.coastalbend.edu/industrial/>

Goals

The program has established goals for both student learning outcomes and program effectiveness. The program follows ANSI guidelines adopted into the course material. Departmental goals, ensure that both student learning outcomes and program effectiveness, are adhered to in our teaching methodologies. Our CBC IR department collects and analyzes data for programmatic improvement. We strive to provide quality education and skills training to effectively develop the students' abilities to become employed in the AECM industry or to pursue higher education.

Our current enrollment includes:

Incoming freshmen enrolled in all ARCE & DFTG courses	F20 = 28 students
SPR21 enrollment	= 42 students
Premont High School + 35 Dual Credit	= 35 students
Total enrollment F20 / SPR21	<u>105 students</u>

Enrollment in Drafting & Design FY18/19-20/21, 21/22, 22/23

	2019FA	2020SP	2020FA	2021SP	2021FA	2022SP
AAS (core curriculum)	48	16	9	49	20	19
Total	64	64	58	58	58	39

Degrees / Certificates awarded in Drafting & Design FY18/19-21/22

	18-19	19-20	20-21	21-22	22-23	Total
AAS	4	3	2	2	?	11
Certificate Level 1	3	2	2	3	?	10
Certificate Level 2	3	2	0	0	?	5
Marketable Skills	3	1	0	0	?	4
Total	13	8	4	5	?	29

SWOT Analysis : Strengths, Weaknesses, Opportunities, & Challenges

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Challenges</u>
<p>Instructors are qualified with years of experience in their fields</p>	<p>We are in need of another full-time faculty</p>	<p>Drafting & Design is one of the Texas Board of employment</p>	<p>Keeping abreast of technological advancements in CAD</p>
<p>The program is highly regarded in the campus community with positive feedback at advisory meetings</p>	<p>Difficult to find qualified Adjuncts willing to travel to Beeville CBC campus and work during the day</p>	<p>Targeted Occupations</p>	<p>Finding qualified adjuncts and /or full-time staff to teach vs work in industry</p>
<p>Graduates are finding excellent jobs</p>	<p>State funding declines effect all of our programs negatively</p>	<p>Demand for training is constant campus wide</p>	<p>Keeping up with changes in the industry</p>
<p>Great ties with industry</p>	<p>Student population not continuing to move into the field as before</p>	<p>To determine how to attract more students by recruitment</p>	<p>Obtain adequate funding to stay current with technology advancement of CAD</p>
<p>Cost effective program</p>	<p>Under funded for technology updates but we are keeping up as best we can.</p>	<p>There is unmet demand for CE course offerings</p>	<p>Surviving educational program maint. & development during budget shortfalls from lackluster state funding. This slows growth.</p>
<p>Direct benefit to the workforce for an in-demand field that will always be prevalent</p>	<p>State of Texas has gotten away from offering industrial arts courses in high schools which is a big mistake. We must not lose our manufacturing/ design/engineer capabilities in USA</p>	<p>To increase dual credit enrollment</p>	<p>To increase enrollment in our program.</p>
<p>A part of the field of engineering</p>	<p>CBC is not doing enough to market CTE programs as they should.</p>	<p>Employment opportunities for our graduates.</p>	<p>Increasing / maintaining the students' interest in this field of study.</p>
		<p>Manufacturing is on the increase in the USA</p>	<p>Connecting with employers in the AECM industry</p>
		<p>Increasing needs in all fields of engineering, architecture construction & manufacturing</p>	

B. Final Discussion on the merit and worth of this program

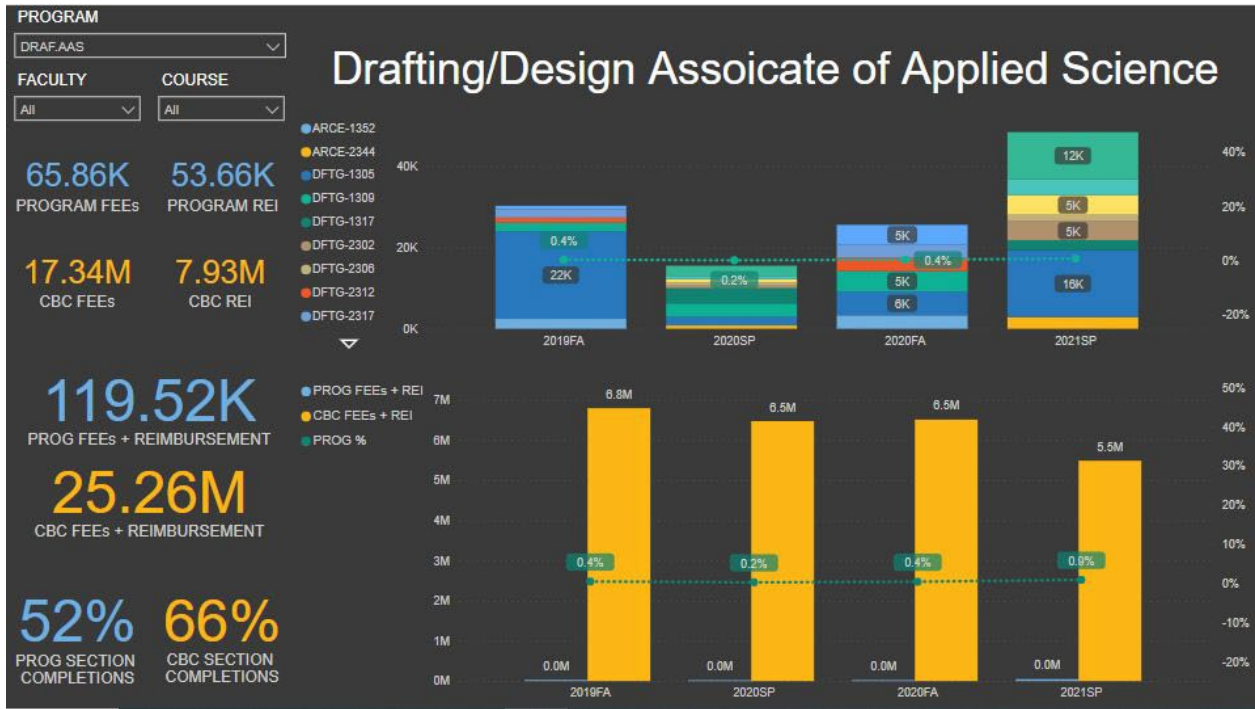
Coastal Bend College established the Drafting & Design degree shortly after the inception of the college in 1968. Over the years the program has developed a multitude of graduates who have gone on to find employment with companies in the Architecture, Engineering, Construction and Manufacturing (AECM) industry in the immediate 9 county region that we serve as well as in other larger municipalities such as Corpus Christi, Victoria, Houston, San Antonio / Austin and other places. Also many of our graduates have gone on to major in Architecture and various other majors in fields of study in Engineering at several universities such as UTSA, University of Houston, TAMUCC, TAMUK, TAMU and others. The program has been providing education & training to a multitude of our CBC graduates over the years who have made their profession as Drafting Technicians, CAD Technicians and Professional Designers in the AECM industry.

The Drafting & Design program is a vital part of the field of engineering that provides skilled and trained professionals to fulfill those jobs that require technical skills to support engineers, architects and various other building and manufacturing and design professionals in the built environment.

From our 2022 graduates, one is pursuing a Bachelors degree in Architecture at UTSA and another has accepted a 2022 summer internship with MGM Engineers. One of our past 2021 graduates has gone on to attend architecture school at UTSA and another has become employed in Port Aransas with Barron Custom Home Design firm. Some of our past 2020 graduates have become recently employed with MGM-Structural Engineers in Corpus Christi and FASTENAL Tools, in Beeville. Two others of them have gone on to major in architecture and interior design by transferring to a 4-year degree at UTSA. Previous Graduates in 2019 have become employed at Cude Engineers in San Antonio, Govind Development LLC in Corpus Christi and with FASTENAL Tools, in Beeville and one other has chosen to continue his education towards another AAS degree at CBC. Our 2018 graduates have become employed at Richard Industrial Group, and one was employed with Kiewit Offshore Ltd. In 2017 our graduates found employment with Cude Engineers, in San Antonio, Kiewit Offshore Ltd. in Ingleside, Performance Top Drive Vehicles in Three Rivers and MGM Engineers in Corpus Christi, Monster Fire- Sprinklers in Victoria and one was employed with Fluor Enterprises in Sugarland. So, this gives an overview that our students are getting jobs in architecture, civil, oil & gas/pipe design, structural and mechanical/manufacturing fields of employment. While some will pursue higher education.

There will always be a need for a skilled Drafting & Design Technician as society progresses and continues to build buildings, structures, products and components in our industrialized world. This program is necessary for the fulfillment of those needs in our service area. In addition, we have surrounding universities of which we are collaborating with that we are striving to build partnerships and train our students to transfer towards engineering and architecture fields of study. We are developing 2+2 programs that will better fulfill those needs and enable us to serve the higher education pipeline that can

be supported by a community college that can provide education for those students that may need to bridge-the-gap and achieve a quality education.



Listed below is our Drafting & Design Course Curriculum for both the A.A.S. Degree, the Level 1 Certificate, Award. It provides a list of the inventory of the courses in our Drafting & Design program.

Drafting & Design Technology Curriculum

A.A.S. Degree

First Year Course	First Semester	Lecture	Lab	Sem. Hrs.	First Year Course	Second Semester	Lecture	Lab	Sem Hrs.
DFTG 1305	Technical Drafting	3	3	3	DFTG 2319	Intermediate CAD	3	3	3
DFTG 1309	Basic CAD	3	3	3	DFTG 2302	Machine Drafting	3	3	3
MATH 1314	College Algebra	3	3	3	ELEC	Social & Behav. Sci.	3	3	3
ELEC	Humanities &				GISC 1311	Intro to GIS	3	3	3
	Fine Arts	3	0	3	ENGL 1301	Composition I	3	3	<u>3</u>
EDUC 1300	My Cougar Course	3	0	<u>0</u>					15
				15					

Second Year Course	First Semester	Lecture	Lab	Sem. Hrs.	Second Year Course	Second Semester	Lecture	Lab	Sem Hrs.
DFTG 2321	Topographical Draftg	3	3	3	DFTG 2323	Pipe Drafting	3	3	3
ARCE 1352	Structural Detailing	3	3	3	ARCE 2344	Strength of Materials	3	3	3
DFTG 2312	Technical Illustration	3	3	3	DFTG 1317	Arch. Draftg-Residential	3	3	3
X3XX	Natural Science	3	3	3	DFTG 2306	Machine Design	3	3	3
DFTG 2317	Descriptive Geometry	3	3	<u>3</u>	BCIS 1305	Business Computer Applications	3	3	<u>3</u>
				15					15

Drafting & Design Technology Curriculum

Level I Certificate

First Year Course	First Semester	Lecture	Lab	Sem. Hrs.	First Year Course	Second Semester	Lecture	Lab	Sem Hrs.
DFTG 1305	Technical Drafting	3	3	3	DFTG 2319	Intermediate CAD	3	3	3
DFTG 1309	Basic CAD	3	3	3	DFTG 2302	Machine Drafting	3	3	3
DFTG 2317	Descriptive Geometry	3	3	3	DFTG 2312	Technical illustration	3	3	3
DFTG 2321	Topographical Draftg	3	3	3	DFTG 2323	Pipe Drafting	3	3	3
EDUC 1300	My Cougar Course	3	0	<u>3</u>	DFTG 1317	Arch. Draftg-Residential	3	3	<u>3</u>
				18					18

C. Recommendations

We are currently striving to stay on the forefront of a vibrant Drafting & Design degree program thus driving our desire to make some modifications to the current program which we believe that will enhance our current course offerings. These new program adjustments should provide benefits that will increase enrollment, make a smoother transition for those graduates wanting to pursue a 4-year degree in Architecture or Civil Engineering at Texas A & M University-Kingsville, while still retaining much of our initial purpose of our original program. We are currently striving to develop articulation agreements with area universities so more of these courses in our curriculum may transfer. That purpose is to provide quality education and training in a 2-year A.A.S. Career Technology program in a Drafting & Design Technology field of study which prepares students for direct employment upon graduation in the AECM industry, and/or provides them with the ability to transfer into a 4-year program in architecture, engineering or other design graphic design related major field of study.

The new program which we developed will still cover much of the same subjects, yet will provide education and training along with an emphasis in **Architecture and Civil Engineering fields**. This re-designed program will provide more of a direct transfer of our courses into the Architectural Engineering and/ or the Civil Engineering programs at TAMUK. It will be a one-of-a-kind program capable of transferring more of our courses directly into an engineering program of the graduate's choice. In addition, it will still provide the training and skills that will allow our graduates to become employed in the AECM industry. Our revised Drafting & Design Technology program will be re-named as the Architecture & Civil Engineering Technology program with degrees & certificates in **Associates of Applied Science degree in Architecture & Civil Engineering Technology**.

In addition, we will provide a 1- year Level 1 Certificate that will consist of a mix of Drafting and Design training and skills education that will enable students to acquire necessary skills and training to become employable. These types of skills and training are still sought after in the AECM industry. After receiving a 1- year level 1 Certificate the graduate should be able to earn an entry-level position in a well-paying job in the AECM Industry. Then, upon future needs that student may very well continue their education with CBC towards completing the A.A.S. Degree. This 1-year Level-1 Certificate will be re-named as the **Engineering Drafting & Design Technology Level-1 Certificate**.

See next page for revised curriculum as described above:

This new curriculum is up and running in full form which we had all courses and curriculum changes approved and the courses in the new curriculum are being offered which started this year in Fall 2022 / Spring 2023. This new curriculum and program name changes have been approved by the CBC curriculum committee and has been submitted and approved by THECB of which it should meet all SACSCOSC requirements.

ASSOCIATE OF APPLIED SCIENCE DEGREE – ARCHITECTURE & CIVIL ENGINEERING

FRESHMAN YEAR

FALL Semester I

DFTG 1305	Technical Drafting	3	
DFTG 2336	CAD Programming **	3	
ENGL 2341	Technical & Business Writing	3	
DFTG 2317	Descriptive Geometry	3	
EDUC 1300	Learning Frameworks	3	
			15

SPRING Semester I

GIS 1311	Intro to GIS	3	
ARCE 1303	Architectural Materials & Methods **	3	
DFTG 2319	Intermediate CAD	3	
BCIS 1305	Business Computer Applications	3	
MATH 1314	College Algebra	3	
			15

SOPHOMORE YEAR

FALL Semester II

DFTG 1317	Arch.Drafting-Residential	3	
SRVY 2339	Engineering Design Surveying **	3	
SRVY 2341	Eng. Design Survey Lab **	3	
ENTC 1343	Statics & Strength of Materials **	3	
Humanities / Fine Arts		3	
			15

SPRING Semester II

ARCE 1352	Structural Drafting	3	
ENTC 1323	Strength of Materials **	3	
DFTG 2323	Pipe Drafting	3	
DFTG 2306	Machine Design *	3	
Social & Behavior Science		3	
			15

Total Cr. Hrs. 60

*capstone course

** new course offerings

**ENGINEERING DRAFTING & DESIGN- Technology Curriculum
LEVEL – 1 CERTIFICATE**

First Year Course	First Semester			First Year Course	Second Semester		
	Lecture	Lab	Sem. Hrs.		Lecture	Lab	Sem. Hrs.
FALL Semester				SPRING Semester			
DFTG 1305	Technical Drafting	3	3	DFTG 2319	Intermediate CAD	3	3
DFTG 2336	CAD Programming **	3	3	GISC 1311	Intro to GIS	3	3
DFTG 2317	Descriptive Geometry	3	3	ARCE 1303	Architectural Mat'ls/**	3	3
DFTG 1317	Arch. Draftg-Residential	3	<u>3</u>	BCIS 1305	Business ComputerApp.	3	<u>3</u>
			12				12

*capstone course

**new course offerings



CoastalBend COLLEGE

DRAFTING AND DESIGN ADVISORY COMMITTEE

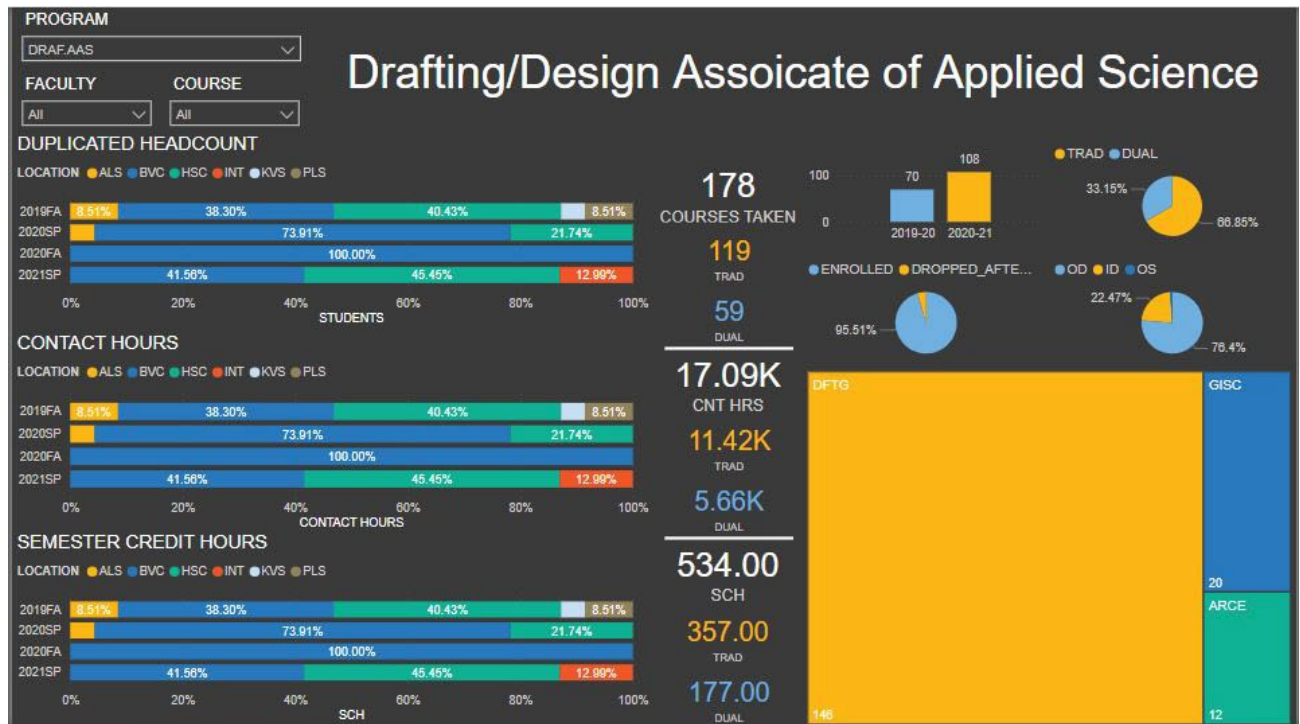
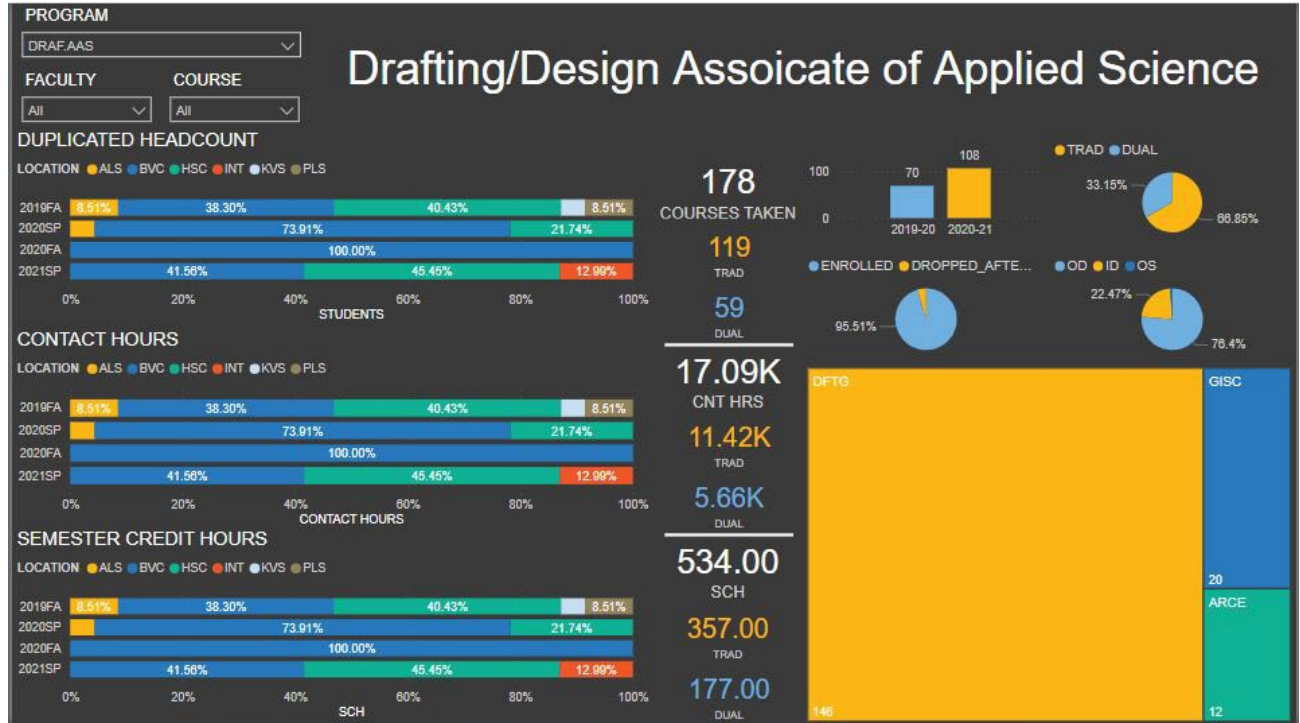
RITA THOMAS-AGURRIE- 361-658-6407 7617 STARNBURG LAKE DR. CORPUS CHRISTI, TX 78413 Flint Hills mrsritathomas@ ahoo.com	
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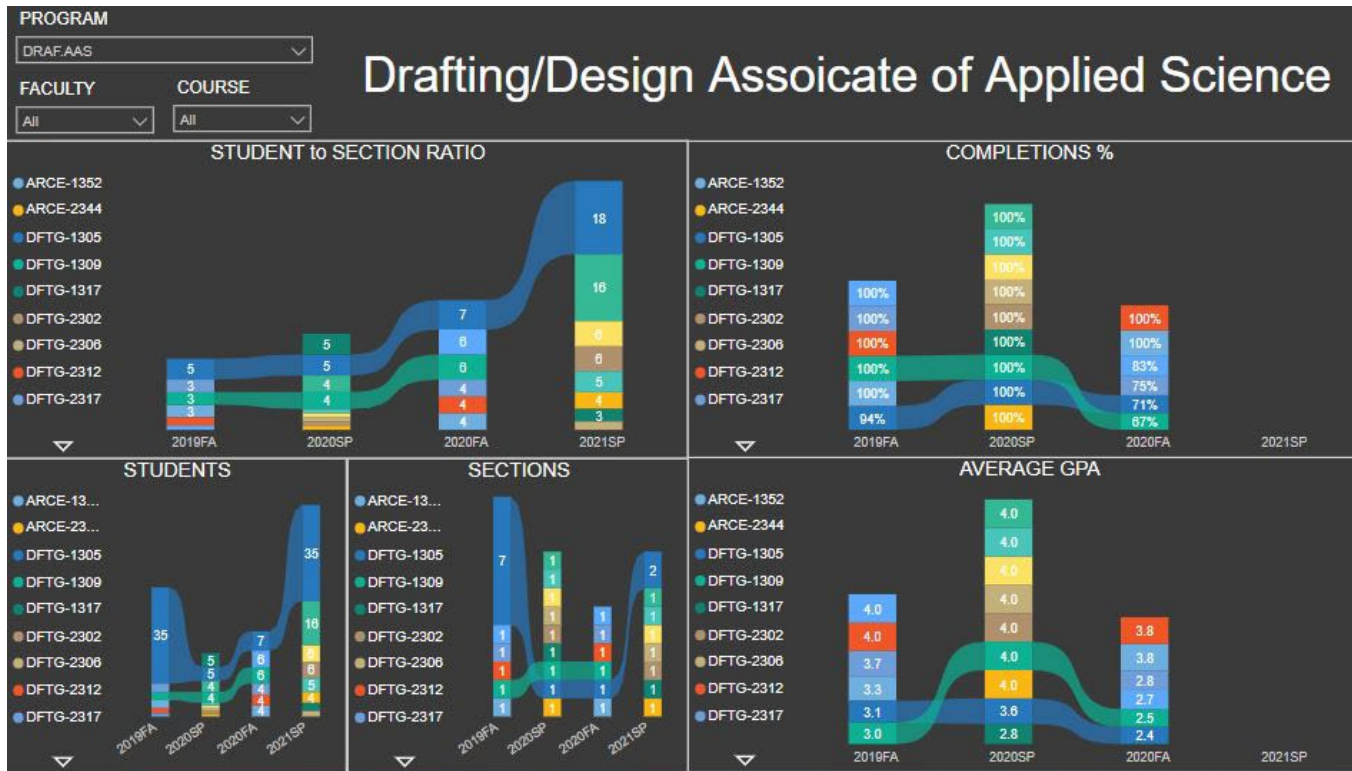
coastalbend.edu +

Beeville: 3800 Charco Road, Beeville, TX, 78102 • 361-358- 2838

Overview Data:



Sections:



PROGRAM

DRAF.AAS

FACULTY

COURSE

All

All

Drafting/Design Associate of Applied Science

STUDENT to SECTION RATIO



COMPLETIONS %



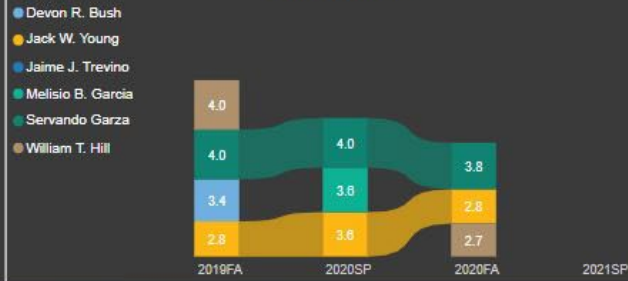
STUDENTS



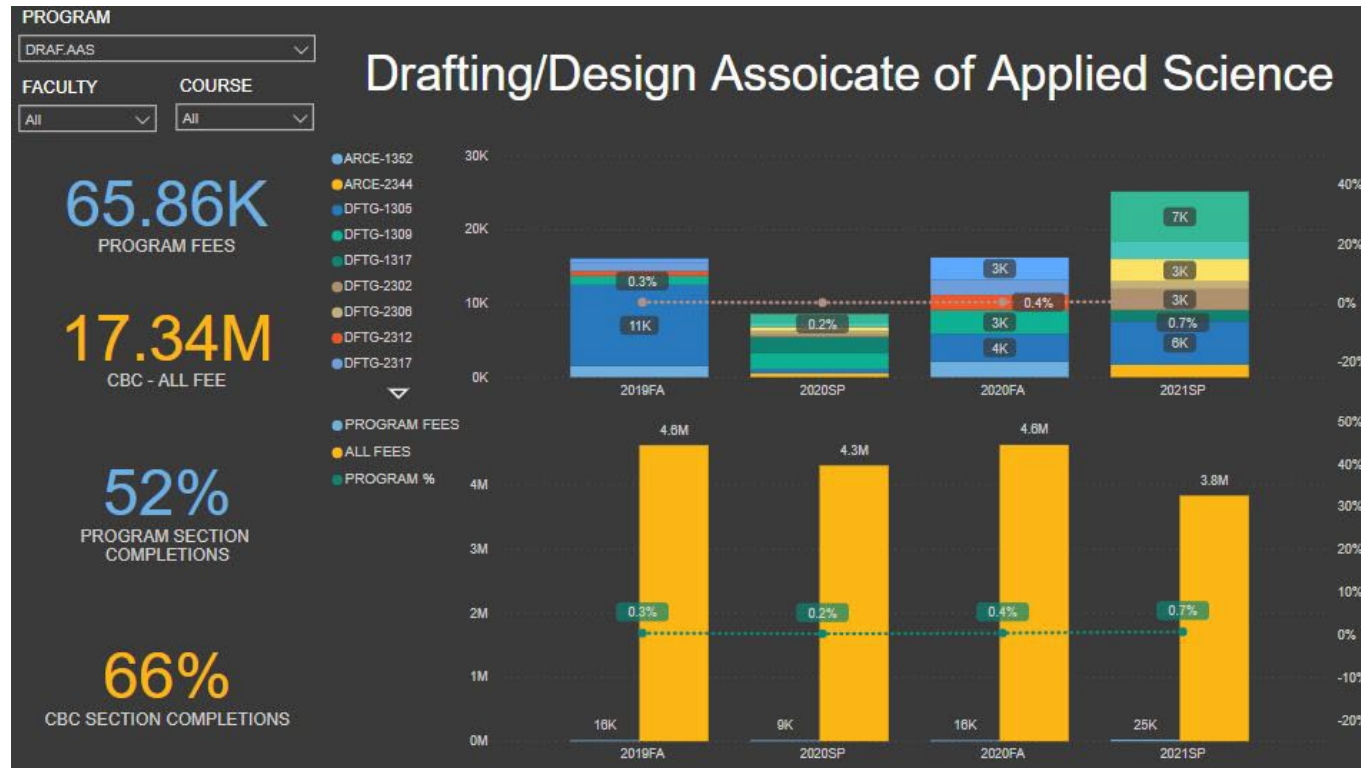
SECTIONS

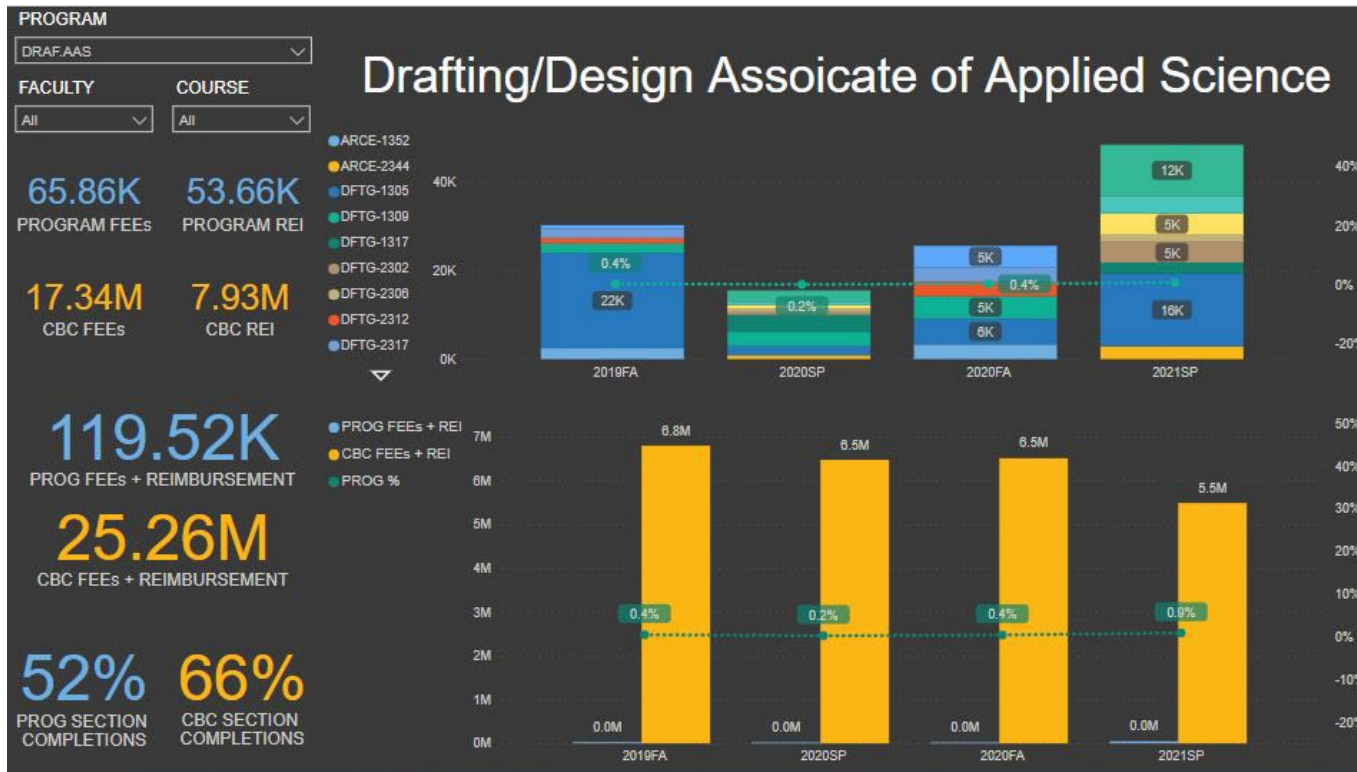


AVERAGE GPA



Financials:





Demographics:

PROGRAM

DRAF.AAS

Drafting/Design Associate of Applied Science

FACULTY

All

COURSE

All

TERMS SELECTED: 2019FA 2020FA 2020SP 2021SP

Asian Black or African American Hispanic/Latino Unknown White



178
NON-DISTINCT STUDENTS

119	101
TRAD	FT
59	77
DUAL	PT

178 CLASSES TAKEN

93 COMPLETIONS

52% COMPLETIONS

1.81 AVG GPA

6.85 AVG STUDENTS per SECTION

1.62 AVG SECTIONS per STUDENT

110
DISTINCT STUDENTS

91	19
MALE	FEMALE

80 HISPANIC

23 WHITE

4 BLACK

1 ASIAN

0 AMER / IND

0 TWO OR MORE

0 HAW / PI

2 UNKNOWN

534.00 SCH

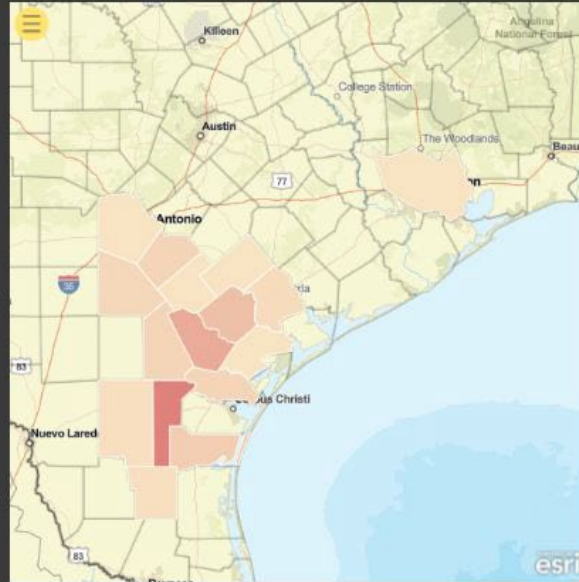
4.85 AVG SCH per STUDENT

17.09K CONTACT HOURS

155.35 AVG CNT HRS per STUDENT

65.86K PROG FEES

598.74 AVG FEES per STUDENT



AAS Architecture and Civil Engineering

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	293	331	320	97%	313	95%	22	7%	11	3%
FTF	289	322	312	97%	305	95%	18	6%	10	3%
INT	9	9	8	89%	8	89%	4	44%	1	11%
2019-20	57	84	83	99%	82	98%	2	2%	1	1%
FTF	56	78	77	99%	76	97%	2	3%	1	1%
INT	3	6	6	100%	6	100%	0	0%	0	0%
2020-21	62	108	95	88%	89	82%	12	11%	13	12%
FTF	60	98	85	87%	82	84%	9	9%	13	13%
INT	6	10	10	100%	7	70%	3	30%	0	0%
2021-22	20	33	31	94%	31	94%	0	0%	2	6%
FTF	20	29	28	97%	28	97%	0	0%	1	3%
INT	4	4	3	75%	3	75%	0	0%	1	25%
Grand Total	407	556	529	95%	515	93%	36	6%	27	5%

FACULTY	
	Distinct Faculty
2018-19	15
FT	3
PT	12
2019-20	5
FT	1
PT	4
2020-21	4
FT	1
PT	3
2021-22	3
FT	1
PT	2
Grand Total	16

SECTION LOAD			
	Duplicated Students	Distinct Sections	Student Per Section
2018-19	331	38	8.71
2019-20	84	27	3.11
2020-21	108	15	7.20
2021-22	33	5	6.60
Grand Total	556	68	8.18

RETENTION RATE			
FTIC	2018FA	2019FA	2020FA
Distinct Students	9	12	5
2018-19	100%		
2019-20	33%	100%	
2020-21	11%	50%	100%
2021-22	0%	8%	60%

ENROLLMENT & RETENTION				
Distinct Students	2018-19	2019-20	2020-21	2021-22
FTIC - 2018FA	9	3	1	
FTIC - 2019FA	3	12	6	1
FTIC - 2020FA	5		5	3
NO FTIC	276	42	50	16

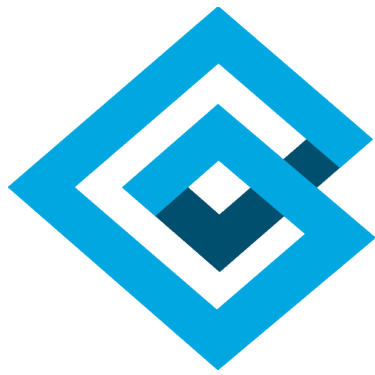
**DOES NOT INCLUDE AWARDS

Summary & Conclusions

The direction of our program is taking on a new path by transforming the curriculum into the **A.A.S. degree in Architecture & Civil Engineering Technology**, as well as the **Level 1 Certificate in Engineering Drafting & Design**. This will allow us to better align the program with several fields of engineering and provide students with a path that can lead to more courses being transferred towards an engineering or architecture degree. This should also provide our graduates with an enhanced ability to gain employment within the AECM industry. Two of our current graduates in Spring 2022 will be advancing towards an Architecture degree with UTSA while another one has just become employed with an engineering firm in Corpus Christi and may pursue his studies in engineering in the future. Yet, another of our graduates will be working with an oil & gas construction company as a designer. In addition, one of our recent graduates has become employed with a Custom Home Builder in Port Aransas.

Our program does not have a direct path towards any types of professional certifications that industry requires. However, there are some organizations that do provide a path towards certification. We are pursuing certification of our program as well as individual certification for students which will express their efficiency in CAD. The professional certifications for drafting will be an added achievement for our graduates and will be beneficial to demonstrating their skills, training and knowledge in this field. Industry does not require any specific certifications for beginning level employment, however future training and certifications are job specific and preferred by industry to be achieved while on the job.

Our state of Texas will be facing unprecedented population growth, over the next 2 decades, in larger cities and municipalities that will trickle down into smaller towns and rural communities. Some predictions are that Texas may experience an approximate double the size of the current population, thus it will cause a continued demand for buildings, facilities and structures requiring architects and engineers to build these new developments as our cities expand in size. I believe that our new direction will lead us toward increasing our enrollment and enhancing our curriculum to meet the demands of education and training for the AECM industry in the immediate future as we progress farther into the new millennium. Coastal Bend College will also need to explore new ways for more effective marketing of our CTE programs.



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Automotive

Program Director: Armando Ramirez

Dean: Jarod Bleibdrey

Date: 3/31/2022

Part I: Program Purpose, Description and Goals

A. Program Purpose

Coastal Bend College Automotive technology program will prepare students to pursue entry-level employment opportunities as an automotive technician at car dealerships, independent automotive shops, service centers, fleet maintenance departments or directly into their own business. As new makes and models continue to arrive on the market, so does the need for qualified technicians to repair and maintain these modern technologies, parts, and intricate systems. Students will develop a knowledge of the automotive maintenance profession and associated industries through learning objectives designed to both to expose and engage the student in the theory and practices of various classifications and styles of automotive maintenance. Classroom and automotive lab instruction is combined with critical thinking exercises, practical skills practice, and demonstration. The student will receive instructional curriculum that emulates the standards of the National Institute for Automotive Service Excellence

B. Program Description

The Department of Automotive Technology provides an educational environment for students to acquire professional, research, and technical skills necessary for success in the automotive industry and other related industries. The faculty conducts applied research in automotive fields and provides a service to the community. The student seeking an AAS in Automotive Technology offering ASE certified instruction will receive an industry driven foundation in contemporary automotive repair theory and practices. Knowledge of a range of styles of accepted methods, techniques, and practices common to the profession will be provided to the student. The program prepares the student to enter the field of automotive technology. Additionally, this field of study also prepares the student for entry and intermediate levels in careers in Automotive repair.

C. Program Goals

The overall goal of the automotive program is to prepare the student for diversified, entry-level technician positions in the automotive industry, and to provide the opportunity for students to develop:

- Critical thinking skills in business and technical problem solving.
- Technical knowledge, understanding and skills for applied tasks of the ASE/NATEF Accreditation.
- Effective written, oral and presentation interpersonal skills.
- Computer knowledge and skills to research, manage, report and present industry related data.
- Industry business/management knowledge and professional practice.

- Awareness of the safety and environmental concerns related to the industry.
1. Ensure a quality educational experience for all.
 - a. Increase access to the Coastal Bend College service area population.
 - Increase quality recruitment opportunities by 40% for 2021-2022
 - Increase recruitment outcomes by growing the program by 25% for 2021-2022
 - Increase enrollment in the Automotive Program by 10 students by 2021-2022
 - Increase the number of women in programs in this department to reach plurality with college enrollment with a 10% increase in 2021-2022 as we move toward that target
 - b. Increase the success rate of students
 - 85% of students graduate seeking an A.A.S degree within two years of their first enrolment.
 - 85% of students seeking the Level II certificate graduate within two years of their first enrollment
 - 90% of students seeking the Level I certificate graduate within 18 months of their first enrollment
 - Improve student advising by developing a semester-by-semester track according to degree plans and course offering
 2. Provide comprehensive student services for all students to ensure their success.
 - a. Provide students with up-to-date equipment
 - Implement a Workforce-wide Perkins allocation rotation so programs have access to funds on a rotating basis to update their equipment.
 - Provide competent technical support staff on all campuses to assure as little downtime as possible on student and faculty equipment
 - Make adequate quantities of departmental PCs available for student use.
 3. Focus on service to benefit our students and community
 - a. Provide a lab assistant on each campus with an Automotive program
 - b. Expand dual-credit offerings in workforce and academic courses
 - Coordinate dual-credit offerings with the Dual Credit director for more student engagement

4. Efficiently and effectively use resources to benefit students.
 - a. Provide appropriate automotive lab equipment to expand the capabilities of all labs
 1. Current equipment does not track use hours automatically, age of equipment is determined by year of manufacture or purchase. We currently acquired Brake flush machine, On the car brake lathe (fall 2018).
 - Replace automotive equipment on a rotating basis based on hours of use each year.
 1. Current equipment does not track use hours automatically, age of equipment is determined by year of manufacture or purchase. Currently we have replaced Balance machine, Tire machine, DTC machine, coolant flush machine, transmission flush machine (fall 2018).
 2. Replaced balance machine and tire machine with Hunter equipment meeting industry standards. (Fall 2021)
 - Provide instructors with adequate tools to support classes.
 1. Current tools do not track use hours automatically, age of tools is determined by year of manufacture or purchase. We have currently upgraded all new toolboxes with new hand tools (spring 2017), (fall 2021 Snap-On)
 2. Snap-on Zeus for student diagnostics (fall 2020)
5. Build a network with employers in the service area
 - a. Increase employment opportunities for students through increased employer contact
 1. I have been in contact and had meetings with several Business owners of independent shops including Aztec Chevrolet, D&J Automotive, Alaniz & Perez Tire Pros, Ramirez Quality Service Auto Repair, Pride Automotive, Blake Fulienwider Dodge, Hunter Engineering company. (Fall 2018) (until current)
 - b. Improve student learning outcomes by aligning employer expectations with curriculum

I have made contacts with employers to discuss industry needs and expectations. These companies include Aztec Chevrolet, Sames Crow Ford, D&J Automotive, Alaniz & Perez Tire Pros, Ramirez Quality Service Auto Repair, Pride Automotive, Blake Fulenwider Dodge, Hunter Engineering company. (Fall 2018) (until current)

D. Program Student Learning Outcomes

Program Outcomes:

- Students will inspect vehicles for damage and record findings so that necessary repairs can be made.
- Students will test drive vehicles and test components and systems, using equipment such as infrared engine analyzers, compression gauges, and computerized diagnostic devices.
- Student will use teamwork skills to Diagnose and repair vehicles.
- Students will test and adjust repaired systems to meet manufacturers' performance specifications.

- Students will repair, reline, replace, and adjust brakes.

- Students will review work orders and discuss work with supervisors.

General Education Outcomes:

- Mathematics —Using mathematics to solve problems.

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

- Speaking — Talking to others to convey information effectively.

- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Time Management — Managing one's own time and the time of others.

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

* Armando Ramirez is the only full-time faculty member.

b. Strengths

* Drastic changes have been made to the Automotive facilities. Floors doors and Walls have been re painted.

* Equipment has been replaced or added such as.

c. Areas for Improvement

* External accreditation such as NATEF and ASE Certifications for students.

d. Future Direction and Budget Implication

Professional Development:

- I am a Contract employee in the Automotive industry, so this keeps me current on the changing industry. Also, I must re-certify in ASE certifications every 5 yrs. or acquire new ones.
- G1 ASE certified
- A4 ASE certified
- A5 ASE certified
- IMACA Certified

Date	Training Description	Hours
8/23/2022	Multiple Diagnostic Interface (MDI) Familiarization	1h30min
8/23/2022	Creating a Better Workplace: Dealer Safety	15min
8/23/2022	High Voltage Systems Safety	30min
8/23/2022	CyberSecurity: Understanding the Importance	15min
8/23/2022	Documenting the Three Cs of a Job Card	15min
8/23/2022	Creating a Better Workplace: Treating People Right	15min
8/23/2022	Techline Connect Functionality	30min
8/23/2022	Service Information (SI) Overview	1hr
8/23/2022	Multiple Diagnostic Interface 2 (MDI 2)	30min
8/23/2022	Global Diagnostic System 2 (GDS2): Navigation	1hr
8/24/2022	Global Diagnostic System 2 (GDS2): Stored Data	1hr
8/24/2022	Strategy Based Diagnostics	1hr
8/24/2022	Strategies for Efficient Diagnosis	1hr
8/24/2022	Preventing Unintended Airbag Deployment	6min
8/24/2022	Electrical/Electronics Stage 1	1hr
8/24/2022	Electrical/Electronics Stage 2	1hr
8/24/2022	Electrical/Electronics Stage 3	1hr
8/24/2022	Electrical/Electronics Stage 4	40min
8/24/2022	Electrical/Electronics Stage 5	1h19min
8/24/2022	Electrical/Electronics Stage 6	1hr
8/30/2022	Voltage Drop Testing	10min
8/15/2022	Fall 2022 Convocation	4
8/17/2022	Accessibility for Instruction	1
8/17/2022	Safety and Security Update/ Training	1
8/25/2022	KnowBE4 Cybersecurity Awareness Training For Texas	45min
8/25/2022	KnowBE4 Cybersecurity Awareness Training For Texas	30min

Total Hours	21 hrs
-------------	--------

2. Technology

a. Overview

* Appropriate up-to-date multimedia materials and technology are readily available and utilized in the training process.

Most of the audio/visual equipment (70" smart tv's, Computers, etc.) that are used in the classroom and Lab are permanent or shared between classes. Other equipment is stored in the equipment room and is shared by all classrooms and labs as needed. Labs and Library are also available to students if needed.

Documentation:

Multi-media devices used in the classroom include:

- Computers
- Tablets
- 70" Tv's
- Lab Scope (Zeus)
- Diagnostic Scan tools (zeus, appollo, solus)

All data Online is available to students on all computers and electronic devices in the Auto Service Department. The (All data) online version is updated immediately as new service data becomes available. The software provides service procedures, specifications, and estimating capability back to 1981 model years.

We are also partnered with local industry that can provide us with resources.

b. Strengths

* We now have Technology (acquired through Perkins funding) that allows us to implement practices that industry leaders will use.

c. Areas for Improvement

* With automobiles evolving we must start the transition in Electronic Vehicles.

d. Future Direction and Budget Implication

* Faculty Member has been added as an apprentice by local Dealer (Aztec Chevrolet). This Will allow for Additional Professional development in the everchanging automotive industry.

3. Equipment and Facilities

a. Overview

* It is the responsibility of the instructors to monitor the operation of all equipment. Most preventative maintenance is completed by the instructor, or a maintenance worker employed by the college. Any equipment that may need maintenance beyond that is requested by writing a work order and an appropriate service provider is called to service the equipment. All general maintenance requests are submitted at the end of each school year to be completed before students return for the next school year.

It is the instructor, directors, and support staff's responsibility to ensure that all maintenance is completed, and that all equipment is operational before and during the school year. Any scheduling of maintenance is usually done by completing a help desk ticket in our online Kace work system. This is done as needed.

The district maintenance staff maintains the lighting, air conditioning system, air compressors and heating systems. They are maintained annually as well as on an as needed basis based on a district work-order system.

Documentation: (Kace work system in cougar den)

b. Strengths

* We now have up-to-date equipment (acquired through Perkins funding) that allows us to implement practices that industry leaders will use.

TOOLS AND EQUIPMENT LIST	TOOLS AND EQUIPMENT LIST
<p>TOOL BOX, MOBILE BENCH, WORK, SHOP TABLE BALANCER, WHEEL, COMPUTERIZED WHEEL ALIGNMENT SYSTEM BENCH, WORK, SHOP TABLE TOOL BOX, MOBILE BENCH, WORK, SHOP TABLE BENCH, WORK, SHOP TABLE TOOL BOX, MOBILE BENCH, WORK, SHOP TABLE CABINET, STORAGE, FLAMMABLE, 60 GAL. FLUID EXCHANGE SYSTEM, MULTI-COOLANT FLUID EXCHANGE SYSTEM, TRANSMISSION FLUID FLUSH SYSTEM, BRAKE DIAGNOSTIC, COMPLETE COMPUTER LATHE, BREAK, COMBINATION BENCH, WORK, SHOP TABLE TELEVISION, 60"-70" COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR COMPUTER, W/ MONITOR TOOL BOX, MOBILE TIRE CHANGER, RIM CLAMP WRENCH, SOCKET SET ZUES WORKSTATION CRC SMARTWASHER SUPER SINK PARTS WASHER SW-428XE LIFT, POWER TRAIN FOOT OPERATED HIGH STAND-1 TON PORTABLE OIL DRAIN 18 GAL CAPACITY HOIST, ENGINE HYDRAULIC, 1 TON OR MORE HVY DTY A/C RRR MACHINE-ROBINAIR ROBINAIR A/C MACHINE PORTABLE OIL DRAIN 18 GAL CAPACITY PORTABLE OIL DRAIN 18 GAL CAPACITY PORTABLE OIL DRAIN 18 GAL CAPACITY 134A REFRIGERANT REPLACEMENT CYLINDER 30LB 134A REFRIGERANT REPLACEMENT CYLINDER 30LB WASHFR. HIGH PRFSSURF. GAS FNG. 4200 PSI</p>	<p>HIGH PRESSURE WASHER, ELECT, 1400 PSI HOT WATER VENOM KIT W/COIL SET BATTERY CHARGER PLUS DTAC ELITE BATTER SYS TESTER SHOP KIT #201 SNAPON 18 VOLT CORDLESS KIT 14.4 VOLT KIT #2 POWER TOOL KIT #3 BALL JOINT MASTER KIT 140A MUSCLE MIG WELDER PNEUMATIC FAN CLUTCH WRENCH SE BATTERY CHARGER PLUS-LIFE PO4 25A PLASMA ARC CUTTING MACHINE FENDER COVER JCK7DBL NEOPRENE FENDER COVER-OD GREEN 26 X 36 NON SLIP FENDER COVER F/O STANDARD CREEPER RED CREEPER SEAT RED JCW80AR TIGHT ACCESS CREEPER JCW100TA UNDER THE DASH CREEPER JCWEXT TOP SIDE WORK PLATFORM ENGINE STAND TPMS TOOL KIT W TRQ DR 15PC ADJ AUTO DRK W/FRND WLD HELM HEAVY DUTY CREEPER RED JCW72R DIAG THERMAL IMAGER ELITE APOLLO W/PRE-ACTIVATED EURO APOLLO LIVE 24MO FTA W/EXWRCON TPMS4 TOOL KIT LEVERLESS TIRE CHANGER FLANGE PLATE KIT KIT-19.5 ADAPTOR ROAD FORCE ELITE W/ SMART SCAN LASER MEASURING SYSTEM ADJUSTABLE FLANGE PLATE AND STUD KIT MEDIUM DUTY COLLET KIT BL SERIES BENCH LATHE DUAL QUICK CHUCK ADAPTER KIT-HUBBED SHOP PRESS, SUPER DUTY AMERICAN FORGE & FOUNDRY CABINET, NAPA TIRE REPAIR FENDER COVER JCK7DBL</p>

c. Areas for Improvement

* We will need to partner with local dealerships to learn new equipment needed for Electronic Vehicles.

d. Future Direction and Budget Implication

* To meet industry and NATEF standards.

4. Budget

a. Overview

* An adequate annual budget is developed, allocated, and used for the operation of the program. The budget is prepared by the institutional administration with the program faculty with input from the advisory committee.

b. Strengths

* Mass efforts have been made in the attempt to modernize our Automotive facilities. This includes Fundraising to help with much needed Floor refurbishment. And Bay doors that needed paint.

* Faculty Armando Ramirez spent 2 weeks (Christmas break) in 2018 pressure washing, patching holes, and painting 70 gallons of paint in the Automotive Laboratory.

* With the help of Napa auto parts and Orielly auto parts. Our interior automotive department received a facelift. Our classroom was painted by Faculty Armando Ramirez and Napa auto parts during Thanksgiving of 2018. Orielly Auto parts painted and decorated our automotive department hallway.

c. Areas for Improvement

* Budget changes may have to be made as we evolve into Electric vehicle technology.

d. Future Direction and Budget Implication

* As EV (electronic vehicles) Training is incorporated into our curriculum more. Budget implications will have to be made for equipment and PPE.

Tuition Cost:

Course Fees:

AUMT 1301	INTRODUCTION AND THEORY OF AUTOMOTIVE TECHNOLOGY	\$100.00	Safety Glasses, Ear Plugs, Lab uniform, Gloves, Hand cleaner, Plastic Gauge, All Data Pro tech support. ASE student exams.
AUMT 1305	INTRODUCTION TO AUTOMOTIVE TECHNOLOGY	\$-	remove fees - theory class - duplicate class of AUMT 1301
AUMT 1306	AUTOMOTIVE ENGINE REMOVAL AND INSTALLATION	\$100.00	Safety Glasses, Ear Plugs, Lab uniform, Gloves, Hand cleaner, All Data Pro tech support, shop supplies. ASE student exams
AUMT 1307	AUTOMOTIVE ELECTRICAL SYSTEMS	\$100.00	Multi-meters
AUMT 1310	AUTOMOTIVE BRAKE SYSTEMS	\$100.00	All Data Pro Tech Support software
AUMT 1316	AUTOMOTIVE SUSPENSION AND STEERING SYSTEMS	\$100.00	Hand cleaner, mechanical tools
AUMT 1319	AUTOMOTIVE ENGINE REPAIR	\$100.00	Safety Glasses, Ear Plugs, Lab uniform, Gloves, Hand cleaner, Plastic Gauge, All Data Pro tech support. ASE student exams.
AUMT 1345	AUTOMOTIVE CLIMATE CONTROL SYSTEMS	\$100.00	Safety Glasses, Ear Plugs, Lab uniform, Gloves, Hand cleaner, Plastic Gauge, All Data Pro tech support. ASE student exams.
AUMT 2313	AUTOMOTIVE DRIVE AND TRAIN AXLE	\$100.00	Safety Glasses, Ear Plugs, Lab uniform, Gloves, Hand cleaner, Plastic Gauge, All Data Pro tech support. ASE student exams.
AUMT 2317	ENGINE PERFORMANCE I	\$100.00	Safety Glasses, Ear Plugs, Lab uniform, Gloves, Hand cleaner, Plastic Gauge, All Data Pro tech support. ASE student exams.
AUMT 2321	AUTOMOTIVE ELECTRICAL DIAGNOSIS AND REPAIR	\$100.00	Safety glasses, ear plugs, lab uniform,
AUMT 2325	AUTOMOTIVE AUTOMATIC TRANSMISSION AND TRANSAXLE	\$100.00	Safety glasses, ear plugs, lab uniform,
AUMT 2328	AUTOMOTIVE SERVICE	\$100.00	All Data Pro Tech Support software
AUMT 2334	AUTOMOTIVE ENGINE PERFORMANCE ANALYSIS II	\$100.00	Multi-meters



5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

* Accreditation: Coastal Bend College (CBC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of CBC.

Standing: CBC is recognized by the Texas Higher Education Coordinating Board.

b. Strengths

* Program facility updating and Perkins funding for equipment have put us in position to acquire our NATEF accreditation. Our Campus IT labs have been approved for Automotive students to Take State ASE Student Exams.

c. Areas for Improvement

* Effort are being made for students to acquire Factory specific (Ford, Chevy, Dodge, Toyota.) training and certifications. The instructor has been in contact with local dealerships to discuss pre-employment opportunities for students to acquire training.

d. Future Direction and Budget Implication

* The program has previously (past 5 years) been under an equipment and tool inventory analysis by the instructor. All equipment has been replaced or repaired to meet industry standards.

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

- The degree plan has been updated and altered to best fit industry standards based on the advisory committee members and faculty of the program recommendations. As of Spring 2022, lead faculty, Armando Ramirez, is working with local industry partner, Aztec Chevrolet, in an apprentice program to become GM certified in many different areas. Lead faculty engages with students and school administrators during CBC campus visits. Faculty also schedules and attends recruiting events at local high schools. Most recently, there was a recruiting event at Jones High School.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	38	144	144	100%	143	99%	4	3%	0	0%
FTF	38	144	144	100%	143	99%	4	3%	0	0%
2019-20	58	210	210	100%	209	100%	7	3%	0	0%
FTF	58	210	210	100%	209	100%	7	3%	0	0%
2020-21	37	133	131	98%	128	96%	10	8%	2	2%
FTF	37	133	131	98%	128	96%	10	8%	2	2%
2021-22	18	51	47	92%	47	92%	1	2%	4	8%
FTF	18	51	47	92%	47	92%	1	2%	4	8%
Grand Total	92	538	532	99%	527	98%	22	4%	6	1%

**2022SP should be deselected or it will throw off completions for 2021-22

ENROLLMENT & RETENTION				
Distinct Students	2018-19	2019-20	2020-21	2021-22
FTIC - 2018FA	4	2		
FTIC - 2019FA	1	12	10	4
FTIC - 2020FA			2	1
NOT FTIC	33	44	25	13

**DOES NOT INCLUDE AWARDS

RETENTION RATE			
FTIC	2018FA	2019FA	2020FA
Distinct Students	4	12	2
2018-19	100%		
2019-20	2		
	50%	100%	
2020-21	0	10	
	0%	83%	100%
2021-22	0	4	1
	0%	33%	50%

- In 2018-2019, student enrollment was 38 unduplicated students with 100% completion rate and 99% successful completion.
- In 2019-2020, the enrollment increased again by 20 students, for a total of 58 unduplicated students and a completion rate of 100%. The successful completion rate was 100%.
- In 2020-2021, enrollment decreased to 37 students due to the Pandemic. Although enrolment decreased, the completion rate was still high with a rate of 98% with a retention rate of 100%. This year also saw a change with dual enrolment out of the Kingsville area. Occupational skills certificates were also removed this school year.
- In 2021-2022, the program continued to be affected with a decrease in enrollment due to the Pandemic and the inability to recruit students at local high schools in the Spring of 2021. Other recruiting events were also cancelled due to the Pandemic which negatively impacted enrollment for this school year. Although enrolment was down at 18 students, the completion rate was still at 92% with a retention rate of 50%.
- Students enrolled in 2019-2020 (58), is the most appropriate enrollment target given that each course maximum student enrollment is set at 20 students. This target is an appropriate number for one full-time faculty.
- The plan of action for enrollment is to recruit face-to-face at recruiting events and area high schools and to build good working relationships with school administrators. Program faculty and other CBC staff should also continue to work closely with industry partners. The accomplishments of the program are in the local newspaper and social media often, this will continue to help promote the good

things happening at CBC to attract more students. Successful job placement at any time of enrollment in the program is key to increasing enrollment. At this time, job placement is at 100% for students who have graduated from the program.

Transfer data is N/A for this program.

C. Outcomes (Immediate, intermediate, long-term, and ultimate)

- No changes were made prior to Spring 2021. All program levels were changed for the 2021-2022 school year. This includes Level I Certificate, Level II Certificate, and AAS. Changes were made based on faculty and advisory committee industry knowledge and recommendations. Curriculum Mapping and Pathways have been set up for the students.
- See page 85
http://www.coastalbend.edu/uploadedFiles/CBC/Content/Institutional_Advancement/Marketing_and_Public_Relations/Catalog/2021-22CourseCatalog.pdf
- Program mapping and sequencing was customized for each degree plan and is being used by the instructor and student services to ensure students are on the right track to graduate.

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

- The faculty and the advisory committee have met to ensure courses are sequenced appropriately. In 2021-2022, changes were made to all degree plans based on industry and committee recommendations. No other changes are required.

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

- Program improvements must continue to acquire NATEF certification.

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

- The updates/changes to the degree plan implemented in 2020-2022 and following NATEF standards will help with retention and completion.
- 100% of program graduates are working in Automotive or transportation industries. Graduates are prepared to enter the workforce. This is indicated through job placement retention and promotional opportunities within the industry. Faculty, Armando Ramirez, helps students with job placement by speaking with managers, helping students with applications, interview preparations and following up with students on job opportunities. Students are also directed to the Student Services department and Texas Workforce Solutions for additional help with resumes. The need for this program is crucial for the ever-changing technologies surrounding the automotive industry. With our area economy growing, this program is needed now more than ever. We can also see this with many high schools adding industrial technology programs to their curriculum.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals, and outcomes.

1. Strengths

- The degree plan has been updated and altered to best fit industry standards based on the advisory committee members and faculty of the program recommendations.
- CBC students are being recruited for job opportunities prior to graduation. In Spring 2022, 10 students will receive jobs prior to graduation. Facilities and equipment upgrades have made students more attractive to job recruiters due to their advanced, tech driven skills.

- Student A Superior Auto Sales Beeville Tx
- Student B Blake Fuleinwider Dodge Beeville Tx
- Student C Aztec Chevy Beeville Tx
- Student D Aztec Chevy Beeville Tx
- Student E Auto Nation Chevy Corpus Christi Tx
- Student F Same Crow Ford Corpus Christi Tx
- Student G Always Chevy Mathis Tx
- Student H Toyota McAllen Tx
- Student I Orielly Auto Parts Beeville Tx
- Student J Orielly Auto Parts Beeville Tx

2. Areas of Improvement

- Enrollment needs to increase to match numbers prior to the pandemic. Program needs to become NATEF certified.

3. Threats (external)

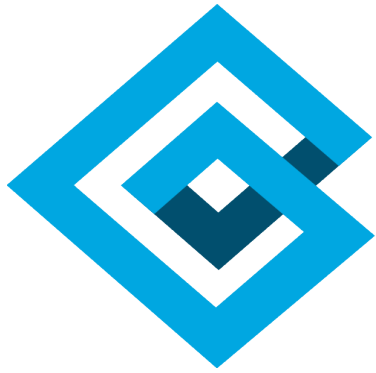
- Health emergencies like the COVID-19 pandemic may continue to hurt enrollment due to health fears from students.
- EV (electronic vehicles) technology can pose an external threat. Not all dealers are equipped with equipment and resources to repair hybrids yet. Acquiring the equipment and resources will take time for all training facilities.

4. Opportunities (external)

- NATEF accreditation will be key to increasing enrollment and for student job placement. Industry apprenticeships programs will also make graduates more attractive to job recruiters.
- EV (electronic vehicles) technology can also pose an opportunity for Coastal Bend College. With instructor professional development training and the help of industry partners, Coastal Bend College can begin adding EV technology to our program soon.

B. Final Discussion on the merit and worth of the program.

The automotive sector contributes significantly to a substantial portion of our society's employment. Production and sales of new and used vehicles, parts, and services contribute to employment opportunities for our students. The automotive industry is important to global economic development. Across the world, the transportation industry is a spark for regional development. Industrial clusters like original equipment manufacturer (OEM) plants are surrounded by component manufacturing facilities, including steel plants, glass manufacturers, used car dealerships, aftermarket shops, and transportation service providers. These clusters lead to new solid road infrastructures, railway and freight connectivity, and new housing developments. Automobiles have revolutionized the concept of mobility, with goods and people, now easier than ever to move across geographic regions. Industry also contributes to job creation and skill development. As the industry matures, the demand for more productive and skilled technicians is needed. In the future, this may include alternative fuels and electric vehicles. It is imperative that programs like Coastal Bend College Automotive Technology exist.



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Business Management

Program Director: Dr. Mark Carbajal

Dean: Jarod Bliedrey

Date: April 15th, 2022

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Part I: Program Purpose, Description and Goals

A. Program Purpose

The Business Management Program provides the skills and knowledge that managers and business owners need to effectively guide organizations towards reaching their goals and objectives. This program aligns with the mission of the college in that its purpose is to deliver a value-driven educational experience as well as to enrich the lives of the business graduates with alternative pathways to future success. The aim and scope of this program is accurately reflected in the college catalog. To serve and offer better enrichment opportunities for the students, the curriculum of this program was revised for the 2021 – 2022 academic year. This program is routinely reviewed every semester to better serve the students of our community.

B. Program Description

The **Associate of Applied Science Business Management Program** is a two-year course of study that covers the core objectives needed to complete the first two years of a Texas two-year college or four-year university Bachelor of Science (BS) degree program. This program is designed to parallel the student's choice in pursuing a specific Texas four-year university degree plan. Upon successfully completing the program, the credits students earn can then be transferred to a Texas four-year university.

C. Program Goals

The following program goals are in alignment with the current strategic plan objectives:

OBJ. 1.3 – Develop a distance learning enhancement plan for the business program that aims to achieve greater enrollment by the end of academic year 2023. In addition, a more robust, open, and flexible schedule for summer enrollment will be initiated - Spring 2023.

OBJ. 2.2 Provide career enhancing opportunities for students in the program. It should meet the needs of local and regional businesses who need a specific skillset tailored to their line of work. The aim is to provide students with a satisfactory career opportunity throughout the surrounding area that we serve. This needs to happen and be in place by the end of academic year 2025.

OBJ. 1.3 To be able to achieve the goal of productive and successful student coursework and to allow students the flexibility to complete specific coursework during summer months. This is partly in place now but needs to have more offerings by the start of summer sessions in 2023.

It should increase the retention of surrounding area students who otherwise would not have enrolled in the business management program. By enhancing a distance learning component to the program, the result should be increased retention, successful transfer to university business programs, and a greater opportunity for career placement in their surrounding jurisdictions. Helping students seek gainful employment and career advancement will foster greater ties to the surrounding business communities.

D. Program Student Learning Outcomes

The program student learning outcomes can be divided into 7 major learning outcomes: 1. Apply principles studied to effectively recruit, select, train, and retain employees. 2. Design and assess teams in various business settings as they evaluate industry case studies. 3. Implement a strategy towards achieving certification in human resources and management. 4. Demonstrate a working knowledge of cultures in both domestic and international settings and their relevance to pursuing an international strategy. 5. Applies financial and operational analytical tools along with processes to assess organizational issues. 6. Effectively communicate business plans and strategies to stakeholder groups by using effective business communication skills. 7. To apply and articulate sound business principles in any organizational setting.

Part II: Description of Program Effectiveness

A. Resources

Resources used in this program consist of 1) Computer technology as supplied by the college, 2) electronic notebooks belonging to students, 3) Proper internet connections, 4.) Use of Polychom systems, 4) Use of McGraw-Hill Connect platform. These four resources will be addressed further in the next section: Part 2: Technology. Aside from this, the resources currently employed are sufficient to meet the needs of my classroom and those of the students. Because it is sufficient does not mean that it is without difficulties, which will also be addressed in the technology section of the paper.

1. Faculty / Staffing

a. **Overview** – At the moment there are two faculty members teaching within the Business Management program. Up until 2020 there had only been one faculty member (myself).

Since then, we have had a total of two, one being an adjunct teaching out of San Diego High School and the other a full-time faculty member at Coastal Bend College. This program prepares the students of our local area to follow one of two pathways: 1. to earn their associates and pursue a 4-year degree at a university, 2. enter the workforce and join employ their business knowledge and skills to a business or company.

b. Strengths – A primary strength of the program is the educational background and the years of service collectively brought to the table by the instructor. Having an MBA and Ph.D lends a greater credibility to the program and showcases what he can afford to the students, that being high quality content and lecture. An additional strength is the years of industry background that the instructor provides: Several years in the hospital and medical area dealing with small, large and fortune 500 companies related to medical products and services. Background and years of experience organizing and running a physical therapy center as an independent contractor. Worked for GE Medical Services as a site engineer and more importantly a good working knowledge of business attributable to having completed an MBA.

c. Areas for Improvement – In regard to this area, more commitment is needed to improve educational outcomes via more reliable technology at the instructor's disposal and a greater emphasis on instructor seminar training. There has been a limitation on attending conferences and seminars due to budgetary constraints. An additional area in need of improvement is enrollment numbers in the program. Retention rates rank second as you need enrollment numbers to measure retention. There is also a greater need for advocacy in the business community as well as accreditation.

Regarding section loads: The average faculty to student ratio for the past 4 years has been 9:1. The reason it is 9 to 1, is partly due to the high ratio back in 2018 – 2019. This year's ratio is 6:1. Currently there is no data at the moment to compare the ratio to the San Diego High School adjunct's ratio, but then again, that would be comparing apples to oranges. It is sufficient to say that the adjunct's ratios are much higher since it is a school district, high school campus. The enrollment and retention rate has been declining only because of the recent pandemic and drop off in student enrollment. As a result, the retention rate percentages are staggeringly low as compared to a few years ago. *Currently, there is not a need for additional faculty due to previous years of declining enrollment numbers. Anticipating a good bump in enrollment numbers, there may be a need for an additional faculty member by 2025.*

d. **Future Direction and Budget Implication** – The program is moving in the right direction. Enrollment numbers are slowly ticking up and greater numbers are coming back to class. Greater collaboration within the business community will serve to help lend more credibility to the program and therefore boost enrollment and retention rate numbers. A more important step will need stronger recruitment efforts at the school district level. Pandemic restrictions have subsided, and targeted efforts need to be aimed not so much at the general district high school level but at those high schools who have business clubs such as Business Professionals of America (BPA).

2. Professional Development

In the area of professional development, I have been fortunate to have received training in software development that relates to two platforms that I currently teach: SIMnet and Connect from McGraw-Hill. Over the past three years, I've attended numerous webinars related to these two McGraw-Hill platforms. This past year in July, I received further professional development in SIMnet and traveled to Chicago to attend a two day professional development seminar using SIMnet. As a result, I was able to apply it to the BCIS 1305 program as I am the program lead instructor. My hopes are to receive further professional development in the use of the Connect platform for business applications. I am seeking training and development for the summer of 2023.

3. Technology

a. **Overview** – This area of the management program does not have a strong technological component now. Increasing opportunities in the coming years with portfolios and greater business interaction within our communities will necessitate greater technological enhancement. Currently the only requirement students have is the need to access the college's computer stations or their own notebooks/laptops. Internet / Wi-Fi is essential in and out of school. Aside from this, there are two central requirements: Office 360 platform and the McGraw-Hill platform we use in conjunction with the program called "Connect."

b. **Strengths** – There are two major strengths here: 1) Is the use of Office 360 and the high bandwidth on our campus computers. Office 360 has served as a powerful tool for our student constituencies who need the most current business software products in the classroom.

The students use and practice with Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft PowerPoint is of utmost importance in preparing them to communicate within the business or office setting. 2) use of McGraw-Hill's Connect platform.

The McGraw-Hill Connect program allows for all business classes to employ real world situational learning and simulation. Every one of the business classes uses McGraw-Hill content and is useful in introducing students to the world of business.

c. **Areas for Improvement** – The greatest need for improvement is the lack of reliable internet connectivity on campuses and the continued problems plaguing users of Lifesize. The consistency of LifeSize is vital as it often reboots during the middle of lecture causing great student discomfort. I also believe that the current operating system platform is outdated as we currently use Office 2016 and should in all likelihood be using Office 2019.

d. **Future Direction and Budget Implication** – The direction of technology in the classroom is improving with every passing semester. The program would benefit if it could provide students with new laptops. Its budgeted implications are that I would need to put in a request for this consideration in the near future. This is only a consideration and still needs further reflection as it is anticipated that with laptops students are more apt to engage in assignments and lend more interest in the program's outcomes. However, this should not be intended for all business classes, only one: the capstone course, **BMGT 2347: Critical Thinking and Problem Solving**. A request for budgeted allotment is for the 2023 – 2024 academic year.

3. Equipment and Facilities

a. **Overview** – At this time, the laboratory computer facilities are used by students attending only Face2Face classes. There are three campuses regularly utilizing this: Alice, Beeville and Kingsville. Even though Pleasanton is also part of the representative campuses I only have 1 business student at the present time. The equipment utilized is sufficient in that it can accomplish all tasks, but students are ultimately completing most if not all their work on their own technical devices.

b. **Strengths** – The strengths of these three campuses lie in their appeal in affording a class computer to those who do not have one. It also allows those with poor internet access to complete work at their respective campuses. This alleviates the discomfort of having to deal with poor connectivity at home, since not all students have access to technology or Wi-Fi connectivity.

Having connectivity is paramount and all campuses afford that to students throughout the semester. IT is integrated with the equipment and issues arising are handled efficiently by the techs.

c. **Areas for Improvement** – There are a few areas of improvement to make note of: 1) There’s often been cases of poor reception and intermittent functioning with the tv screens at all of the campuses. There have been many occasions and for various reasons where the tv screens are not operating and transmitting my lecture to other campuses. In most cases I have been fortunate to find a technician who can rectify the situation. 3. LifeSize reboots itself intermittently and without warning during class lecture, causing great discomfort to instructor and students. The reboot process can take up to 10 minutes to return screens back to their original format.

d. **Future Direction and Budget Implication** – I must assume that the future of technology used on campuses will improve or upgrade. We are up to date on the software end, just not so much on the delivery of content, whether it be t.v. screens or LifeSize polychom. I don’t see budget implications for the business management program when it comes to equipment at facilities. I consider myself to be an end-user of the equipment as well as the students' use of it.

4. Budget

a. **Overview** – Program **Budget for 2018 - 2019:**

- i. Salary..... \$46,000.00
- iii. Recruiting..... \$ 500.00

- Program **Budget for 2019 – 2020:**

- i. Salary..... \$47,000.00
- iii. Recruiting..... \$ 500.00

- Program **Budget for 2020 – 2021:**

- i. Salary..... \$48,000.00
- iii. Recruiting..... \$ 500.00

- Program **Budget for 2021 – 2022:**

- i. Salary..... \$49,000.00
- iii. Recruiting..... \$ 500.00
- iv. Advisory Meeting...\$ 200.00

- Program **Budget for 2022 – 2023:**

- i. Salary..... \$49,000.00
- iii. Recruiting..... \$ 500.00
- iv. Advisory Meeting...\$ 200.00

The current cost for full-time, first-time undergraduate students in 2020-2021 was \$2,663 for in-district. As all my classes are all inclusive the cost of books is absorbed into the cost of tuition. The total cost projection to complete the AAS in Business Management is roughly equal to \$5,326 for a full two-year commitment at Coastal Bend College. Comparing Del Mar College and Victoria College we are roughly in-line with costs.

b. **Strength** - The strength of my budget would evidently lie in the recruitment budget if approved as is. It would afford travel to local school districts within the confines of our counties. I will in the coming year be applying more and more of my budget to online recruitment efforts. I have started already, and it is paying off. Amanda Ramirez was able to create a personal marketing campaign for my business management program. In the process I was able to utilize moneys available to my budget for these recruitment purposes.

c. **Areas for Improvement** – I would prefer to see an even bigger recruitment budget for my program in the coming years. I would like to include my own budgeted personal laptop in the process as well. I believe a \$1000.00 business gas card would suffice: \$500 Fall / \$500 Spring. This would help alleviate the pain at the pump for me as I do travel 1 hour each way to work. But more importantly it would provide relief at the pump if traveling to school districts and local businesses. This addition to the budget will have to wait till the 2023 – 2024 academic year so that I can have time to propose it to Dr. Bowen and Dean Bliebrey.

d. **Future Direction and Budget Implication** – This budget has been in place without any movement for years. I would like to use a gas card added to my budget so I can recruit and reach out to local businesses. As anyone can see, it does take a lot of gas and money to do something like this, not to mention the wear and tear of a car. But until it is proposed and added to my budget for the 2023 – 2024 year, I will aim and try to use the college vehicle until then. Recruitment and making connections within industries and local businesses requires energy and resources. I plan on making a better attempt at utilizing social media to reach out to industry members in order to reduce travel and time on the road.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. **Overview** – I currently finished the first phase - seeking accreditation with three nationally recognized college accreditation programs: 1. *Accreditation Council for Business Schools and Programs (ACBSP)*, 2. *International Accreditation Council for Business Education (IACBE)*, 3. *The Association to Advance Collegiate Schools of Business (AACSB)*. I have made the determination after much research and reflection to go with the *Accreditation Council for Business Schools and Programs (ACBSP)*.

b. **Strengths** – Both of these accreditation programs offer high academic quality and excellence in business education. They both provide strong guidance and support to help understand the accreditation process as well as its requirements. However, after having evaluated all three of the accreditation bodies, the Accreditation Council for Business Schools and Programs (ACBSP) is the right one for Coastal Bend College.

- The **AACSB** is the most widely recognized and tends to accredit more well-known “top” business schools at universities like UT, Stanford, A&M.
- **AACSB** is focused on the research and teaching performed by the school and the school’s continuing need to obtain a high level of research.
- The target market for the **ACBSP** is not so much research but the quality of faculty and such who are teaching the business courses.
- The *International Accreditation Council for Business Education (IACBE)* does accredit colleges and universities that offer associate degrees in business.
- **ACBSP** has been around longer than **IACBE** and so far, appears to have more to offer in terms of mentoring and how they structure their process of accreditation.

c. **Areas for Improvement** – Doesn't apply currently.

d. **Future Direction and Budget Implication** – The direction for now is to move forward with the *Accreditation Council for Business Schools and Programs (ACBSP)*. It will be a multiyear process that will require travel to conferences and most importantly the cost of such an endeavor. A major consideration in seeking accreditation is new upgraded guidelines from GIPWE. In order to remain in compliance my program needs to be seeking accreditation and most importantly be on the road to achieving it in a few years' time. More importantly, gaining accreditation for the Business Management program lends greater credibility and recognition not just to the program itself, but to the students, faculty and college as well.

Example of Estimated Costs and Potential Timeline for Membership and Accreditation through the Accreditation Council for Business Schools and Programs (ACBSP)

Cost will vary based on numerous factors such as location, size, number of campuses, etc.

Fiscal year	Process	Description of Cost	Amount
1 st Year	Membership: Completion of Member Enrollment Form for educational membership. Payment of the annual membership fee of \$2,000.	Annual membership dues.	\$2,000
1 st Year	Completion of the application for candidacy starts the accreditation process. The accreditation fee is \$2,500.	Candidacy application fee is paid half with the application and half when the self study is completed in year two or three.	\$1,250
1 st Year	Mentor Assignment: The business program will complete a Preliminary Visit Questionnaire using the online reporting portal. The candidate will develop an action plan, with assistance from their mentor, for meeting the accreditation standards and criteria and establish a timetable for carrying out the plan. The cost will vary depending on the mentor's location.	Mentor honorarium (\$500 per visit) Mentor expenses (Transportation, lodging, meals, etc.) Add an additional \$1,800 for planning purposes if the mentor requires international travel.	\$500 \$800
	1st Year Total	Total for First Year	\$4,550

2nd Year	Membership: Payment of \$2,600 for annual membership. The membership year is July 1 of each year through June 30.	Annual membership dues.	\$2,600
2nd Year	Self-Study Commences: The business unit must be approved by the Chief Accreditation Officer upon recommendation from the mentor before the business unit begins the self-study. The self-study should cover a full academic year (Fall & Spring).	Second half of candidacy application fee is paid half with the application and half when the self study is completed in year two or three	\$1,250
	2nd Year Total	Total for Second Year	\$3,850

3rd Year	Membership: The cost for annual membership is \$2,600.	Annual membership dues.	\$2,600
	Site Visit Deposit: A \$4,000 site deposit is required prior to the visit.		
	Site Visit: An evaluation team is assigned soon after receiving the Intent to Submit a Self-Study for Initial ACBSP Accreditation. The school is asked if a team member may not be a good fit or if they feel there could be a conflict of interest. The site team files its report with ACBSP within two weeks after their visit. The cost for the team visit will be deducted from the \$4,000 deposit. Any funds remaining will be returned to the school. Any required balance will be invoiced to the school. See note below.	Honoraria (Estimates) \$850 per visit chair \$550 per team member (2) (\$550 per visit)	\$1,950
		Travel for Three Evaluators	\$1,500
		Food and Lodging	\$1,250
	The Board of Commissioners reviews accreditation materials from institutions each November and April (twice a year).		
	The accreditation decision by the Board of Commissioners is reported to the members. Accredited business schools and programs receive their accreditation certificates during the ACBSP Annual Conference in June at a special ceremony.		
		Total for Third Year	\$7,300
		Grand Total	\$15,700

B. Program Output

AAS Business Management

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	40	44	37	84%	30	68%	10	23%	7	16%
FTF	19	19	17	89%	14	74%	3	16%	2	11%
INT	25	25	20	80%	16	64%	7	28%	5	20%
2019-20	71	88	85	97%	74	84%	11	13%	3	3%
FTF	58	72	70	97%	62	86%	8	11%	2	3%
INT	16	16	15	94%	12	75%	3	19%	1	6%
2020-21	79	98	95	97%	87	89%	8	8%	3	3%
FTF	21	28	28	100%	27	96%	1	4%	0	0%
INT	61	70	67	96%	60	86%	7	10%	3	4%
2021-22	34	34	33	97%	25	74%	12	35%	1	3%
FTF	34	34	33	97%	25	74%	12	35%	1	3%
Grand Total	210	264	250	95%	216	82%	41	16%	14	5%

**2022SP should be deselected or it will throw off completions for 2021-22

FACULTY	
	Distinct Faculty
2018-19	1
FT	1
2019-20	1
FT	1
2020-21	2
FT	1
PT	1
2021-22	1
FT	1
Grand Total	2

SECTION LOAD			
	Duplicated Students	Distinct Sections	Student Per Section
2018-19	44	4	11.00
2019-20	88	9	9.78
2020-21	98	18	5.44
2021-22	34	6	5.67
Grand Total	264	29	9.10

ENROLLMENT & RETENTION				
Distinct Students				
	2018-19	2019-20	2020-21	2021-22
FTIC - 2018FA	12	7	4	
FTIC - 2019FA		29	11	3
FTIC - 2020FA			10	4
NOT FTIC	28	35	54	27

**DOES NOT INCLUDE AWARDS

RETENTION RATE			
FTIC	2018FA	2019FA	2020FA
Distinct Students	12	29	10
2018-19	100%		
2019-20	7	100%	
2020-21	4	11	100%
2021-22	0	3	4
	0%	10%	40%

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

There has not been the opportunity to attend either curriculum development workshops, conferences, etc., due to two factors 1. pandemic, 2. budgetary constraints. I have been to an occasional recruitment fair and have served on committees for the college, i.e., curriculum committee.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

Students served would not be a complete representative figure at the moment yet looking over the course evaluation results I note that they have been positive with evaluation numbers trending upwards. Of course, enrollment numbers are down due in large part to the pandemic and students wanting to take only online classes. This has been difficult to overcome.

The plan of action is to devise a program strategy that is aligned with the objectives of the college.

I plan on initiating more recruitment efforts on high school campuses as well as off campus events. I am going to reach out to fellow faculty members to see if we can work accordingly in a manner that would best benefit our programs. Creating an online presence on the college website would be a useful tool to help reach out in our communities those who might not know enough about my program. The Office of Communications and Marketing could be of help here to help design and post recruitment strategies on the college's website banner. I would like to work in closer collaboration with my dean to develop goals and objectives for further recognition and recruitment efforts.

C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Students are assessed annually at the end of semester with a final semester project that ties in all objectives covered during the semester. Every semester all students in the Business Management Program are assigned a case analysis in which they apply business principles to a case study. As this is a relatively new program there is not a large significant amount of data to look for trends. I have added a capstone course entitled: BMGT 2347 *Critical Thinking and Problem Solving*.

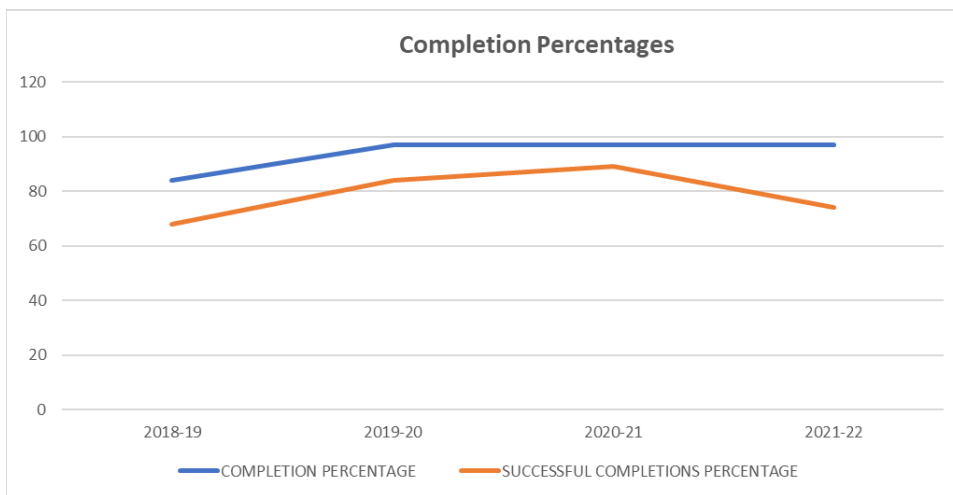
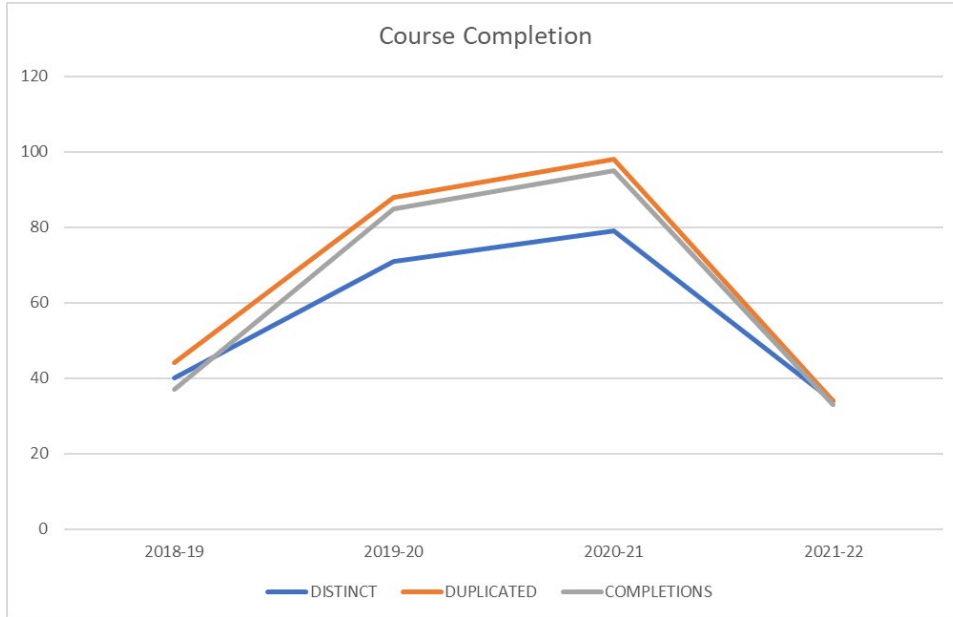
This course was advocated in advance by Dean Bliedrey and therefore added to be a final course in the program to be taken final semester. This capstone course went into effect this Spring of 2022. I do feel I will need a good 3 years of data to reflect on its impact more adequately, especially as it relates to measuring student outcomes. However, moving forward, the three-year historical assessment of data will be much more calibrated and focused as we measure and adjust for the next program review cycle. In line with future accreditation efforts and Dr. Lane's assistance, program outcomes will become more adequately aligned and mapped thus leading to a clearer and more concise assessment picture.

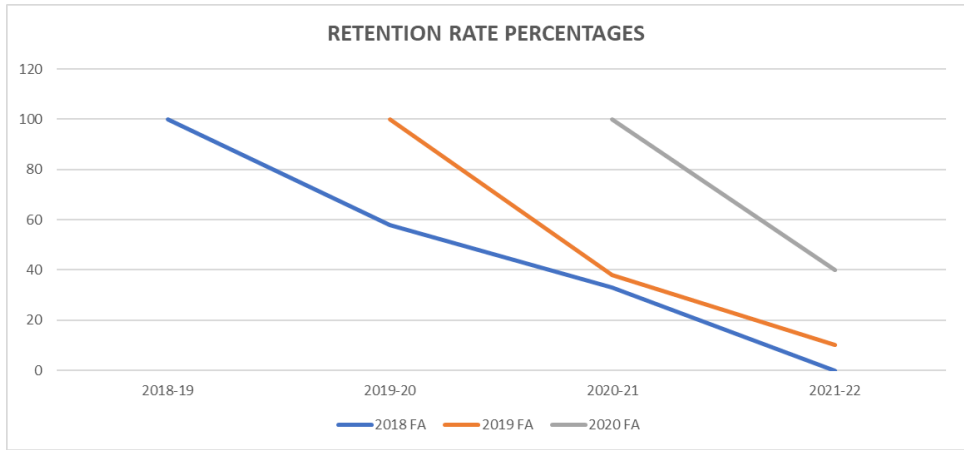
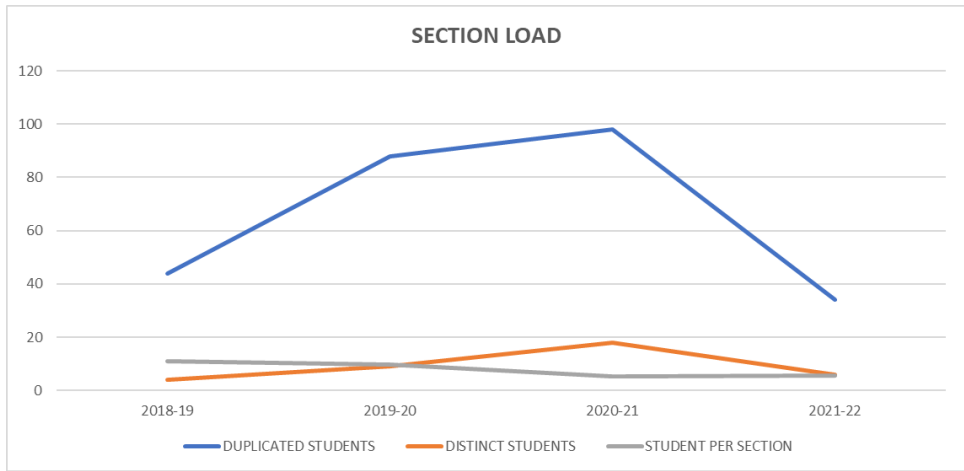
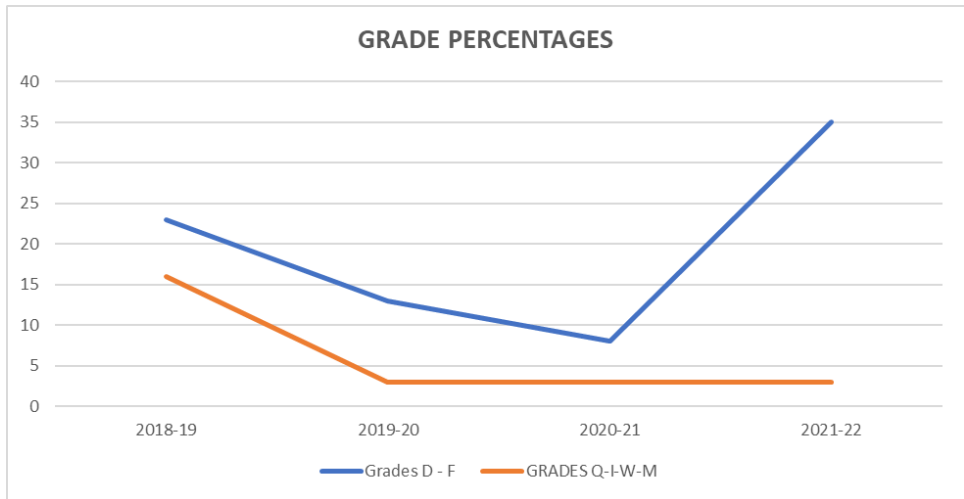
2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

As reiterated in an earlier section of this paper, evaluation of success rates is still a work in progress.

Again, this program is relatively new to the college and there is not enough hard data to demonstrate the effectiveness of methods. Again, summarizing findings here: Distinct students, duplicated students have dropped markedly from a high in 2020-2021. This again is due in part to a loss in momentum due to 1. Pandemic, 2. Inclination to continue only online classes. My completion percentage for the program have climbed moderately high as it started in the low 80% range and remains consistently in the upper 90% range. This uptick in completion success can be attributed to the fact that the program is evolving. Successful completion rates started off at 68% in 2018-2019 and steadily climbed up to a high of 96% before the disruption of the pandemic. I am currently experiencing success rates in the low 70% range. The reason for a rate of 35% for (grades D-F) is due to two things: 1) More rigor imparted into the program, 2) Student drop in motivation due to the pandemic.

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)





The completion percentage for the year 2021 – 2022 has been very satisfactory at 97%. My program has always maintained completion percentages in the mid to high ninety percent. Successful completion rates have been moderately lower and saw only 74% completion rate for the 2021 – 2022 year.

The successful completion rate started off at 68% and peaked in the 2020 – 2021 year at 89%. The 4-year average for successful completion rate is 82%. I do not currently have information on the transfer rates, job placement rates and other indicators because this is a relatively new program. It was conceived 4 years ago and did not start in earnest until 2 years ago. The retention data is but indicative at the moment, as to whether students will continue to drop off or stay.

Again, this is a relatively new program, and the retention rate numbers only reflect: 2019 fall and 2020 fall. As for the numbers, the retention rate data indicates 10% retention for fall 2019 and 40% retention for fall 2020. These very low retention rates can obviously be attributed to the havoc the pandemic caused in the spring of 2020.

My plan is to show retention rate numbers climb markedly in the next three years. I am aiming for 70%, 80%, and 90% consecutively. There is primarily one factor that has led to the drop off in retention rates, completion rates and this would be due to the “pandemic.” Its impact was catastrophic and as of now, consider this to be the rebuilding phase that were in. This will hopefully be remedied in the coming years with active engagement and recruitment efforts at the community as well as the local school level. Better promotion and making solid ties in the business community is a start in the right direction.

I do not currently have job placement data as this is a relatively new program. I do expect there to be more robust job placement data in the coming review cycle. There is a need for this program. The emphasis on business marketability lends itself well to the local business communities we serve. The graduates will have a good business acumen in management, marketing and finance. These are all desirable traits and skillsets needed in many of our surrounding businesses. Finally, job placement will be a number one priority in the coming years as students need to see this as a means to an end.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. **Strengths** – The strength of the program lies in the core principles of its course offerings. It is a strong preparation for future success in either the academic setting or business community. It has a capstone course built into it and prepares the students for future success. It affords the student the ability to synthesize and apply everything they've learned during the program and apply it to today's business challenges. This is the essence of having a capstone, the fact that it allows the students to demonstrate mastery over course objectives they've covered over the previous three semesters.

2. **Areas of Improvement** – There are some notable areas that need improvement: **1.** Enrolment numbers need to increase, **2.** Need stronger promoting and recruitment efforts to attract students into program, **3.** Program is lacking accreditation at the moment, a key ingredient needed to be recognized amongst its peers, **4.** Job placement is imperative in the coming years. Needs to be further developed.

3. **Threats** (external) - There are some notable areas for threats: **1.** Students attend local competing colleges, **2.** Students opt not to attend college to work instead in the labor market, **3.** Negative press can adversely affect student morale and therefore enrollment outcomes.

4. **Opportunities** (external)- There exist several opportunities: **1.** Accreditation will lend credibility to the program and stimulate further enrollment, **2.** There is marked room to increase enrolment numbers and raise them to satisfactory levels, **3.** There's also the opportunity that once the pandemic recedes enrollment numbers will tick back up, **4.** Greater marketing and promotion will increase numbers as well, **5.** Job placement opportunities will also stimulate enrollment numbers upwards.

B. Final Discussion on the merit and worth of the program.

Having completed the program review, I hope I provided an overview of its strengths, challenges, opportunities and finally an action plan for improvement. This review has served to shine a light on many salient aspects that I was not fully aware of. The Business Management Program is a good and solid two-year plan that will help students in our local surrounding area achieve the skillsets needed to succeed in their respective business sector of their choosing. The goals of this program are aligned with those of the strategic plan and are described in greater detail in the body of this report.

Student learning outcomes for this program currently reflect those in the course catalog and align nicely with them. There are two faculty members at this time the report gives in detail the use of technology in the program.

There are issues with our current use of technology in the program and detail to greater effect in the review. The use of campus facilities is adequate, yet not without issue. My current budget as it stands is adequate, but I feel the need to incorporate a budget for fuel and mileage as indicated in the report. The program lacks national accreditation and do plan on seeking it this year. I do understand that it will be a process which will entail several thousand dollars in cost to the institution. The program has suffered recent setbacks in enrollment numbers and completion rates. As a result, retention numbers have been relatively low. All of this is partly attributable to the recent pandemic and students lacking interest in wanting to attend face2face classes.

The program does have merit as demonstrated by its pre-pandemic numbers. It's also worthy by its need in the surrounding business communities. These communities are always in need of competent individuals who understand the fundamentals of business and the economic enterprise which governs our everyday-to-day transactions. We need students who are knowledgeable and competent to not only lead, but who will also serve our local constituencies in our surrounding economic sectors. I do feel that this review reflects these beliefs and hope that you see the merit in this program as well.

BUSINESS MANAGEMENT ADVISORY COMMITTEE

Location: Ad-Hoc

Date:

Time:

Facilitator: Dr. M. Carbajal

Agenda Items and Minutes

Call to Order

Committee Chair

Welcome and Introductions

Dr. M. Carbajal

Welcome to the advisory committee for the Business Management Program here at Coastal Bend College. I would like to thank you for participating.

Review Previous Minutes

Committee

Proposal to include capstone course: BMGT 2347 into my Business Management degree plan.

Old Business: Degree Plans/Resequencing/ Learning Outcomes/ Assessments/ Open Items from Past Meeting

Dr. M. Carbajal
Committee

Reports: Enrollment Statistics/ Google Analytics,

Dr. M. Carbajal

Purchases: None

New Business: Request for approval: **1.)** Removal of Level 1 certificate from Business Management program. **2.)** Request for approval of accreditation for Business Management program.

Dr. M. Carbajal

Reviews: Proposed Degree Plan/New Course/ (LE) Proposed Degree Plan Changes

1.) Removal: Level 1 Certificate Due to the recent changes by The Texas Higher Education Coordinating Board (THECB) and Guidelines for Instructional Programs in Workforce (GIPWE), it is no longer feasible to have a Level 1 certificate within the Business Management degree plan. This decision is based on 1) each level must have a capstone, and 2) each level is expected to build into the next. Since each degree plan **must** also have an identifiable employment area as recognized by employment areas such as Workforce Commission and ONET employment skills, it is imperative to develop this area and drop the continuance of a Level 1 certificate. In addition, there is no further level beyond the 1st at this moment. ***Therefore, this agenda item includes removal of Level 1 Certificate from all areas of the catalog.**

2.) Seek approval of Accreditation process for my program: I am currently **seeking** accreditation with the *Accreditation Council for Business Schools and Programs* (ACBSP). Accreditation programs offer academic quality and excellence in business education. In seeking your approval, I would like to move forward with the *Accreditation Council for Business Schools and Programs* (ACBSP). It will be a multiyear process that will require travel to conferences and more importantly, will incur a cost for such an endeavor. A **major** consideration in seeking accreditation is new *upgraded guidelines* from GIPWE. In order to remain in **compliance**, my program needs to be seeking accreditation and be on the road to achieving it in a few years' time. More importantly, gaining accreditation for the Business Management program lends greater credibility and recognition not just to the program itself, but to the students, faculty, and college as well. It is imperative that the students in our area reap the potential benefits from this accrediting body.

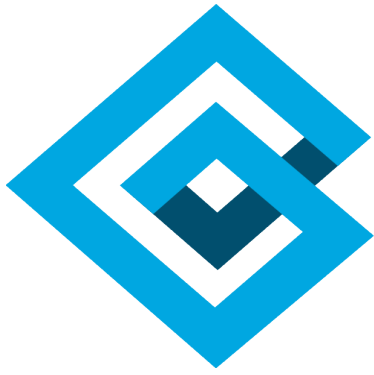
It is my hope that through the eyes of recruiters and organizations, legitimacy and quality of student work will be tied to this accrediting body.

Vote This is an Ad-Hoc meeting, therefore votes were e-mailed in.

Discussion:

Comments and Suggestions: Additional Requests/ Open/ Call for Vote and Discussion Items, Note Approved Items, Note Approved upon Revision Items, Note Tabled Items

Meeting Conclusion



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Business Office Systems and Support

Program Director: Juanita Dominguez

Dean: Jarod Bleibdrey

Date: March 31, 2022

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B. Program Output	8
1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc. . Error! Bookmark not defined.	
2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)	8
C. Outcomes (Immediate, intermediate, long-term and ultimate)	10
1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)..... Error! Bookmark not defined.	
2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix). Error! Bookmark not defined.	
3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)	Error! Bookmark not defined.
Part III: Conclusions and Final Recommendations	40
A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.	40
1. Strengths	Error! Bookmark not defined.
2. Areas of Improvement	Error! Bookmark not defined.
3. Threats (external).....	Error! Bookmark not defined.
4. Opportunities (external)	Error! Bookmark not defined.
B. Final Discussion on the merit and worth of the program	Error! Bookmark not defined.

Part I: Program Purpose, Description and Goals

A. Program Purpose:

Business Office Systems and Support program aligns with the colleges Mission statement which is student-centered, delivering superb education and life enriching opportunities to students and communities it serves.

Program name changed effective Spring 2023. Purpose of name change was to increase enrollment in program. The purpose statement was review during this time and remained relevant to curriculum and the mission of the college.

B. Program Description:

The Business Technology: Business Office Systems and Support degree seeking students will obtain industry driven training to effectively perform routine clerical and administrative duties in a modern office setting. Training will span many industries such as education, healthcare, government, educational and legal organizations. Graduates from the program will be competent and efficient in organizing files, drafting messages, managing correspondence, scheduling appointments and supporting other staff in an office environment. Students will have the opportunity to learn in-depth technical skills in computer applications, office communications, records management and administrative office procedures. At the conclusion of the program, students will be given the opportunity to become receive badges in various areas of Microsoft Office. Name change within the description was changed but still relevant during the program but content did not change.

C. Program Goals:

1. Recruitment

a. Recruitment for Non-Traditional students. This would be accomplished by recruiting in communities and events and businesses within the local communities. Cities/Communities to focus on: Alice, San Diego, Hebbronville, Benavides, Freer, Premont, Falfurrias, Bruni, Ben Bolt and George West.

b. Recruitment at area High Schools. Visit local area high schools in Alice, San Diego, Hebbronville, Benavides, Freer, Premont, Falfurrias, Bruni, Ben Bolt and George West. Present to high school seniors who are currently enrolled in DECA program.

c. Recruit at businesses within these cities/communities. Set up tables at our local HEB, Walmart, Tractor Supply and attend events within these cities and communities.

2. Develop and online BOSS program in addition to our current
 - a. Inform advisory committee members
 - b. Develop all courses for an online degree plan
 - c. Students will utilize Blackboard to access all online courses
 - d. Develop all courses for an online degree plan
 - e. If approved, add to college's catalog
 - f. Advertise new online program by utilizing current college marketing methods

Recruitment has occurred during Fall 2022 and will continue throughout the remainder of the year. Will start to look into best practices and do research by looking at other junior college online programs.

D. Program Student Learning Outcomes

1. Demonstrate advanced concepts of project management and office procedures integrating software applications, critical thinking, and problem solving.
2. Emphasis on understanding basic records information management systems including manual and electronic.
3. Emphasis on career preparation for career success, ethics, interpersonal relations, professional attire, and advancement.
5. Demonstrate current office procedures duties, and responsibilities applicable to an office environment.

Student Learning Outcomes are aligned with GIPWE. SLO's are also assessed within each course within the program. A yearly assessment is then combined. At the end of a three-year cycle, a completed three-year assessment will be completed.

See Appendix for PLO's

Students are learning Program Level Objectives in different course. There is a total of five PLO's which are then emphasized in certain courses.

Students will gain knowledge/skills that are required in jobs within the industry. Challenges in some courses could be:

Economy-due to our economy's ups and downs instructor will stay in touch with Texas Workforce who can provide valuable resources/knowledge of current duties, responsibilities to an office environment

Job Placement-stay in touch and have students reach out to our local Texas Work Force for job placement for students.

Part II: Description of Program Effectiveness

At this present time, 90% of the BOSS program is taught Distance Learning. Concern at this present time is the lifespan of the DL equipment. This is a concern.

A. Resources

1. Faculty/Staffing

Juanita Dominguez, Professor 32 years teaching experience-11 years industry experience. Bachelor of Science in Occupational Training and Development from TAMUCC. Associate of Applied Science in General Business from Bee County College. Certificate in Clerk Typist from Bee County College.

Currently, the program is utilizing one full time instructor. However, if and when the online program is approved an additional full-time instructor will be needed. The BOSS has seen a slight increase in enrollment which then can also justify an additional instructor.

Budgetary Impact:

Juanita Dominguez

\$53,369 (plus overload) \$2,500

Implementation for the online program will be effective Fall 2023. However, strong recruitment/advertisement will be needed during Spring and Summer.

Additional Full-time Instructor: \$45,000

Instructor participated in Professional Developments which is required of the college. Instructor has and does use the Professional Developments trainings to better assist her in her courses. Material reviewed in these trainings has been used in the classroom setting to help students better understand course material.

Professional Developments:

DATE	PARTICIPANTS	LOCATION	HOOR
9-16-21	Teaching & Learning	Tony Holland	1 1/2
9-16-21	Five Strategies to Significantly Improve Student Learning Completion	Tony Holland	2
	Drug Free Workplace	Vector LMS	24 min

Course Evaluation Survey

	FERPA: Confidentiality of Records	Vector LMS	16 min
	Sexual Harassment: Policy & Prevention	Vector LMS	71 min
	Sexual Harassment: Staff-to-Staff	Vector LMS	35 min
	Title IX and Sexual Harassment	Vector LMS	27 min
	Workplace Bulling: Awareness & Prevention	Vector LMS	20 min
	Coronavirus 101: What You Need to Know	Vector LMS	18 min
	Coronavirus 103: Managing Stress & Anxiety	Vector LMS	12 min
	Coronavirus 105: Cleaning & Disinfecting	Vector LMS	12 min
	General Ethics in the Workplace	Vector LMS	17 min
10-13-21	How Do I Create Questions that Stimulate Engaging Conversations in Online Discussion Boards?	Starlink Training	20 min
10-13-21	How Can I Gauge Online Learning Through Engaging Activities and Assignments?	Starlink Training	20 min
10-15-21	How Can I Optimize Announcements to Help Online Students Navigate My Class	Starlink Training	
	KnowBe4		9 hours
		TOTAL	17.5 hours

A total of 12 hours is required for the year.

Instructor will continue to participate in Professional Development hours as needed.

2. Technology

At this present time, 90% of the BOSS program is taught Distance Learning. Concern at this present time is, the lifespan of the DL equipment. The equipment in the DL rooms (Alice, Kingsville, Beeville, Pleasanton) have been in use for numerous years. There have been times where equipment in the DL rooms have gone down making it difficult for instruction. Additional equipment can be used by placing large TV's toward the opposite end of the room, better sound system in some DL rooms.

3. Equipment and Facilities

Priority scheduling for distance learning rooms. Keep lines of communication with IT to ensure room availability for all distance learning classes. Coordinate with staff/faculty at each site to ensure classrooms are available. Because DL rooms are overseen by IT, instructor will keep updated with any new updated facilities, equipment and technology that IT has done to and any of the classrooms at local site. Students will have access to Office 365 which is available free to the students through our Website. No additional equipment or facilities needed at this time since there is no assigned lab for the BOSS program.

4. Budget

Budget includes additional full-time faculty which would be needed if a BOSS online program is approved. All other amounts included in the budget below are needed in order the program to continue improving especially with enrollment which would include: travel, out of town and local recruitment and distributing pamphlets, SWAGS and promoting the BOSS with advertisements.

Overloads	\$1,600.00
Salary (Full-time Alice)	\$53,369.00
Additional Full-Time Instructor	\$45,000.00
Course Overload	\$2,500.00
Travel to sites, Coop visits	\$500.00
Out of town recruitment	\$500.00
Pamphlets/advertisement	\$500.00
Advisory Meeting	\$300.00
SWAG	\$250.00
O What A Show	\$400.00
Total	\$104,269

Cost of the books and tuition is an estimated amount for BOSS program. When comparing cost with other community colleges within our area, program cost is reasonable making this program affordable for students. In order to perhaps reduce cost of books, students will be given to have the choice of purchasing books through our local bookstore and/or online purchases or have students purchase an e-book which will be available to them on their first day of class.

COST of PROGRAM:

Tuition (In District)	\$4,200
Tuition (Out District)	\$7,920
Books	\$1,806
Total	\$13,926

Tuition does **not** include: General Use Fee, Registration Fee, Parking Fee (which is only paid once) and Printing Fee. Books do not include taxes. Students will have the option for E-books in some of their courses.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

At this present time, the BOSS is and has been approved by THECB and SACSCOC. New degree plans start with a Level I, and AAS and have been approved through our Advisory Board and submitted to THECB. The BOSS continues to have increase enrollment. The budget implication for the BOSS program has been heading in a positive direction from where it previously was. External accreditation through CAP (ip) Program.

Within the year, the BOSS program has gone from being in the negative to now being in the positive. Continued growth is expected of the BOSS program making it a profitable program to continue with.

Budget Encumbrance	\$91,519.29
Revenue	\$96,150.00
Contact Hours	\$50,780.00

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees.

Instructor participates in various activities for growth in BOSS program. Such activities include: continued recruitment in local communities, schools and events, continued curriculum developments provided by college, participate on online conferences, server on committee for the college and exposure of the BOSS program through newsletters provided by the college Director Marketing & Public Relations.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

AAS Business Technology - Business Office Systems and Support (B.O.S.S.)

COURSE COMPLETION									
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M
2018-19	73	149	138	93%	133	89%	8	5%	
FTF	71	141	130	92%	125	89%	8	6%	
INT	8	8	8	100%	8	100%	0	0%	
2019-20	77	149	143	96%	137	92%	8	5%	
FTF	74	135	130	96%	124	92%	8	6%	
INT	14	14	13	93%	13	93%	0	0%	
2020-21	111	209	199	95%	186	89%	19	9%	

Course Evaluation Survey

FACULTY	
	Distinct Faculty
2018-19	3
FT	2
PT	1
2019-20	3
FT	2
PT	1
2020-21	4
FT	3
PT	1
2021-22	2
FT	2
Grand Total	4

SECTION LOAD			
	Duplicated Students	Distinct Sections	Student Per Section
2018-19	149	38	3.92
2019-20	149	35	4.26
2020-21	209	32	6.53
2021-22	92	19	4.84
Grand Total	599	102	5.87

ENROLLMENT & RETENTION				
Distinct Students				
	2018-19	2019-20	2020-21	2021-22
FTIC - 2018FA	8	3	3	
FTIC - 2019FA	1	14	14	7
FTIC - 2020FA	1	1	7	3
NOT FTIC	63	59	87	42

RETENTION RATE	
FTIC	2018FA
Distinct Students	8
2018-19	100%
2019-20	38%
2020-21	38%
2021-22	0%

Course Evaluation Survey

Percentage of Fees for Courses owned by Select Programs

TERM_SEQ	STC_TERM	PROG FEE	CBC TOTAL	PROG FEE %
Total		3,824,284.47	28,100,671.98	13.61%
20191	2019FA	728,640.89	4,612,007.92	15.80%
20194	2020SP	715,039.25	4,295,447.43	16.65%
20196	2020SU	85,833.43	964,567.86	8.90%
20198	2020SU2	35,661.00	458,956.66	7.77%
20201	2020FA	694,039.89	4,611,314.61	15.05%
20204	2021SP	532,303.62	3,825,234.90	13.92%
20206	2021SU	39,454.96	755,857.88	5.22%
20208	2021SU2	19,009.00	448,876.94	4.23%
20211	2021FA	504,626.83	4,489,434.92	11.24%
20214	2022SP	469,675.60	3,638,972.86	12.91%

Percentage of Fees + REI for Courses owned by Select Programs

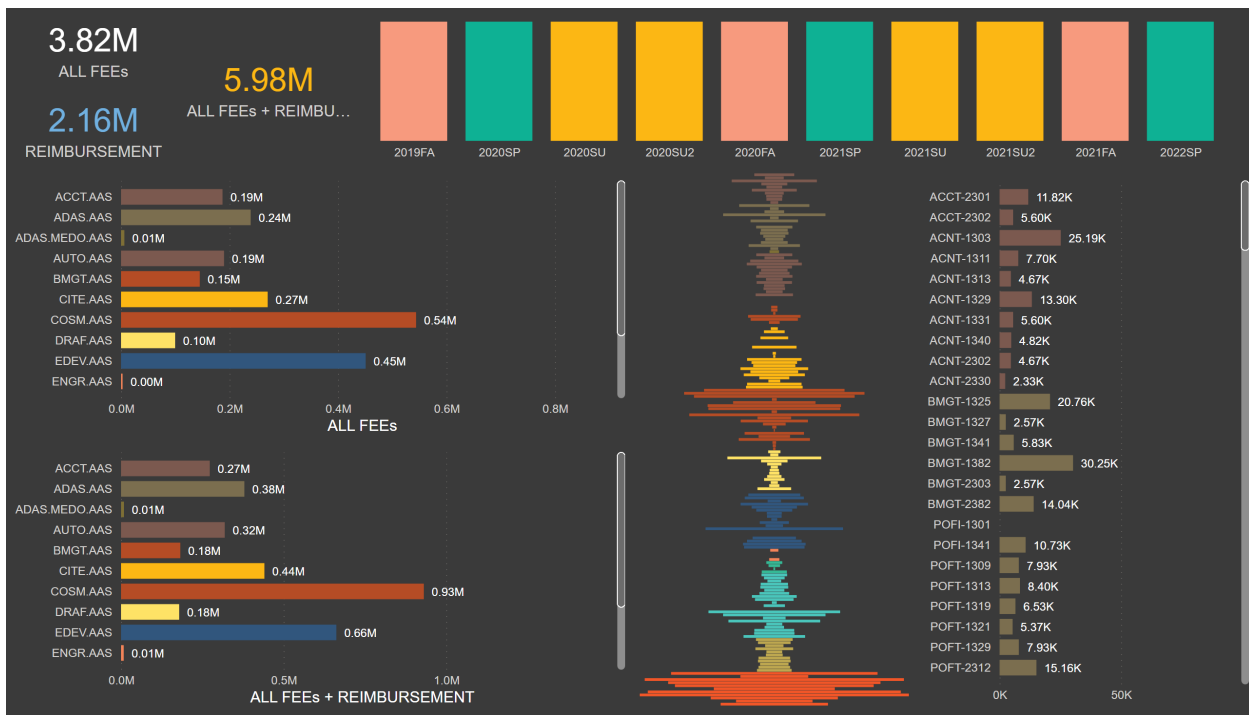
TERM_SEQ	STC_TERM	PROG FEE	REI	CBC TOTAL	FEE + REI %
Total		3,824,284.47	2156088.80	40,271,691.02	14.85%
20191	2019FA	728,640.89	439068.00	6,799,098.96	17.17%
20194	2020SP	715,039.25	493517.28	6,474,609.67	18.67%
20196	2020SU	85,833.43	44731.68	1,366,956.82	9.55%
20198	2020SU2	35,661.00	13047.84	624,170.10	7.80%
20201	2020FA	694,039.89	352698.08	6,507,797.49	16.08%
20204	2021SP	532,303.62	294649.28	5,490,545.30	15.06%
20206	2021SU	39,454.96	12873.60	1,041,618.20	5.02%
20208	2021SU2	19,009.00	6381.60	616,029.74	4.12%
20211	2021FA	504,626.83	243225.92	6,211,686.60	12.04%
20214		469,675.60	255895.52	40,271,691.02	1.80%

Percentage of Student Body taking Courses owned by Select Programs

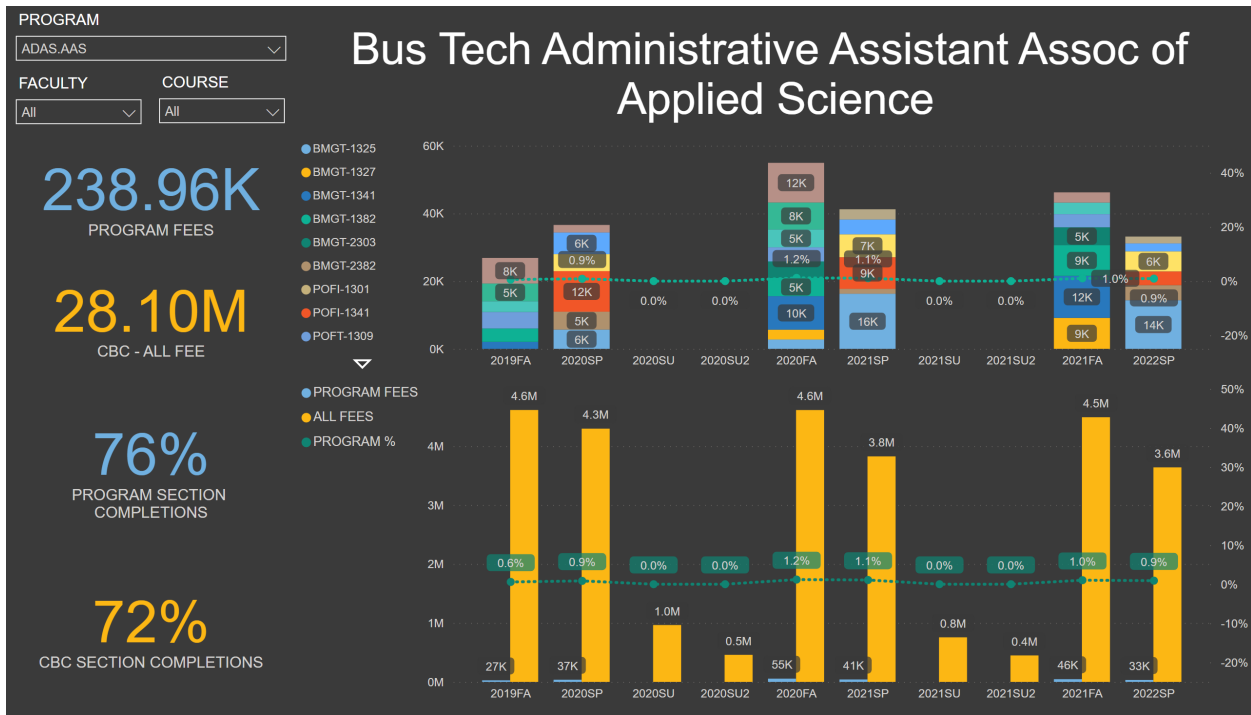
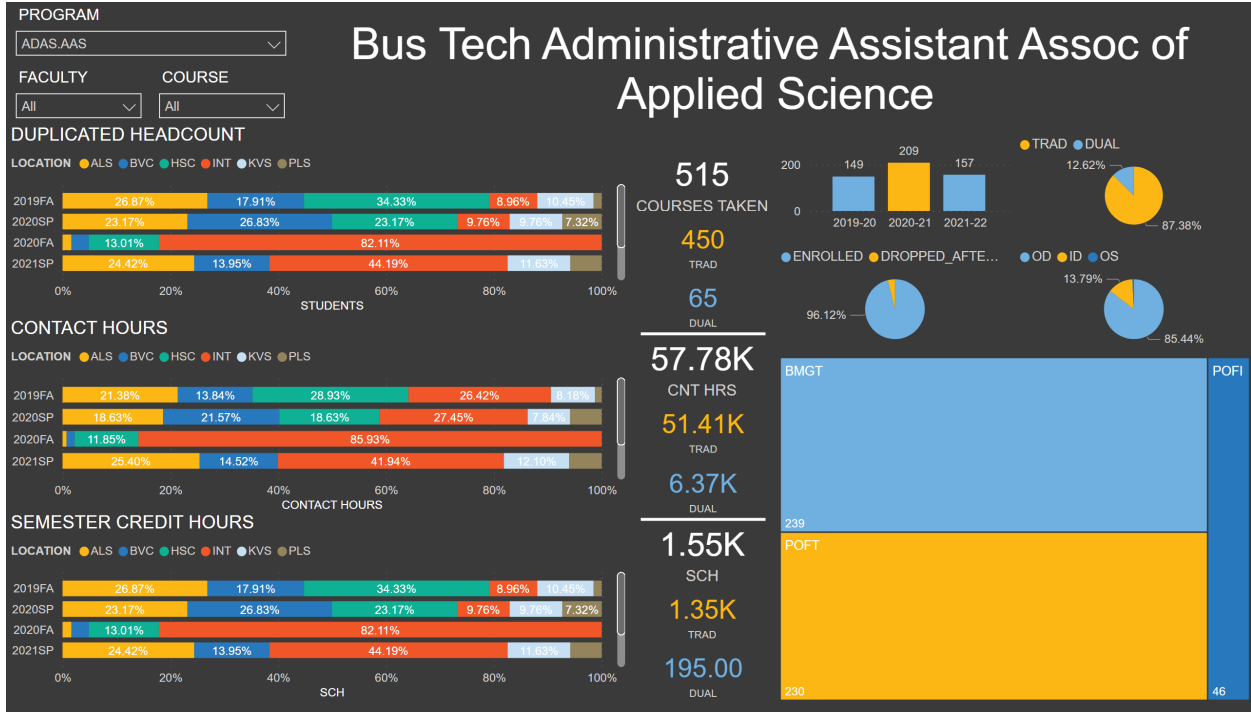
TERM_SEQ	STC_TERM	PROGRAM	STUDENTS	CBC TOTAL	PROGRAM HC %
20191	2019FA		1118	4938	22.64%
20194	2020SP		1111	4831	23.00%
20196	2020SU		66	1228	5.37%
20198	2020SU2		48	796	6.03%
20201	2020FA		699	4246	16.46%
20204	2021SP		636	3842	16.55%
20206	2021SU		60	953	6.30%
20208	2021SU2		28	796	3.52%
20211	2021FA		622	4070	15.28%
20214	2022SP	Total	577	3631	15.89%
		ACCT.AAS	22	3631	0.61%
		ADAS.AAS	47	3631	1.29%
		ADAS.MEDO.AAS	0	3631	0.00%
		AUTO.AAS	22	3631	0.61%

REPORT - DATA SET

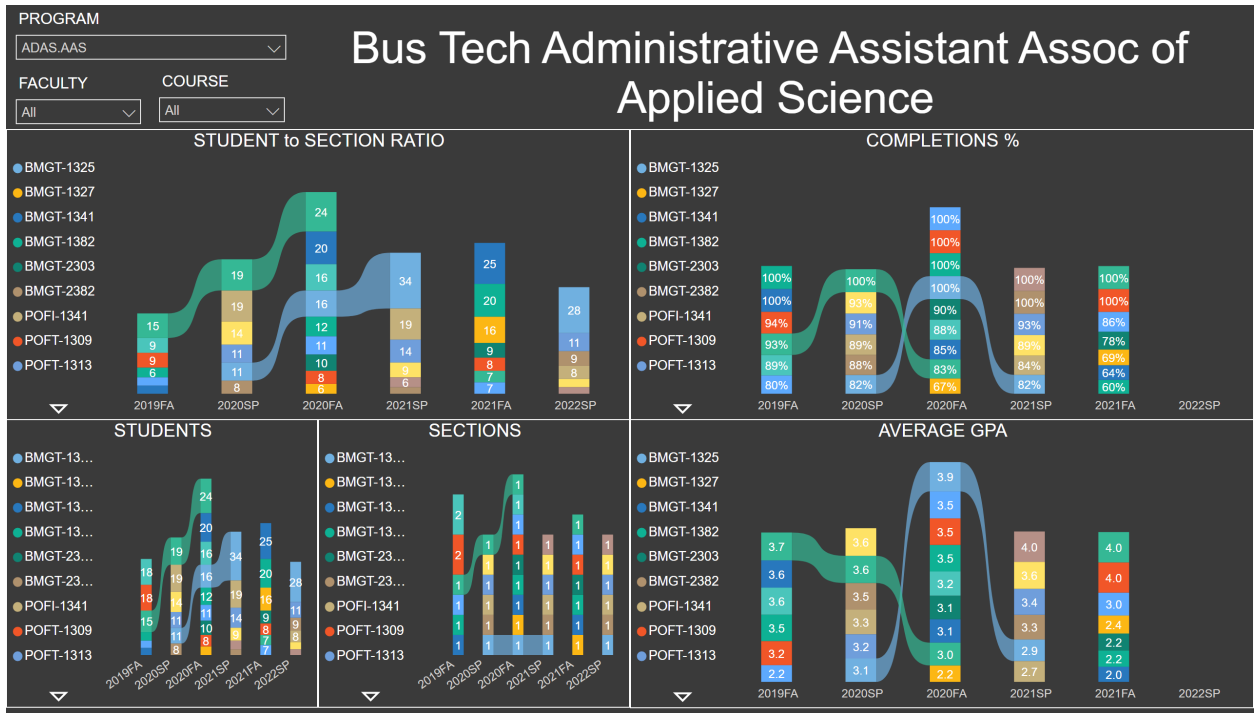
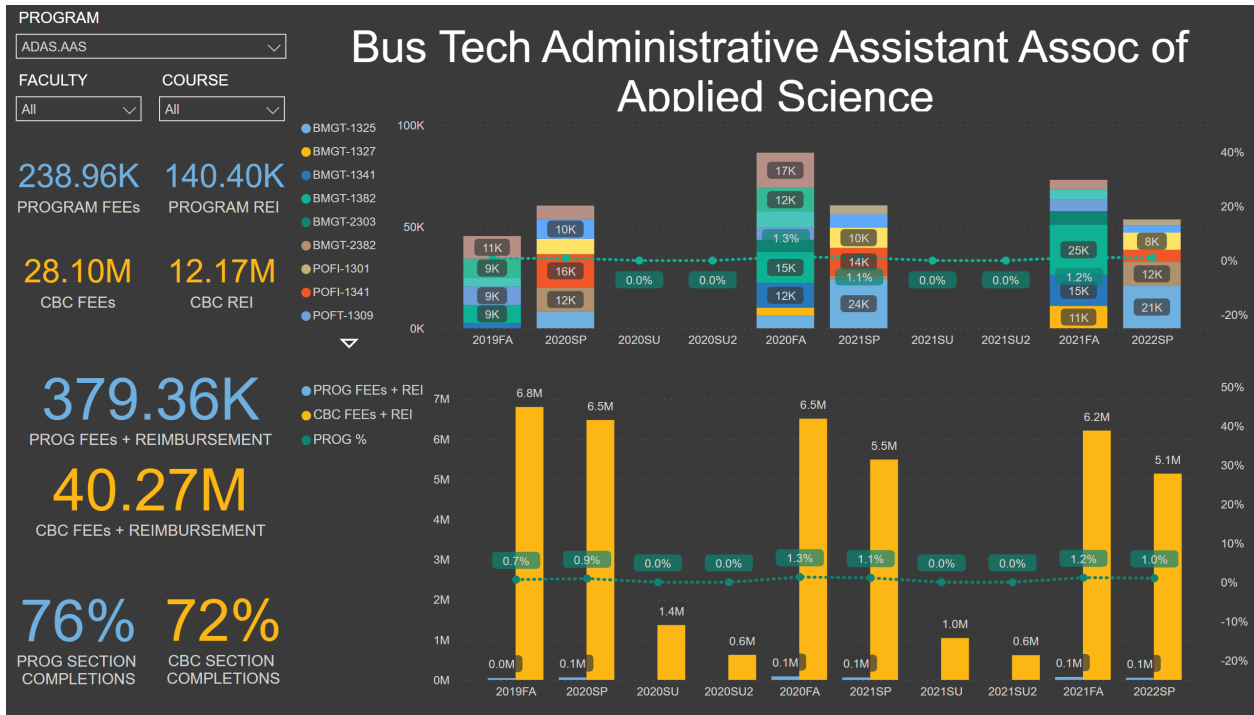
BLACKBOARD_KEY	STC_TERM	ACADEMIC_YEAR	TERM_SEQ	TERM_SEMESTER	START_A
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2022SP*9976*0021490	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0143416	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0035649	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0038432	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0122469	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0143176	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0006419	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0145249	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0021456	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0112989	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0136395	2022SP	2021-22	20214	SP	01/18/20
Total					



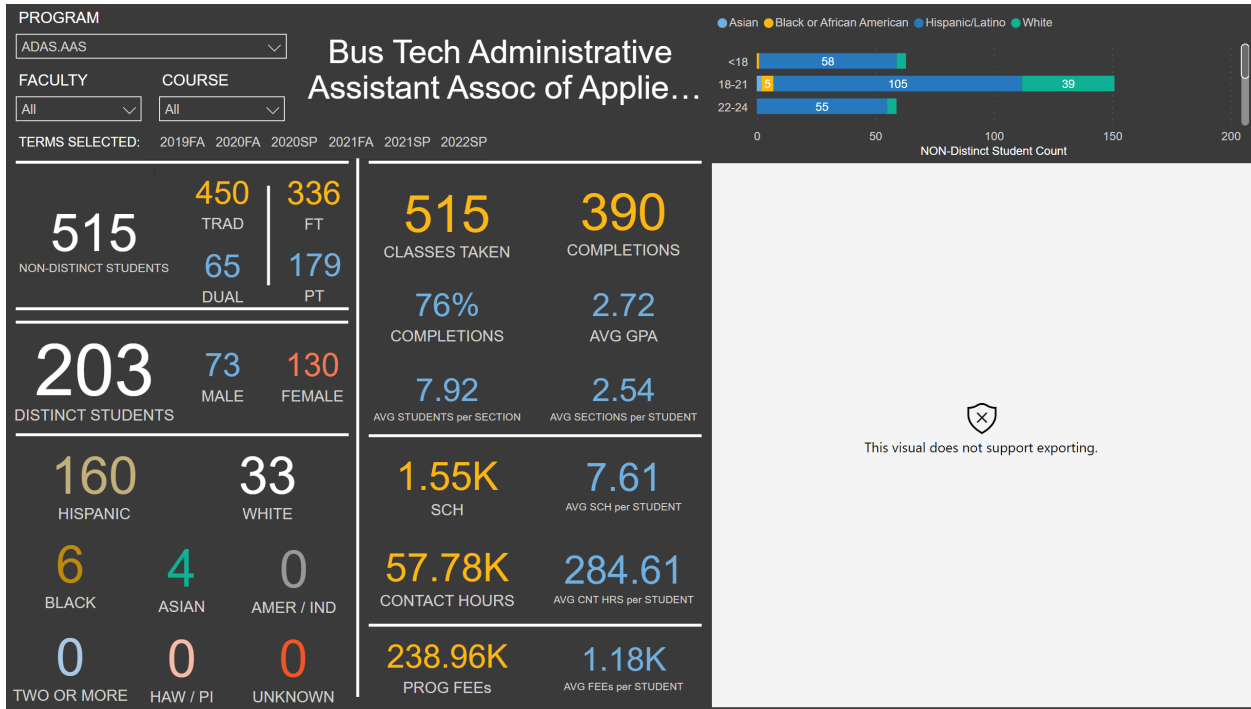
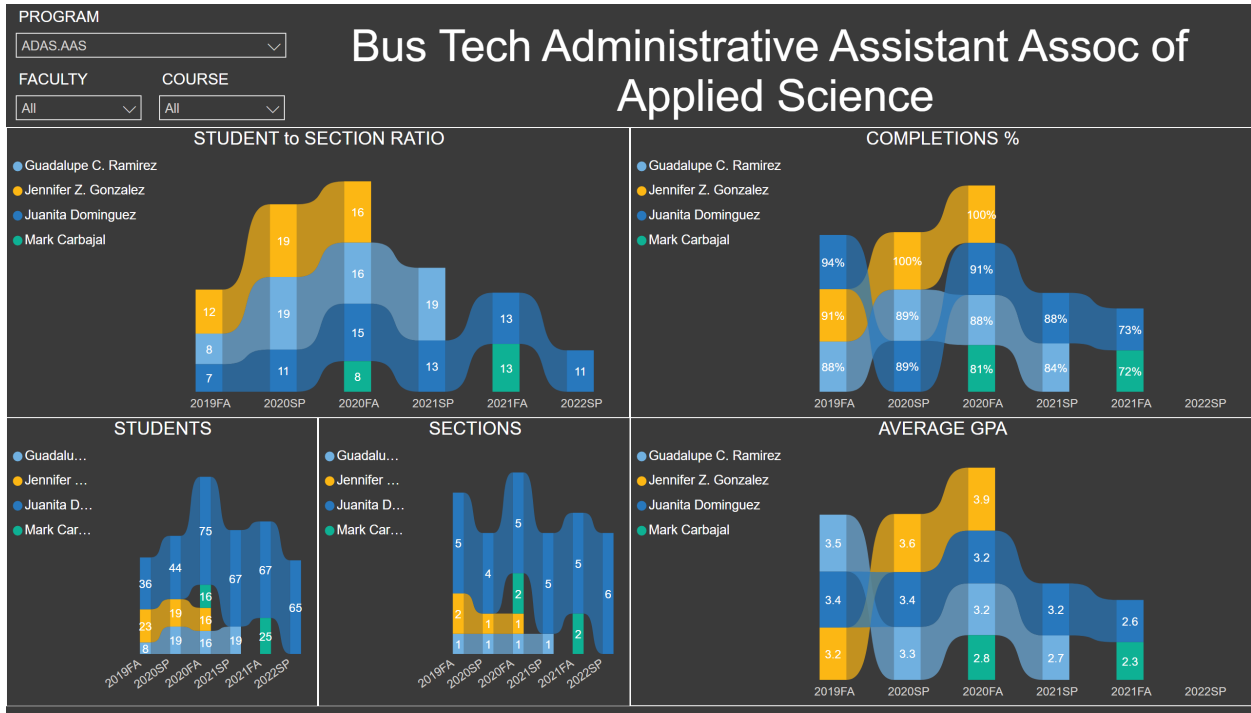
Course Evaluation Survey



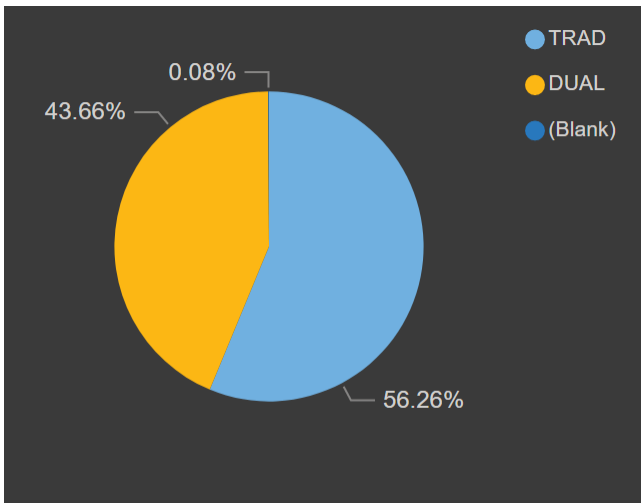
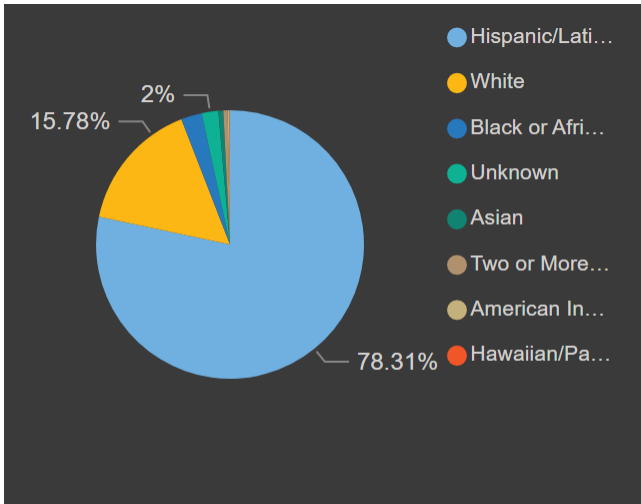
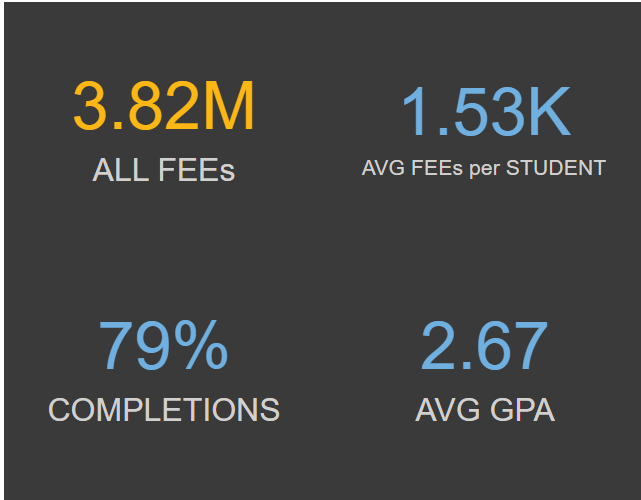
Course Evaluation Survey



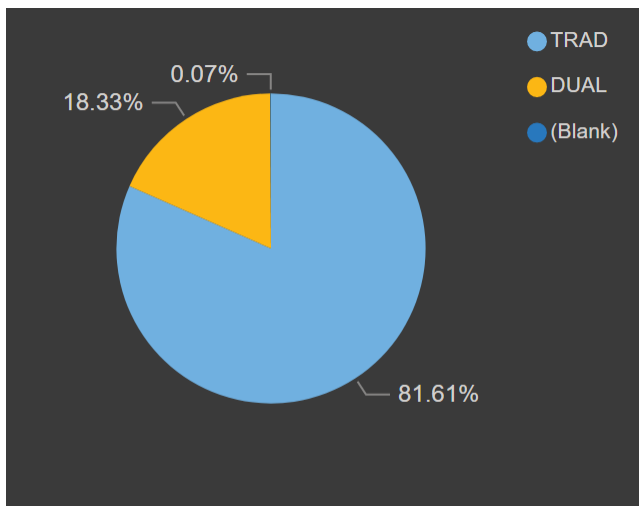
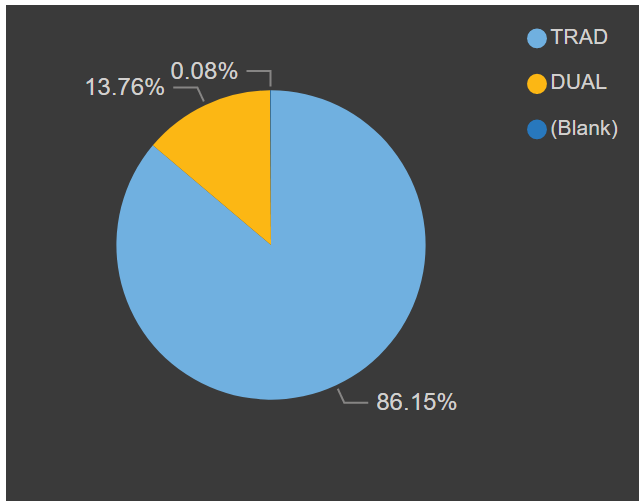
Course Evaluation Survey



Course Evaluation Survey



Course Evaluation Survey



Enrollment with the last three years.

Completion: 93%, 96%, 95%

Successful Completion: 89%, 92%, 89%

At this present time, the BOSS program is offering majority of courses face to face (DL) than internet at that time. A future online BOSS program will be a benefit for students especially those who are employed. Offering an online BOSS program will give working students the opportunity to complete their program and would account as CBC completers.

Retention:

Fall 2021 43% new students

Fall 2020 50%

Program Completion: 76%

BOSS workforce education program consists of a coherent sequence of courses designed to prepare students for employment in a career field. Job placement rate is not calculated or tracked formally at this time. As the program director, I have seen students employed in the business/banking/education and medical industry fields. Numerous employers have express interest for students within their job fields.

COURSE EVALUATIONS

Q1 Please indicate which course subject you are evaluating with this survey entry.

Answered: 4 Skipped: 0

ANSWER CHOICES	RESPONSES	
ACNT 1340 - Accounting and Business Ethics	25.00%	1
BMGT 1382 - Coop Education - Business Admin & Mgmt Gen	25.00%	1
POFT 1309 - Administrative Office Procedures I	25.00%	1
POFT 2312 - Business Correspondence & Communication	25.00%	1
TOTAL		4

Q2 Please select the name of your instructor from the list below.

Answered: 4 Skipped: 0

ANSWER CHOICES	RESPONSES	
Juanita Dominguez	100.00%	4
TOTAL		4

Q3 How is the course taught? (Modality)

Answered: 4 Skipped: 0

ANSWER CHOICES	RESPONSES	
Face to Face (Alice)	50.00%	2
Lifesize or other Live Meeting Room (Distance Learning)	25.00%	1
Blackboard Recordings and/or PowerPoint (Online)	25.00%	1
TOTAL		4

Q4 Class Time? (If your section is online, please type N/A)

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	N/A	11/30/2021 1:02 PM
2	8:00am	11/30/2021 1:00 PM
3	9:30 am	11/20/2021 4:20 PM
4	9:30	11/15/2021 7:00 PM

Please indicate your level of agreement with the following statements.

Q5

(Communication)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor helps me understand the material.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
My instructor responds with 24 - 48 hours to an email or phone request.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
My instructor is willing to assist me outside of class.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
My instructors treats students with respect.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4

Please indicate your level of agreement with the following statements.

Q6

(Grading and Feedback)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor regularly provides me with feedback on my work.	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
My instructor grades my work fairly.	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4

Please indicate your level of agreement with the following statements.

Q7

(Teaching Effectiveness)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
My instructor provides opportunities for me to ask questions.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4	1.25
My instructor's lectures and activities are helpful in learning the material.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4	1.25
I would recommend this instructor to other students.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4	1.25

Q8 Please indicate your level of agreement with the following statements regarding the COURSE. (Student Learning Outcomes)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
This course was interesting to me.	75.00% 3	0.00% 0	25.00% 1	0.00% 0	4
This course stimulated by critical and analytical thinking.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Q9 Please indicate your level of agreement with the following statements regarding the COURSE. (Workload and Course Difficulty)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
This course is challenging.	25.00% 1	75.00% 3	0.00% 0	0.00% 0	4
The workload was appropriate for the level of the course.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
This course was harder than my other classes.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Q10 Please indicate your level of agreement with the following statements regarding the COURSE. (Textbook and Instructional Materials)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The textbook and instructional materials for this course were useful to me.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
The textbook and instructional materials were necessary for my success in this course.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Q11 Please indicate your level of agreement with the following statements regarding the COURSE. (Classroom Technology)

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Accessing materials online using Blackboard is easy.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
The required software has helped me be successful in this course.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
I am comfortable using Blackboard technology.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
I regularly check my emails for communication.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Q12 Was this course taught via two-way video or lecture-TV? (Distance Learning)

Answered: 4 Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	50.00% 2
No	50.00% 2
TOTAL	4

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Q13 You have indicated this course was taught two-way video or lectureTV. Please indicate your level of agree with the following statements.

(Distance Learning)

Answered: 2 Skipped: 2

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISGAREE	(NO LABEL)	TOTAL
The course website is useful.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
The course website is easy to use.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
I am learning as much in this course as a traditional course.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
I would gladly take more distance learning courses.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Q14 What did you like most about this instructor's teaching this semester?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	I was able to work hands on.	11/30/2021 1:04 PM
2	Everything, she helps and explains things.	11/30/2021 1:02 PM
3	very understanding and She is on- hand teaching	11/20/2021 4:23 PM
4	Mrs. Dominguez interacted with the students and always made sure she answered any questions we had	11/15/2021 7:05 PM

C. Outcomes (Immediate, intermediate, long-term and ultimate)

BOSS Degree Plans-AAS, Level I
Catalog Pages: 92-94

Business Technology: Business Office Systems and Support

Program Description: Business Office Systems and Support AAS degree seeking students will obtain industry driven training to effectively perform routine clerical and administrative duties in a modern office setting. Training will span many industries such as education, healthcare, government, educational and legal organizations. Graduates from the program will be competent and efficient in organizing files, drafting messages, managing correspondence, scheduling appointments and supporting other staff in an office environment. Students will have the opportunity to learn in-depth technical skills in computer applications, office communications, records management and administrative office procedures. At the conclusion of the program, students will be given the opportunity to become receive badges in various areas of Microsoft Office.

Business Office Systems and Support is an articulated high school credit program. Students who have successfully completed appropriate courses in this degree in high school may be able to receive college credit for those courses.

What will I learn? Students will develop knowledge of the administrative assistant profession through activities that engage the student to focus on the technologically driven modern office environment. Students will participate in rigorous projects that require critical thinking, and simulations throughout the course of study to form critical thinking, communication, teamwork and personal responsibility aptitudes. Empirical skills will be integrated through accounting and computational activities along with stressing the importance of practicing personal and social responsibility in an office environment.

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Integration of these skills will be enhanced by on the job training through cooperative education opportunities that are part of the degree program. College credit is given to students who work in occupations that reflect an office setting. Practical experience is gained to strengthen or broaden their own preparation for employment.

Student training will include: • POFI - Computer Applications • POFT - Keyboarding, Business Math, Records Management Business Communications & Correspondence, Administrative Office Procedures • ACNT - Introduction to Accounting, Payroll & Business Tax Accounting, • BMGT – Cooperative Education and on-the-job skills training is available.

How long will it take? The AAS degree with an emphasis in BOSS is a comprehensive educational stackable pathway consisting of 60 credit hours that includes: building to a Level I Certificate: Business Office Systems and Support and a Level II Certificate: Business Office Systems and Support. The general education core of communication, mathematics, natural science, humanities and fine arts, social and behavioral science, computers, and an institutional requirement “Learning Frameworks” may then be taken toward the AAS degree.

How much will it cost? In addition to tuition and fees, students will pay a lab fee for courses requiring labs. This fee is based on materials, consumables, and supplies required for the particular lab. Lab fees may vary due to an individual’s ability and materials required by the course labs. Lab fees for particular courses are listed in core syllabi and based on the average student completing the course. Contact program faculty for more information on lab fees.

What is the job market? For recent job information such as median salary ranges, job growth/outlook, and job/career opportunities in this field, please visit the Workforce Solutions of the Coastal Bend Center at the Beeville, Alice and Kingsville locations or the Workforce Solutions Alamo Center at the Pleasanton site.

Students will develop knowledge of the administrative assistant profession through activities that engage the student to focus on the technologically driven modern office environment. Students will participate in rigorous projects that require critical thinking, and simulations throughout the course of study to form critical thinking, communication, teamwork and personal responsibility aptitudes. Empirical skills will be integrated through accounting and computational activities along with stressing the importance of practicing personal and social responsibility in an office environment. Integration of these skills will be enhanced by on the job training through cooperative education opportunities that are part of the degree program. College credit is given to students who work in occupations that reflect an office setting. Practical experience is gained to strengthen or broaden their own preparation for employment.

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(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Curriculum Mapping

Guided Pathways Program Map

Name of Program of Study: Business Office Systems and Support ASSOCIATE OF APPLIED SCIENCE- 60 CREDIT HOURS- FULL TIME

DEVELOPMENTAL EDUCATION OPTIONS: Some students may need to take developmental courses in Reading, Writing, and/or Math based on their placement scores on the TSI Assessment. At CBC, we have designed accelerated curriculum designed to help students reach college readiness as successfully and quickly as possible. Any developmental courses needed should be taken during the first semester so as to not delay degree completion. More information regarding TSI and College Readiness at CBC may be found by visiting www.coastalbend.edu/tsi

TSI Assessment Assistance and testing scheduling information may be found by visiting www.coastalbend.edu/collegeplacement

PROGRAM DESCRIPTION: Business Office Systems and Support AAS degree seeking students will obtain industry driven training to effectively perform routine clerical and administrative duties in a modern office setting. Training will span many industries such as education, healthcare, government, educational and legal organizations. Graduates from the program will be competent and efficient in organizing files, drafting messages, managing correspondence, scheduling appointments and supporting other staff in an office environment. Students will have the opportunity to learn in-depth technical skills in computer applications, office communications, records management and administrative office procedures. At the conclusion of the program, students will be given the opportunity to become receive badges in various areas of Microsoft Office.

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(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

JOBS IN THIS DEGREE: Business Office Systems and Support AAS degree seeking students will obtain industry driven training to effectively perform routine clerical and administrative duties in a modern office setting.

College Preparatory Pre-Degree Requirements		
Program Specific	Reading and Writing Placement <i>Placements based on TSI</i>	Mathematics Placement <i>Placements based on TSI</i>
All students who do not have appropriate test exemption scores on file MUST take the TSI Assessment. <i>All test scores are valid for five years.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> IRW 0311 Integrated Reading Writing I <input type="checkbox"/> NCBW 0112 and ENGL 1301 Corequisite <input type="checkbox"/> NCBT 0111 and ENGL 2311 Corequisite 	<ul style="list-style-type: none"> <input type="checkbox"/> NCBM 0110 Basic Math <input type="checkbox"/> MATH 0421 Beginning Algebra <input type="checkbox"/> NCBM 0124 and MATH 1314 Corequisite <input type="checkbox"/> NCBM 0132 and MATH 1332 Corequisite

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

2022-2023

Program Map

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS OFFICE SYSTEMS AND SUPPORT

60 CREDIT HOURS- FULL TIME

Student Name _____ ID# _____ VA Student

PTK Student

Student Signature _____ Date

Success Coach Name _____ Success Coach
Signature _____

*Use this **Program Map** to choose courses with your success coach and track your progress towards milestones and completion of program.*

(M) TSI restricted course- student must be college ready in Math to take this course
(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

FIRST YEAR

FILL OUT FAFSA AND MEET WITH A SUCCESS COACH					
Semester 1	CR	Advising Notes	Student Notes	Semester Completed	Grade
Math 1314,1332, 1324 or 1442	3	<p>(M) RECOMMEND MATH 1332</p> <p>Advise students on available tutoring for core classes</p>	<p>Math 1332 is the preferred course for this degree. However, you may take another Mathematics core course that better suits you</p> <p>Visit the Cougar Success Center for available tutors. Request a tutor by asking for a tutor request form</p>		
POFT 1321	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
ACTN 1303	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
EDUC 1300	3	All first-time CBC students with fewer than 12 SCH of successful college credit must take EDUC 1300 in the first semester.	Students should work on creating healthy student habits and time management. Visit the Cougar Success Center for available tutors. Request a tutor by asking for a tutor request form		
POFI 1301	3	<p>Advise student to use student email to download Microsoft Office</p> <p>Register for next semester classes</p>	<p>You will need Microsoft Office; free download is available from you CBC email.</p> <p>Meet with your Success Coach to discuss your next semester courses</p>		
15 Total Semester Hours Completed/Meet with your Success Coach					

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Semester 2	CR	Advising Notes	Student Notes	Semester Completed	Grade
POFI 1341	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
ENGL 2311	3	(ELAR) Advise students on available tutoring for core classes	Visit the Cougar Success Center for available tutors. Request a tutor by asking for a tutor request form		
POFT 1319	3	Advise student to use student email to download Microsoft Office After 12 completed hours, students may qualify for Phi Theta Kappa Honor Society. Learn more at www.ptk.org	You will need Microsoft Office; free download is available from you CBC email. If you have a 3.5 GPA or higher, you may qualify for Phi Theta Kappa Honor Society. Check your CBC student email for your invitation		
SOCIAL AND BEHAVIORAL SCIENCE- ECON 2301,2302; PSYC 2301,2314; SOCI 1301,2301; HIST 1301,1302; GOVT 2305,2306	3	(ELAR) For transfer students, advise student in selecting the course that best aligns with the student's transfer pathway	You may take any Social and Behavioral Science core course. If you plan to pursue a bachelor's degree, work with your success coach to select the course that best aligns with your transfer pathway		
LANGUAGE, PHILOSOPHY, AND CULTURE Or CREATIVE ARTS-ENGL 2322,2323; HUMA 1301; PHIL 1301,2306,2321; SPAN 2311 Or ARTS 1301; MUSI 1306	3	(ELAR) For transfer students, advise student in selecting the course that best aligns with the student's transfer pathway Register for next semester classes	You may take any Language, Philosophy, and Culture OR Creative Arts core course. If you plan to pursue a bachelor's degree, work with your success coach to select the course that best aligns with your transfer pathway Meet with your Success Coach to discuss your next semester courses		
15 Total Semester Hours Completed /Meet with your Success Coach					

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(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

SECOND YEAR					
Semester 3	CR	Advising Notes	Student Notes	Semester Completed	Grade
POFT 2312	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
BCIS 1305	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
ACNT 1329	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
POFT 1309	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
BMGT 1382 OR BMGT 1341	3	Advise student to use student email to download Microsoft Office Register for next semester classes	You will need Microsoft Office; free download is available from you CBC email. Meet with your Success Coach to discuss your next semester courses		
15 Total Semester Hours Completed /Meet with your Success Coach					
Semester 4	CR	Advising Notes	Student Notes	Semester Completed	Grade
POFT 2331	3	Advise student to use student email to download Microsoft Office Eligible for AAS Degree; Remind student to apply for graduation	You will need Microsoft Office; free download is available from you CBC email. Meet with your Success Coach to apply for graduation (pay attention to application deadlines in October, February, and June)		
POFT 1313	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is		

(M) TSI restricted course- student must be college ready in Math to take this course

(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

			available from you CBC email.		
GEOL 1305	3				
BMGT 1325	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
BMGT 2382	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.	Degree Awarded	
15		Total Semester Hours Completed			
60		Total Program Hours			

Transfer Information: meet with a success coach to learn more about transfer pathways

Schedule your meeting with a success coach: studentsuccess@coastalbend.edu to learn more about transfer options. Include your name, student ID, and the program you in which you are interested in the email.

Career Opportunities

The data below are intended to be a guide and reference tool and represent local and regional employment information for occupations related to this program. This is not a guarantee of job placement in any of these occupations after successful completion of a CBC program. All data listed below incorporate South Texas jobs and entry wages found on <http://www.texaswages.com/WDAWages>. For recent job information such as job growth/outlook and job/career opportunities in this field, please visit the Workforce Solutions of the Coastal Bend Center at the Beeville, Alice, and Kingsville locations or the Workforce Solutions Alamo Center at the Pleasanton site.

(M) TSI restricted course- student must be college ready in Math to take this course
(ELAR) TSI restricted course- student must be college ready in ELAR (Reading & Writing) to take this course.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

The BOSS program has been approved for a new name change which just occurred this past year. The program is hoping the new name change Business Office Systems and Support will help boost enrollment in the program. Another possible increase in enrollment is also offering the BOSS program online. This will allow students who are working to be able to complete their degree without having to come to a campus, making them completers for the BOSS programs (AAS, Level I).

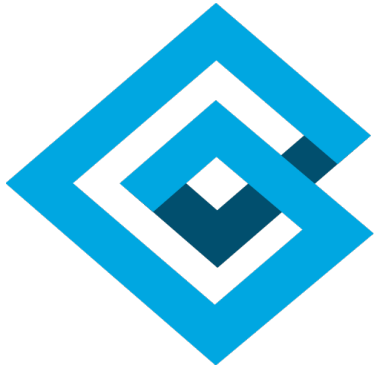
The BOSS program is meeting institutional goals and outcomes. PLO's, SLOM's for Program Evaluation and Course Assessments have been conducted for a 3-year period. Assessment Results will be looked at and see what recommendations are made which will benefit students to better understand that topic/area and help instructor decide on ways to improve that topic/area.

The BOSS program has an Advisory Committee. The role of an advisory committee is to 1) help a college document the need for a workforce education program and 2) ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. The advisory committee is one of the principal means of ensuring meaningful business and industry participation in program creation and revision.

Advisory Committee Functions Advisory committees perform the following functions: (1) evaluating the goals and objectives of the program curriculum; (2) establishing workplace competencies for the program occupation(s); (3) suggesting program revisions as needed; (4) evaluating the adequacy of existing college facilities and equipment; (5) advising college personnel on the selection and acquisition of new equipment; (6) identifying local business and industry leaders who will provide students with work-based learning experiences, employment, and placement opportunities; (7) assisting in the professional development of the faculty; 8 Approved July 13, 2015 Updated August 8, 2022 (8) assisting in promoting and publicizing the program to the community and to business and industry; and (9) representing the needs of students from special populations as defined in Perkins V.

Appendix

Program Evaluation and Course Assessment														
A.A.S. Business Office Systems and Support														
Program Level Objectives	POFT 2331	POFT 1319 Records and Information	POFT 1313 Professional	POFT 1321 Business Math	POFT 1309 Administrative	POFT 2312 Business Correspondence &	BMGT 1341 Business Ethics	BMGT 1382 Cooperative Education-Business	BMGT 2382 Cooperative Education-Business	BMGT 1325 Office	POFI 1301	POFI 1341	ACNT 1303	ACNT 1329 Payroll
1. Demonstrate advanced concepts of project management and office procedures integrating software applications, critical thinking, and problem solving.	X				X					X	X	X	X	X
2. Emphasis on understanding basic records information management systems including manual and electronic.	X	X			X									
3. Emphasis on career preparation for career success, ethics, interpersonal relations, professional attire, and advancement.	X		X		X	X	X	X	X					
4. Emphasis on understanding fundamentals of business mathematics .	X			X	X									
5. Demonstrate current office procedures duties, and responsibilities applicable to an office environment.	X	X			X	X		X	X	X				



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Early Development & Education

Program Director: Tomora Gambrell

Dean: Jarod Bleidbrey

Date: 1/30/2023

Part I: Program Purpose, Description and Goals

A. Programs purpose

The Early Development program is designed to introduce and promote a curriculum design to provide life enriching opportunities for students and prepare them for the workforce in areas for working with young children. This curriculum design will help students build a foundation of the early childhood field through activities that engage student to critically think about the field of early childhood education and care for young children from birth through age 12. Students are introduced, through the curricula, to various child development activities that are developmentally appropriate for preschool children. This promotes the foundation to build knowledge on developing activities to use with young children. Through the introduction of the components literacy, math, science, music, and writing activities for infants and toddlers as well, students gain knowledge to teach the topics when providing demonstration of their own creative way to apply concepts. The students will gain knowledge of the social and personal responsibility by conducting a mock parent-teacher conference, constructing a newsletter, and participating in teamwork through the presentations of topics assigned in the course. Students use qualitative thinking in the development of a starting budget for a child care center. They develop a beginning budget to open a center and an ongoing budget to include monthly or yearly expenses. Students practice their communication skills to conduct a mock teacher interview. Students are assigned activities that promote a professional interview with the child's parent.

This program is designed for students to complete an AAS degree, a Certificate Level I, and Level II, through a designed curriculum providing performance-based training in the skills needed to be a competent teacher or administrator in child care centers, preschool programs, family day homes, Head Start programs, or other early childhood programs. The students are required, within their course work, to work directly with young children in child care centers in the Coastal Bend College service area. The program purpose statement is relevant to the current curriculum.

This purpose is aligned with our Mission statement and was last reviewed in this program review cycle and this is reflected in the college catalog.

B. Program Description

Early Development and Education: This program is for AAS degree seeking students who are working towards receiving a foundation in child development. Students gain the knowledge and skills through the theories and theorists in the social, emotional, cognitive and physical development of young children. These theories allow students to work with young children with different abilities and help them recognize the growth needs of each child. Graduates from the program will have the skills necessary to work with young children in a child care center, preschool, Head Start or private school.

I have recommended changes to be proposed for Catalog year 2022-2023 will reflect the CDEC 2364 Practicum course to be removed from the Certificate level II. This class will remain as the Capstone for the AAS degree only. The Level two certificate will remain with this change and the

Capstone for this degree is the Level II certificate. This change went through our Curriculum committee and was approved on April 22, 2022. This change now aligns with our program's mission.

C. Program Goals

1. The program goals are to assist each Coastal Bend College students in providing equitable opportunities for lifelong learning and training needs. We believe in empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their

aspirations. Through the QEP plan and Strategic plan, students are able to alleviate most obstacles that keep them from succeeding because the plan is designed to meet student's needs for success. The most important goal is for our students to succeed, that is why the "Cougar Care" system will benefit them in their success. We want all our students to voice their needs in order to make their learning experiences at Coastal Bend College a great success.

2019-2020, 2020-2021, 2021-2022 Early Development and Education Program Goals

Our main goal is to increase student enrollment. This will entail many visits to schools, daycare facilities, libraries and anywhere we can introduce the college and our program. It was difficult to visit in businesses due to the pandemic, however, through emails and communication through phone calls we been able to reach out to schools and other agencies and inform them about our programs. I will continue to pursue outreach and find different ways to encourage students to participate in college.

2. Another goal is to increase student retention. Making myself available for students when necessary is important to make the students aware that we can work with them through the semester. Our QEP plan is designed to meet the student's needs and help them remove barriers that are keeping them from completing their degree. When a student is open to us about their needs, we refer students to areas of request. For example, I had a student during the year 2020-2021 semester that I noticed had to look at the computer really close. I referred him to our program that assist in financial needs to get exam and glasses.

During the year 2019,2020, and 2021, the students and families were still recovering from the pandemic. It was hard for the students to reach out to us due to many internet services unavailable in their areas. Even though, through the strategic planning, Coastal Bend college wants to serve all our students and made internet available in our parking lot to accommodate our students for student success. It is important to find solutions to help our students complete their degrees.

3. Increase community outreach and recruitment is our next goal. Due to the pandemic, we were not able to go out and recruit in the year 2019-2020 and part of 2021. It was difficult to get into schools and daycare facilities due to their closing or due to their safety issues for the children. I have attended job fairs, college fairs and events in the communities to provide outreach and will continue to attend any event that I am invited to participate to speak to the community about our program.

Associated Annual Planning Priority

1. Increase student enrollment by attending more community recruiting events
2. More contact with students to ensure successful coursework and retention
3. Assist students with any services they might need: Apply Texas or financial aid, also guiding them into the right degree plan.
4. Persistence

Achievement of this goal will result in successful coursework, increased retention, graduation and licensure rates, successful transfer and/or quality career placement, and reduction in hours to completion and student debt.

- 4 Our comprehensive assessment plan for Coastal Bend College, is through the QEP Plan committee. It is able to identify and develop focused initiatives supporting cultural, workforce, and economic development to improve equality of life for our students. Through the annual planning, the committee has provided new ideas to enhance student enrollment, attendance and recruitment. The new process of the Cougar care focuses on every need the student might have that will help them succeed when addressed.

Achievement of this goal will result in increased and elevate cultural enrichment opportunities and projects for all Coastal Bend College communities, and an appropriately trained and skilled workforce meeting economic demand.

5. Coastal Bend College will effectively and efficiently use resources to maximize student, community, employee, and fiscal efficacy. We have developed an MOU to work with community agencies or organizations that will accept our program students who need to complete their practicum. During the students' practicum hours, at the facility where they are accepted to volunteer, their hands on experience with young children has proven to be a success and most of the students are hired on in those facilities.

Achievement of this goal will result in high levels of employees of operational and fiscal performance, and student, employee, and community satisfaction.

We are undergoing a process of change due to the limited resource during the Pandemic. This has made it very difficult for schools to allow faculty to go in their district and recruit and give presentation to students. Employers with Early Childhood programs either closed down their facilities or were very careful about allowing visitors into their facility for the safety of the children. It is more at ease now where students are welcome to complete practicum hours through hands-on experiences.

6. Program Student Learning Outcomes

The program is designed for students to complete an AAS degree, a Certificate Level I, and Level II, through a designed curriculum providing performance-based training in the skills needed to be a competent teacher or administrator in child care centers, preschool programs, family day homes, Head Start programs, or other early childhood programs. Students seeking their CDA (Child Development credential) to work for Head Start programs will need to enroll in the class CDEC 1417 and CDEC 2322. These two classes will help put their portfolio together and have them build activities for children that proof their competency in working with young children for the CDA Process to promote student success. This is reflected in the catalogs 2019-2022.

(See [Appendix A](#) for assessment of outcomes for 2019-2020, 2020-2021,2021-2022.)

Part II: Description of Program Effectiveness

A. Resources

1. Faculty /Staffing

The Early Development program consist of 1 full time faculty and 2 adjuncts. All faculty involved in this program have many years of experience with courses and are aware of student's demographics. We are all experienced to ensure the revision of courses as needed. Since the pandemic, most classes are online classes. This is the demand from students now, not many students are interested in face to face classes. As instructors, we are available for assistance in person or through virtual meetings when the students have issues with their coursework. Instructors make face to face visit during their field work to make recommendations to students. We are all here to assist our students in having a positive experience with Coastal Bend College. This is one of the strengths of the program; to accommodate our students for possible employment.

Another strength is our budget Money is always sufficient to meet the programs' needs. This is well planned to ensure the money for travel by instructor. This allows the instructors to make on site visits where the students are completing their field work experiences.

There are no areas of improvement needed at this time. When we enroll more students, there will be a need for more adjuncts.

The future direction and budget implications might include adding one more adjunct to the program to include all sites, this will allow instructors to build face to face classes again, in the near future. Adjuncts must have appropriate credentials to qualify to teach the early childhood classes. The budget for new adjunct is to be added in the budget in the near future as the need arises.

The budget implications, for the Early Development program, will also include an additional request for training provided by the NAEYC association or other organizations. This budget request will take place in the future school year 2022-2023. NAEYC provides a yearly training, however, it had gone virtual due to COVID and has resumed this year. The budget request for this increase will be for future years so faculty can attend professional conferences.

Budget:

The Early Development budget includes budget for travel, adjuncts and 1 full time faculty. This budget always meets the travel needs to observe and meet with students. The cost of the program for students is proportionate to the eventual prevailing wages. Most of this students in this program are already hired in daycare, Headstart, or preschool facilities. Once they are accepted to complete the lab hours at the center which they were accepted as students, the employer usually ends up hiring them. When they get their degree, they are already employed, which makes it easier for them to pursue their career. Once they graduate, most of them are given an increase in pay when hired.

There is not a need to reduce expenses can at this time. Our budget is limited for what we need and is used very carefully. This program does not have an obsolescence plan for large equipment. It already has what is needed in the classroom.

The program does not have a need for large equipment purchases at this time. All our equipment is kept upgraded to ensure availability for lectures and classroom use. The IT department ensures equipment is up and running.

Professional Development

I enjoy taking online training from the DTFPS (Department of Texas Family Protective Services) or the Health and Human Services division. These two agencies keep Child Care programs with any new rules and updated regulations. This part of the licensing division introduces all requirements for childcare center staff who work with young children. I keep myself updated to use this information during my lectures and introduce the students to any new revisions added to the Licensing standards.

As we all know, during Pandemic there were many the barriers in finding face to face training. I had the opportunity to attend TAEYC conferences in 2019 before COVID made it impossible for large gatherings. Face to face conferences were not available anywhere, therefore, I participated on online training.

All the Know b4 trainings are very beneficial to our job duties. It makes us aware of viruses and phishing through emails and other ways people can hack into our accounts. They are good safety alerts for me.

The safety training is very beneficial to all. It is always good to refresh on safety issues that we sometimes take for granted.

The training on Dyslexia is a benefit to me and my students. There are so many students that fall through the cracks because they are misdiagnosed and not looked at closely. If only teachers had the skills to observe differences in abilities, they would be able to recognize these children who need special attention.

The online training on Quality matters is an ongoing innovative training that helps reach our students in different ways. From working with our syllabus to the classroom set up, it gives great positive ideas on keeping students interest.

There have been the barriers for Professional development for the year, 2019, 2021. Even though I was able to attend the TAEYC conference in Frisco in the fall of 2019 before the pandemic hit. I also attended The NAEYC conference in 2020 in Dallas.

See [Appendix B](#)

1. Technology

I am at the Pleasanton cite. We have available two computer lab rooms with availability for student use. Students have access to this labs during class time and throughout the day. For some students it is a plus for them to attend courses and have access to technology at their convenience. The students also have access to free printing in the computer labs.

This is one of the strengths at the College. The computers are available for student use throughout the day. There are enough computers to meet the needs of a class. The labs are nicely organized and the computers work well. There is not improvements needed at this time other than the usual upgrading to keep them up to date. All the standards are aligned when it was last reviewed in the program review cycle There are no budget implications at this time and no recommended improvements.

2. Equipment and Facilities Overview

The facilities are kept updated with good furniture for the faculty and students. Facilities are adequate and equipment is modernized and conducive to learning. All the standards are met for regulating agency since our last review. The classrooms have the appropriate amount of furniture for all students and space is available for students on wheelchairs throughout the facility. This aligns with our mission to serve our students.

One of the strengths is our classroom is equipped with a large screen TV that is used for instructor presentations. This large screen equipment is also available for student when presenting their assignments. I also have the availability of a DVD/VCR. This equipment is used to present materials for students who are more visual and the professor to present movies to expand the classroom content.

All our facility is well equipped to meet the needs of the students. At this time, there are no areas that need improvement. We are always upgraded with any equipment need per request.

At this time, we are in compliance with any equipment in the facility. Everything has been kept upgraded to meet the needs of the students. There are no budget implications at this time for the facility.

There are no recommendations at this time.

3. Budget

Overview

Budget has always met the needs of the Early development program. There is availability of funds to meet the needs of equipment if needed.

One of the strengths about planning the budget for the program is to have input in it. I have the ability to request budget needs for the program and placing it on the agenda for approval.

The future direction for the budget will depend on the needs of the program if there are any in the near future. Right now, we are satisfied and have not submitted budget request for equipment for the past three years.

Programs financials: Program financial needs are requested as needed and have always been sufficient.

Program cost for an AAS degree?

Tuition, fees, books, transportation, personal expenses

Coastal Bend College	12,623
Alamo Colleges	17,668
Del Mar College	18,128

These fees include books, transportation cost and other costs the students may have during their college year.

CBC programs are very costs effective in comparison to other colleges in our surrounding are.

5.Compliance with THECB, SACSCOC, external program accreditors/agencies

One of the biggest strength at Coastal Bend College, is to promote teamwork. This ensures to meet the needs of the Early Development program and ensures compliance for any recommendations given to the program. There is always room for improvement to make the program better; this includes new ways to

provide instruction. Any recommendations are always welcome. Any recommendations have been made to ensure the alignment of the last visit from SACSCOC and THCB.

We are working toward getting accreditation in the near future through NAEYC.

Future direction and budget implication- Implications for the future budget can change depending on the need of the program. It is great to know that we always have input in future budget needs. As for now, we always have enough money approved to meet the needs of the program.

B .Program Output

Between the year 2019 to 2022, there were 965 students enrolled, 887 traditional students and 78 dual credit student. which included ,73.44K contact hours, 8.10K contact hours for traditional students, and 5.34K for dual credit. Semester credit hours were 2.92K, 2.68K Trad, 234 dual credit students.

(See attached program review data *Appendix C*)

Evaluations are sent to every student every semester. The students' feedbacks are favorable for the program. These are the statistics for students who responded to evaluation. It is difficult to see which of the students have submitted their evaluations because it is kept confidential, however unsure of why some of the students do not respond to evaluations. This is something of an issue I need to work harder with the students every semester. I keep encouraging the students the importance of their evaluation. (See *Appendix D*)

Professors hold office availability hours for students to ensure their students understanding of course and course work. This will change to assist our students individually with their tutoring and guidance for their classes. Tutoring is already available for our students, but having their professor tutor them will be a plus for the students.

I have served in several committees at Coastal Bend College. I have also attended conferences through NAEYC for professional development. I also participate in school district events as a part of recruitment for students and make an effort to visit the schools individually to remind them of the programs that are available.

3.Outcomes (immediate, intermediate, long-term and ultimate)

I ensure of all students awareness of the importance of completing evaluations and attendance for the course. I reach out to all the students and request a response from them when they have completed the evaluation.

Faculty reinforces the importance of students to completion the evaluations and encourage them to cooperate. I also encourage students to pursue their classes and will assist if needed. No budgetary implications for this.

The program evaluations are yearly and are offered to the students through email. It is a standard evaluation for all students. This has been an option for students, but I need to find different ways to reinforce the evaluations differently to the students.

Our course assessments are available to the students through blackboard These assessments are based on program goals and course outcome requirements to evaluate their understanding of the course. This will help the faculty in understanding where the student is at and where they need more attention. Through these assessments, faculty can decide whether the students need assistance with understanding

the course or reach out to students who might otherwise need different resources such as a laptop or internet.

In our degree plans, all courses are sequenced accordingly. Advisors/,counselors ,and faculty will ensure the students are following sequence. Students need to be aware of the importance of following degree plans and not waiver to other programs. Long term and ultimate outcomes: The evaluation process needs to be reinforced through different methods. We need to make sure the students understand the process and the importance for our program. Telephone calls, emails and proof of submission helps to ensure these students are completing their evaluations.

Have any changes to the Program Outcomes, Curriculum Mapping, or Assessment Plan changed during the period of this review?

The curriculum mapping has a couple of changes. The course CDEC 2364 will no longer be a certificate Level II course it will be the capstone course for the AAS degree; and the CDEC 1417 and CDEC 2322 will only be in the certificate level course plan, the CDEC 2322 is the capstone for the Level II Certificate. Previously students were given time during their class to complete the evaluation, however there are changes in the way the evaluations were introduced. Now, all the evaluations are through blackboard. This makes it difficult for instructors to view who submitted them or who hasn't.

If any changes are needed, what is the plan of action for improvement moving forward?

The plan of action is to inform the advisory committee of the purpose of removing the course CDEC 2364 from the Certificate level II and keep both the CDEC 1417 and CDEC 2322 as requirements for this degree plan. This should be implemented by Fall 2022 semester. The course CDEC 2322 and CDEC 2364 are now the capstone courses.

The annual SLO report is completed through the 5 column model where each SLO is based on a grade of 70 or better. The report has changed from the 5 column Model to the SLO report. In the year Fall of 2021 the average GPA for all students was 3.2. The success rate for these students was 98 percent. The use of results helps instructor either continue their means of teaching or change the way the assignments and exams are introduced. It helps instructors understand the students better as far as their learning methods. This SLO report has changed and have three types of assessment for student goals .

Appendix E(curriculum mapping)

Changes to student's learning needs require follow up with students, reminders of assessments and encouraging more open communication with students Since the Pandemic affected some of the students or their families, it was difficult for students to complete their assessments and assignments or participate in their course work.

Students were given extra opportunities to complete the assignments or assessments to ensure success during this difficult time of illnesses. Many students were not able to complete assignments or exams or be available for classes. This issue caused students to be unsuccessful due to the length of illness and not reaching out to us.

As stated previously, there are some changes to the AAS degree plan and to the Level II certificate program. Online courses were an extreme change for our students. However, the modality had a great impact on some of the students who were not used to taking classes online. There was no other way to give the classes due to the present circumstances for the year 2019 through 2022. However, it seems like the students are now favoring online classes due to the affect the pandemic had on them.

The Early Development program is an excellent program for students seeking the career of working with young children. Childcare is a great asset in our communities. People who work or go to school need to find quality care for their children and enrolling in this program gives the students the experience and opportunity they need to enter the workforce. The AAS in Child and Educational studies and the two certificates available for students offers field experience assignments and hands on lab hours for students. The lab hours are their hands on experiences working with young children. Facilities who approve our students to complete their lab hours in their program are very cooperative in helping our students succeed These facilities are local schools, day cares and head start programs. The students get their opportunities to have hands on work experience with preschool children and they also assist other duties to ensure the understanding of the responsibilities in childcare. If the student performs well, they usually get hired in that facility after they complete their degree. Head Start programs require degreed students with a CDA credential. This credential is offered through our Level two certificate. I work closely with Head Starts, Day Cares, and other child care facilities. These businesses notify me when they have openings at their facility, because they want our students to work for them. Also, if the students want to open their own childcare facility, they will meet all the qualifications to do so through the Texas Childcare licensing division as introduced on their coursework and as well as the preschool facilities.

2.Course completion rates are fairly good. Due to the COVID 19, it has affected many students to complete their course work. Refer to **Appendix C** will show the completion rate of students per year since 2019-2022.

I would recommend improvement in communication with our students and provide reassurance to students about their enrollment in classes and how this will impact their degree. Some students are shy about asking questions to, I am always available when students need assistance with their coursework or any questions about their pathways to success. With the virus dying off, this will help with student success and students will be able to focus on their courses and student retention should increase. I provide ways of communicating with our students virtually if needed recently have started more in person meetings due the transition from the pandemic

In 2019-2020 the completion count was 310 (94 %) with 281 successful completion, in 2020-2021 there were 295(95%) with 265 successful completion, in 2021-2022 there were 153 (99%) completions with 147 successful completions.

Appendix · Program Outcomes Appendix F

Appendix Curriculum Mapping

Description of Assessment Plan; The mission of Coastal Bend College's testing Dept. is to offer quality service b providing helpful exam information, easy scheduling procedures, and professional exam administration in an atmosphere that is favorable for testing. Coastal Bend College offers tutoring services and library services for all students (Annual Strategic plan annual report (2020-2021) Instructors are also available for students.

·All courses sequenced appropriately. Students should follow the plan in order not to waiver off from courses needed. These courses are offered per semester; from the beginning of the freshman year until their senior year.

There have been no changes through the program outcomes. The WECM manual is followed for these outcomes and have remained the same. The curriculum Mapping has remained the same, however the assessments change depending on new textbooks for the courses.

Some changes in modality have occurred due to the Corona Virus. More of the courses are offered online. It appears that more of the students prefer online classes because they can work and succeed with their collage coursework. However, there are some students who have never taken online classes and are having difficulty with their work submission and meeting their deadlines.

· What specific need does the program fill at the College not filled by another program?

This program is important to the college because the students who enroll are interested in working with young children; daycare, Headstarts, or preschool program. The students are required to get hands on experience working with young children in this area and it gives them a workforce opportunity to go in the child development field through training during hands on lab requirements and also possibly get hired by the facilities where they chose to do their lab.

3. Persistence, graduation rate, transfer rates and job placement rates have been affected by the CoronaVirus. The student enrollment rate has dropped and the Corona Virus has had a large impact on facilities for childcare. Adults have been limited to participating in hands on experiences and were not getting hired due to very little enrollment of children in childcare as well due to closing of many businesses in the area. The future appears more positive for the students again, more businesses are opening up and they are having access to their course assignments in child care facilities.

Explanation of barriers or significant factors influencing student success in the program

Some barriers are transportation, daycare, and students unaware of Financial Aid services to meet their college needs. The barrier for the past two years was the CORONA Virus, which too many family members of students were impacted.

Nearly 25 percent of college students in the U.S., or four million students, have dependent children. Among low-income and first-generation college students, more than a third are parents, and students of color are especially likely to be balancing parenting and college, with 37% of African American, 33% of Native American, and 25 percent of Latino students raising children. Being a parent substantially increases the likelihood of leaving college with no degree, with 53% of parents vs. 31% of nonparents having left with no degree after six years. Among low-income college students with children, parents are 25% less likely to obtain a degree than low-income adults without children. Student parents operate under often crushing time demands, with more than 40% working full time or more, and over half spending 30 hours per week on care-giving activities. Even in the face of these pressures, students with children, like other students who are older than average, have higher GPA's than non-parents.

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· Plan of action for improvement for BOTH Retention and Completion

Students are very respectful when we approach them in a positive manner. Building trust with students and making them aware that we are there to help them is a good way to help with retention. Assisting students when they need help and offering personal assistance as needed by visiting them in person. Encourage students to complete degree by providing opportunities to help them be successful. Always stay in touch with students through open communication and make them aware of assignments missing and provide time for them to complete them. Give them ample time to submit assignments. Program staff keeps in touch to remind the students of graduation updates and process to apply, also auditing their transcript to ensure completion.

Faculty also provides student support services. Faculty serves an advisor to students in any need they might have about registration, books, and schedules. They are also assisted with their applications for

Apply Texas and also to complete their FSFA. Faculty leads the students in the right direction to help them be successful with their course work.

Faculty refers student to Job placement opportunities during the surrounding areas as needed. Most of the students get hired on in the facility they complete their course work.

Most of the advisory board members are managers or directors or employees of daycare facilities. They always call me when openings are available to recommend students. This is a big plus for our program and we work hand in hand with all facilities.

Items to include:

Job Placement Data- most students are hired in positions where they get training.

This data of graduates is presented in the end of year performance report for 2019-2020

Description of Data

In 2019-2020 there were 3 students who received their AAS degree and 2 received certifications. They were hired in the facility where they were accepted to complete their hands on lab hours.

This data of graduates is presented in the end of year performance report for 2019-2020

In 2020-2021

In 2021-2022

Evaluation of Data

Data is accurate in its finding. Some students leave the college and then resume at a later time. Some students take only a few courses at a time. Reason for this is employment. They have to meet their family needs first. After the pandemic, it seems people are confused, and without jobs has left them many challenges.

Refer to appendix C data from 2019-2022.

·Is there a need for this program in the labor market?

There is a great need for this program in the labor market. There will never be enough daycares in the community to serve all the children. Students gaining hands on practice at local facilities get experience in working with young children and the possibilities of getting hired in the facility where they get their training is high.

·What does the future need of this program look like in our area?

There will always be a high demand of child care workers; teachers and providers. One of the main goal for our students who graduate, is to obtain a CDA credential to be able to meet the needs of the workforce in childcare. There will always be a demand for child care services.

“This dearth of childcare access in rural communities suggests unique challenges for rural working parents.” The Bipartisan Policy Center set out to quantify the childcare gap in all 50 states, but collected data for 25 before childcare facilities shut down in March of 2020. The study also wasn’t able to account for changes in demand that may have occurred because of the pandemic, which closed schools and childcare centers and eliminated jobs for some workers and caused others to work from home. (Daily Yonder, 1/29/2021)

· Are our graduates getting jobs?

Most of our Coastal Bend College graduates are getting jobs in either local daycare facilities, preschool programs, or Head Start programs. The hands on lab hours that are required by this program assist student with training in their field. Most of them get hired in the places where they complete their lab hours. Community day cares are always calling our program to send them our students.

Are our graduates prepared when they enter the workforce?

The graduates are prepared when they enter the workforce because they already have the experience they need to work. They are not able to succeed in their class if they do not complete their hands on experience at a preschool setting. Each course for this program requires hours of lab experiences, it is not an option. If students are not prepared for the workforce in our program, they are not succeeding in our courses and they do not graduate. Our program holds our students to make a C or better in their work. Anyone making below a C is not competent to work with young children.

How do we know?

Through professors observations and assignments that are delegated to the students, the faculty can guide the students into the right direction. Another factor is that the employee gets to observe how the student is performing as she/he completes the hands on experiences in the field hours and know what kind of employees they are looking for. If the student shows high interest in getting involved and works appropriately with the children, the employer will hire students.

· Does the program help graduates with Job Placement?

Faculty refer students who need jobs in their field. CBC has good relationships and communication with area facilities who seek child care employees. Programs always reach out for us to refer students who have degrees.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths- Program has positive relationships with the communities and work together to place students for employment. Instructors are always available for student and have agreements with the community daycare facilities. The daycares/Headstarts make us aware of the need for our students. Good relationships with these facilities and the results of the students are positive for our program.

2. Areas of Improvement- Future seems brighter with the COVID 19 issue looking better. There is always room for improvement. Presentation of classes in different ways; lifesize, recordings or classes, more visual learning and face to face classes for those students who do not do well with online classes will be offered.

3. Threats (external)

Some threats are some two year colleges in the area, however, our tuition is more reasonable than most colleges. Also limited resources in out areas are threat to our students in rural areas.

B. Final Discussion on the merit and worth of the program.

The Early Development and Education program has proven to be an essential part for the community. It has proven to be an effective program for our students and community. It is evident of the success of this program, as community programs such as Headstart, request our students to work for them. Quality is what our students will give to their employers. The need for child care is growing as we see more and more families having to go into the workforce and their children needing care. This program is a quality program, where students learn to work with young children and families in a positive way. They are supportive and respond well to instructors' constructive criticism to help them improve in their as they go through their work experience. Most of the students enrolled have shown evidence of developmentally appropriate practices when working with the young child. That's why the program is strong; we have enough instructors to teach the course and in the future we might need another adjunct instructor

. Coastal Bend College has available internet services and computers for all students. Classrooms are also available to serve classes in all campuses.

I've taken my students of fieldtrips to daycares for observation. They get to experience what they have been taught in class or setting up the classroom. Schedule and lesson plans. This is a direct hands on teaching experience to point out to the students what they have learned in class.

Challenges we faced during the past year was the COVID 19 that affected so many families. It was impossible for students to attend classes during this time and complete their degree with them having to take care of their families. Another challenge was the weather or disruption of internet services we had that left students without internet services. For some students living in rural areas have little or no access to nearby resources. Sometimes the internet service is not available in those areas and students have issues submitting their work. Other challenges we face are student retention. Some students do not complete their degrees due to lack of transportation, financial means or childcare for their children.

Summary:

This program is greatly needed in the communities we serve. Students learning outcomes are well above the percentage required and students are getting quality instruction in their course work. It has been a challenge facing the COVID 19 virus that has interrupted our student's lives for the past two years, however, things are looking better and students will have more ease to succeed in the program. Those who have succeeded in their coursework have also succeeded with employment in their field of study. This program is looking toward a brighter program for our students with higher enrollment rates in the next years to come.

According to the strategic plan 2020-2021," goals and outcomes of the College with the Texas Strategic Plan for Higher Education and with CBC Strategic goals, has identified retention, persistence, completion/graduation (course, certificate and degree) and licensure goals as indicators of student achievement. Multiple criteria are used to evaluate levels of student achievement including the IPEDS graduation Rate (150% standard time) indicator. (2020-2021 Strategic Planning)

- An overview of action plan for improvement. Work on student retention
- Collaborate with the community for opportunities for students.
- Be available for students
- Recruit

Appendix

- A. SLO
- B. Professional Training Log
- C. Completion Rate
- D. Evaluations
- E. Curriculum Mapping
- F. Program Outcomes

Course Level Objectives	CDEC 1313 Curriculum and Resources for Early Childhood	CDEC 1319 Child Guidance	CDEC 2307 Math and Sciences for Early Childhood	CDEC 1417 Child Development Associate Training I	TECA 1311 Educating Young Children	TECA 1303 Families, School and Community	CDEC 2306 Administration of Programs for Young Children I	CDEC 2328 Administration of Programs for Young Children II	TECA 1318 Wellness of the Young Child	CDEC 1309 Children With Special Needs	CDEC 2322 Child Development Associate Training II	TECA 1354 Child Growth and Development	CDEC 1356 Emergent Literacy for Early Childhood	CDEC 1358 Creative Activities for Early Childhood	CDEC 2364 Practicum	CDEC 1311 Infant & Toddler
Demonstrate a room setting and lesson plan appropriate for age group.	X										X				X	
Analyze a classroom and promote developmental appropriate practices for classroom.	X										X				X	
Analyze children's behavior to help cope in the environment		X									X				X	
Apply knowledge in the use transitions in the classroom		X									✓				✓	
Create an environment using logic and reasoning to identify the strengths and weakness or approaches to problems		X									X				X	
Summarize growth and development and the birth process of children birth through 3											X				X	X
Coordinate and identify complex problems by setting up the environment to meet the needs of the child; infant, toddler										X	X				X	X
Analyze components of teacher/child interactions and positive guidance techniques through critical thinking skills and monitoring.									X	X					X	X
Demonstrate knowledge of different exceptionalities through research									X	X					X	
Build a resource book on resources for children with exceptionalities									X	X					X	
Apply learning strategies that are developmentally appropriate when teaching new things										X					X	
Promote developmentally appropriate practices through active learning for current and future problem-solving and decision making.										X					X	
Analyze theories of language development.										X					X	
Demonstrate the teacher's role in promoting emergent literacy										X					X	
Demonstrate their competency in working with young children										X					X	
Apply knowledge of all their coursework as evidence of being competent in working										X					X	
Perform assessments using their own assessment tools										X					X	
Analyze their knowledge to ensure their performance is appropriate										X					X	
Align the sequence of cognitive development to the acquisition of math and science concepts			X								X				X	
Explain the scientific process and its application to early care and education environments			X												X	
Develop strategies which promote critical thinking and problem-solving skills in children			X								X				X	
Evaluate developmentally appropriate materials, equipment, and environments to support the attainment of			X								X				X	
Identifying methods to advance physical and intellectual competence			X								X				X	
Demonstrate the CDA process and competencies through a portfolio collection			X								X				X	
Apply knowledge of working with young children through communication and differentiation			X								X				X	
Demonstrates the procedures through licensing documentation to enroll the appropriate						X					X				X	
Describe the qualifications for directors, teachers and aids, ensuring all qualifications are met as stated in the Minimum standards						X					X				X	
Demonstrate knowledge of management in a daycare facility							X				X				X	
Apply licensing standards understanding the implications of new revisions							X				X				X	
Analyze new strategies for training and procedures required by state licensing							X				X				X	
Identify complex problems to develop new options for solutions							X				X				X	
Apply theories, concepts and skills utilizing specialized tools and equipment											X				X	
Demonstrate procedures used when working in a facility, ensuring use of regulation											X				X	
Create lesson plans for safety practices for young children											X				X	
Collect appropriate activities and lessons for the classroom											X				X	
Acquire understanding of the legal issues in the industry											X				X	
Differentiate the differences in Early Childhood Programs					X						X				X	
Demonstrate the knowledge gained from different theorist for early childhood					X						X				X	
Apply the NAEYC code of ethics in their work environment					X						X				X	
Provide their own assessment forms to assess children					X						X				X	
Identify the relationship between health, safety and nutrition and how they are addressed in the classroom for young children including the physical fitness roles that								X			X				X	
Describe how physical, social and emotional environments influence a child's health. Policies and regulations meeting requirements of nutrition								X			X				X	
Create an environment for children and families to feel secure					X						X				X	
Analyze the needs of families to ensure proper resources					X						X				X	
Demonstrate knowledge of community resources by developing a list of local resources					X						X				X	
Summarize principles of growth and development and developmental stages in various domains.											X	X			X	
Identify the typical stages of cognitive, social, physical and emotional developmental.											X	X			X	

Early Development/Education Associate of Applied Science

PROGRAM

ED/EAAS

FACULTY

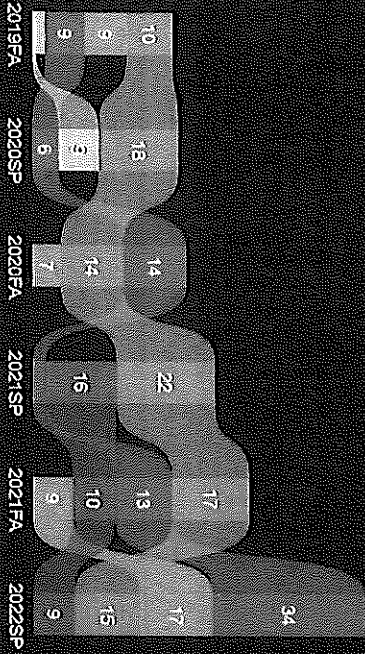
All

COURSE

All

STUDENT to SECTION RATIO

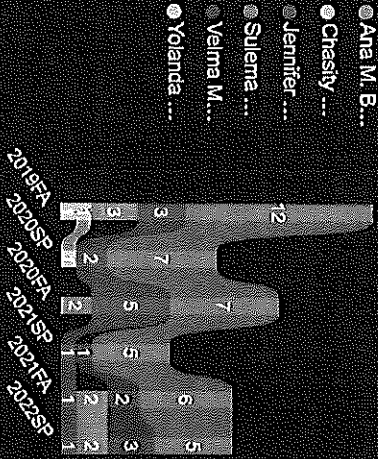
- Ana M. Bazan
- Chasity R. Munoz
- Jennifer G. Maldonado
- Sulema C. Caballero
- Velma Marin
- Yolanda M. Mendez



STUDENTS

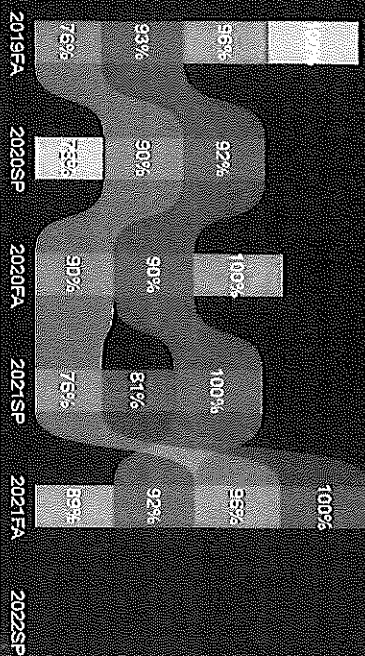


SECTIONS

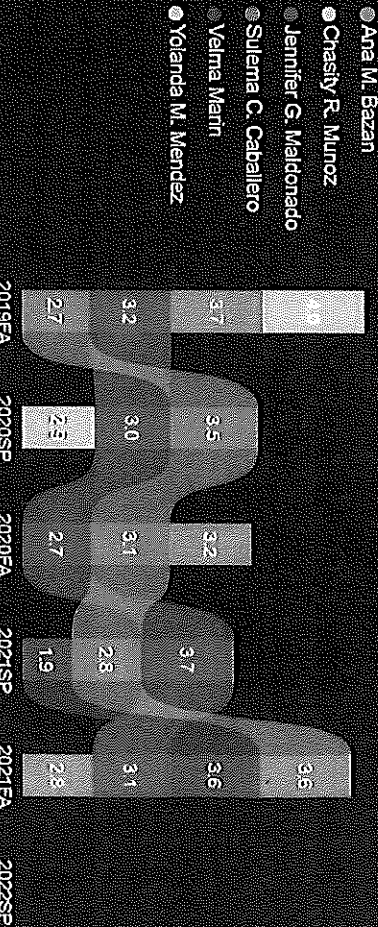


COMPLETIONS %

- Ana M. Bazan
- Chasity R. Munoz
- Jennifer G. Maldonado
- Sulema C. Caballero
- Velma Marin
- Yolanda M. Mendez



AVERAGE GPA



PROGRAM EDEV/AS

FACULTY All **COURSE** All

TERMS SELECTED: 2019FA 2020FA 2020SP 2021FA 2021SP 2022SP

Early Development/Education ...

Race/Ethnicity	Count
Asian	325
Black or African American	86
Hispanic/Latino	74
Two or More Races	22
Unknown	18
White	325

965	658
TRAD	FT
965	307
NON-DISTINCT STUDENTS	DUAL PT
78	78

308	282
MALE	FEMALE
26	26
DISTINCT STUDENTS	

257	43
HISPANIC	WHITE
4	2
BLACK	ASIAN
1	0
TWO OR MORE	AMER / IND
0	1
HAW / PI	UNKNOWN

965	693
CLASSES TAKEN	COMPLETIONS
72%	2.55
COMPLETIONS	AVG GPA
18.92	3.13
AVG STUDENT'S PER SECTION	AVG SECTIONS PER STUDENT

2.92K	9.47
SCH	AVG SCH per STUDENT
73.44K	238.44
CONTACT HOURS	AVG CNT HRS per STUDENT
450.95K	1.46K
PROG FEES	AVG FEES per STUDENT

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<u>Evaluation Session</u>	<u>Start</u>	<u>End</u>	<u>Students</u>	<u>Std+ Resp</u>	<u>Rate</u>	<u>Total Evals</u>	<u>Responses</u>	<u>Rate</u>
2020SP	5/4/2020 8:00:00 AM	5/14/2020 11:59:00 PM	86	44	51.16 %	132	67	50.76 %
2019FA 16 week	11/26/2019 8:00:00 AM	12/7/2019 11:59:00 PM	95	57	60.00 %	148	91	61.49 %
Spring 2019 8 Week 2 & 16 Week (5/6 - 5/16)	5/6/2019 8:00:00 AM	5/16/2019 11:59:00 PM	59	22	37.29 %	104	48	46.15 %
8 Week (11/26 - 12/13)	11/26/2018 8:00:00 AM	12/13/2018 11:59:00 PM	30	14	46.67 %	30	14	46.67 %
16 Week (11/26 - 12/13)	11/26/2018 8:00:00 AM	12/13/2018 11:59:00 PM	42	24	57.14 %	60	36	60.00 %

11/29/2019

Dear Professor Caballero:

Thank you for encouraging your students to complete their final course evaluations. Following are your current response results:

Section	Title	Students	Responses	Rate
CDEC-1313-0401	Cur. Resources for Early Child	5	0	0.00%
CDEC-1319-0101	Child Guidance	2	0	0.00%
CDEC-1319-0201	Child Guidance	3	0	0.00%
CDEC-1319-0301	Child Guidance	3	0	0.00%
CDEC-1319-0401	Child Guidance	1	0	0.00%
CDEC-1321-0101	The Infant and Toddler	1	0	0.00%
CDEC-1359-0011	Children With Special Needs	16	0	0.00%
CDEC-1417-0401	Child Dev. Ass. Training I	3	0	0.00%
CDEC-2322-0401	Child Dev. Ass. Train. II	3	0	0.00%
CDEC-2326-0101	Admin of Programs for Child I	4	1	25.00%
CDEC-2328-0011	Admin of Prog for Child II	6	0	0.00%
EDUC-1300-0101	Learning Frameworks	26	3	11.54%
EDUC-1300-0401	Learning Frameworks	13	3	23.08%
TECA-1303-0011	Families, School and Community	24	2	8.33%
TECA-1303-0101	Families, School and Community	5	1	20.00%
TECA-1311-0011	Educating Young Children	30	4	13.33%
TECA-1311-0101	Educating Young Children	3	1	33.33%

Dear Professor Caballero:

Thank you for encouraging your students to complete their final course evaluations. Following are your current response results:

Section	Title	Students	Responses	Rate
EDUC-1300-0401	Learning Frameworks	6	3	50.00%
CDEC-1356-0001	Emergent Literacy for Early Ch	31	14	45.16%
CDEC-1358-0101	Creative Arts for Early Child	5	1	20.00%
CDEC-2328-0001	Admin of Prog for Child II	12	7	58.33%
TECA-1318-0001	Wellness of the Young Child	27	14	51.85%
TECA-1318-0101	Wellness of the Young Child	6	0	0.00%
TECA-1354-0001	Child Growth and Development	40	22	55.00%
TECA-1354-0101	Child Growth and Development	5	1	20.00%

Course Evaluation Survey

Q1 Please indicate which course subject you are evaluating with this survey entry.

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES	
CDEC 1313 - Curriculum Res for Early Childhood Programs	20.00%	3
CDEC 1319 - Child Guidance	13.33%	2
CDEC 2307 - Math and Science for Early Childhood	26.67%	4
CDEC 2322 - Child Development Associate Training II	6.67%	1
CDEC 2326 - Administration of Programs for Children I	6.67%	1
CDEC 2364 - Practicum (or Field Experience) - Child Development	6.67%	1
EDUC 1301 - Introduction to the Teaching Profession	6.67%	1
TECA 1303 - Families, School, & Community	6.67%	1
TECA 1311 - Educating Young Children	6.67%	1
TOTAL		15

Q2 Please select the name of your instructor from the list below.

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES	
Sulema C. Caballero	100.00%	15
TOTAL		15

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q3 How is the course taught? (Modality)

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES	
Lifesize or other Live Meeting Room (Distance Learning)	6.67%	1
Blackboard Recordings and/or PowerPoint (Online)	93.33%	14
TOTAL		15

Q4 Class Time? (If your section is online, please type N/A)

Course Evaluation Survey

Answered: 15 Skipped: 0

#	RESPONSES	DATE
1	N/A	12/4/2022 12:49 PM
2	N/A	12/4/2022 12:43 PM
3	N/A	12/3/2022 7:25 PM
4	n/a	12/1/2022 10:43 PM
5	n/a	12/1/2022 5:04 PM
6	N/A	11/23/2022 12:33 AM
7	n/a	11/21/2022 12:15 PM
8	N/a	11/21/2022 3:17 AM
9	N/a	11/21/2022 3:16 AM
10	N/a	11/21/2022 3:13 AM
11	N/A	11/19/2022 12:26 PM
12	N/A	11/19/2022 12:21 PM
13	n/a	11/10/2022 9:07 PM
14	n/a	11/10/2022 9:00 PM
15	n/a	11/6/2022 7:59 PM

Q5 Please indicate your level of agreement with the following statements. (Communication)

Answered: 15 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor helps me understand the material.	33.33% 5	60.00% 9	6.67% 1	0.00% 0	15
My instructor responds with 24 - 48 hours to an email or phone request.	46.67% 7	46.67% 7	6.67% 1	0.00% 0	15
My instructor is willing to assist me outside of class.	26.67% 4	73.33% 11	0.00% 0	0.00% 0	15
My instructors treats students with respect.	53.33% 8	46.67% 7	0.00% 0	0.00% 0	15

Q6 Please indicate your level of agreement with the following statements. (Grading and Feedback)

Answered: 15 Skipped: 0

Course Evaluation Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor regularly provides me with feedback on my work.	53.33% 8	40.00% 6	6.67% 1	0.00% 0	15
My instructor grades my work fairly.	53.33% 8	40.00% 6	6.67% 1	0.00% 0	15

Q7 Please indicate your level of agreement with the following statements. (Teaching Effectiveness)

Answered: 15 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
My instructor provides opportunities for me to ask questions.	40.00% 6	60.00% 9	0.00% 0	0.00% 0	15	1.60
My instructor's lectures and activities are helpful in learning the material.	40.00% 6	53.33% 8	0.00% 0	6.67% 1	15	1.73
I would recommend this instructor to other students.	53.33% 8	40.00% 6	0.00% 0	6.67% 1	15	1.60

Q8 Please indicate your level of agreement with the following statements regarding the COURSE. (Student Learning Outcomes)

Answered: 14 Skipped: 1

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
This course was interesting to me.	50.00% 7	50.00% 7	0.00% 0	0.00% 0	14
This course stimulated by critical and analytical thinking.	64.29% 9	35.71% 5	0.00% 0	0.00% 0	14

Q9 Please indicate your level of agreement with the following statements regarding the COURSE. (Workload and Course Difficulty)

Answered: 14 Skipped: 1

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
This course is challenging.	35.71% 5	50.00% 7	14.29% 2	0.00% 0	14
The workload was appropriate for the level of the course.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
This course was harder than my other classes.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Course Evaluation Survey

Q10 Please indicate your level of agreement with the following statements regarding the COURSE. (Textbook and Instructional Materials)

Answered: 14 Skipped: 1

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The textbook and instructional materials for this course were useful to me.	35.71% 5	64.29% 9	0.00% 0	0.00% 0	14
The textbook and instructional materials were necessary for my success in this course.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Q11 Please indicate your level of agreement with the following statements regarding the COURSE. (Classroom Technology)

Answered: 14 Skipped: 1

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Accessing materials online using Blackboard is easy.	64.29% 9	35.71% 5	0.00% 0	0.00% 0	14
The required software has helped me be successful in this course.	64.29% 9	35.71% 5	0.00% 0	0.00% 0	14
I am comfortable using Blackboard technology.	71.43% 10	28.57% 4	0.00% 0	0.00% 0	14
I regularly check my emails for communication.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Q12 Was this course taught via two-way video or lecture-TV? (Distance Learning)

Answered: 14 Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	21.43%	3
No	78.57%	11
TOTAL		14

Q13 You have indicated this course was taught two-way video or lecture-TV. Please indicate your level of agree with the following statements. (Distance Learning)

Answered: 3 Skipped: 12

Course Evaluation Survey

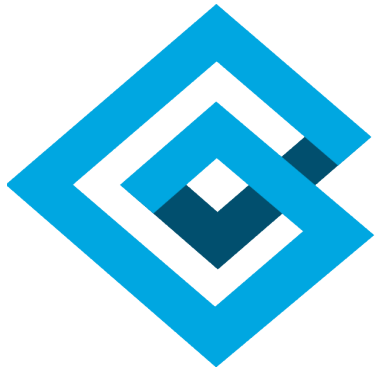
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	(NO LABEL)	TOTAL
The course website is useful.	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3
The course website is easy to use.	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3
I am learning as much in this course as a traditional course.	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3
I would gladly take more distance learning courses.	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3

Q14 What did you like most about this instructor's teaching this semester?

Answered: 14 Skipped: 1

#	RESPONSES	DATE
1	The teacher would always answer my questions and guide me when i did not understand something.	12/4/2022 12:51 PM
2	She always answers me and guides me when i don't understand something.	12/4/2022 12:45 PM
3	Thank you so much for responding back to my emails or calling me back.	12/3/2022 7:28 PM
4	she graded fairly and quickly. Gave feed back when needed.	12/1/2022 10:45 PM
5	I feel like I am learning everything on my own. Teacher gives out assignments on course content and we are expected to do everything on our own then get a bad grade due to her not explaining the details correctly on the page.	12/1/2022 5:08 PM
6	she is very responsive	11/21/2022 12:17 PM
7	She answered my questions in a reasonable amount of time	11/21/2022 3:18 AM
8	She answered all my questions	11/21/2022 3:17 AM
9	She answered all the questions I had asked in a reasonable amount of time	11/21/2022 3:14 AM
10	Very helpful. Quick to respond to all of my emails when I needed help on assignments and questions on quizzes.	11/19/2022 12:27 PM
11	Very helpful and quick to respond to me questions on assignments.	11/19/2022 12:23 PM
12	the challenge	11/10/2022 9:08 PM
13	she gave great feed back and told me where i was lacking	11/10/2022 9:02 PM
14	I really enjoyed taking this class, I learned a lot of new information and excited to put towards my future.	11/6/2022 8:03 PM

Program Outcome #	Program Outcome	Assessment Type	Assessment Location	Accreditation Standards Alignment
1	Define developmentally appropriate practices.	Observations	Child care facilities	CDEC 1313
2	Describe the process of child-centered curriculum development.	Quizzes	Blackboard	Standard 1,2,3,4,5,6
3	Develop guidelines for creating learning environments	Exams		
4	Describe teacher roles in early childhood classrooms	Assignments		
5	Prepare a developmentally appropriate schedule including routines and transitions.			
6	Select, plan, implement, and evaluate developmentally appropriate learning experiences for			
7	Summarize prenatal development and the birth process	Essays	Blackboard	CDEC 1321
8	Discuss theories of development as they apply to infants and toddlers.	Quizzes		Standard 4,6
9	Outline growth and development of children from birth to age 3.	exams		
10	Analyze components of teacher/child interactions and positive guidance techniques.	observations/assessments		
11	Design learning environments; and select materials and activities for infants and toddlers.	Assignments		
12	Define literacy and emergent literacy.	Assignments		CDEC 1356
13	Analyze theories of language development.	Essays		Standard 3,4,6
14	Describe the teacher's role in promoting emergent literacy.	Observations		
15	Create literacy environments and experiences for children	quizzes and exams		
16	Describe theories related to child guidance.	Assignments		CDEC 1319
17	Explain how guidance promotes autonomy, self-discipline, and pro-social skills.	quizzes		Standard 1,2,3,4,6
18	Identify familial and cultural influences on child guidance.	exams		
19	Apply guidance techniques.	observations		
20	Use critical thinking skills to summarize causes, incidences and characteristics of exceptionalities related to the domains of development.	Presentation		CDEC 1359
21	Use communication skills to discuss current terminology and practices for intervention strategies	Assignments		Standard 1,3,4,6
22	Use personal and social responsibility to identify appropriate community resources and referrals for individual children and families	Field Experiences		
23	Use empirical and quantitative data to identify legislation and legal mandates and their impact on practices and environments			
24	Use communication skills to explain the role of advocacy for children with special needs and their families	exams		
25	Use critical thinking skills to identify materials and resources, including current technology, to support learning in all domains for each and every child	Quizzes		
26	Identify methods to advance physical and intellectual competence.	Assignments		CDEC 1417
27	Describe the CDA process.	Quizzes		Standard 2,4,5,6
28	Develop observation skills and summarize child growth and development.	Exams		
29	Utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem solving	Portfolio		
30	Align the sequence of cognitive development to the acquisition of math and science concepts	Assignments		CDEC 2307
31	Explain the scientific process and its application to early care and education environments	Quizzes		Standard 1, 4,6
32	Develop strategies which promote critical thinking and problem-solving skills in children.	Exams		
33	Plan discovery experiences using observation and assessment.			
34	Evaluate developmentally appropriate materials, equipment, and environments to support the attainment of math and science concepts and skills.			
35	Explain methods to establish and maintain a health, safety and learning environment	Essays		CDEC 2322
36	Describe ways to support social and emotional development	Assignments		Standard 2,4,5,6
37	Describe techniques used to provide positive guidance	Quizzes		
38	Utilize skills in writing, speaking, problem solving, time management, and record keeping	Exams		
39	As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.	Observations		CDEC 2364
40	Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.	Assessments/Portfolio		1,2,3,4,5,6
41	Define the creative process.	Assignments		CDEC 1358
42	Describe developmental sequences of creative arts	Quizzes		
43	Analyze teacher roles in enhancing creativity.	Exams		
44	Describe concepts taught through the creative arts.	Observations		
45	Identify components of creative environments.			
46	Assess creative arts activities.			
47	Develop an initial operational plan.	Assignments		CDEC 2326
48	Identify the functions of an administrator.	Quizzes		Standard 4,6
49	Evaluate an early care and education program	Exams		
50	Discuss codes of ethical conduct. Explain legal issues; and evaluate parent involvement strategies.	Assignments		CDEC 2328
51	Explain the administrator's role in advocacy; describe interpersonal management skills.	Quizzes		Standard 4,6
52	Explain legal issues; and evaluate parent involvement strategies	Exams		
53	Critical thinking: Identify characteristics and issues relating to diverse cultures and caregiving lifestyles	Assignments		TECA 1303
54	Empirical and Quantitative: Analyze ways in which factors in the home and community (e.g. parent expectations, availability of Community resources, community issues impact learning, including an awareness of social and cultural factor to enhance development and learning.)	Quizzes		Standard 1,2,3,4,6
55	Identify and apply strategies to maintain positive, collaborative relationships with diverse families (e.g. Families with children with disabilities, poverty, single-parent, cultural, homelessness, dual-language learners)	Exams		
56	Empirical and Quantitative: Investigate community /educational resources (e.g. dentist on wheels, library programs, GED programs, family education programs, Early Childhood Intervention Strategies) that empower families to support children's development.	Presentations		
57	Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families.			
58	Explain the importance of family involvement/home-school relationships in education.			
59	Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues and community professionals.			
60	Empirical and Quantitative: Identify the features of a quality developmentally appropriate program for young children.	Assignments		TECA 1311
61	Communication/critical thinking: Explain contributions of key historical and contemporary professionals and theorists to the field of early childhood education.	Field Experiences		Standard 1,2,3,4,5,6
62	Critical thinking: Analyze various early childhood programs and curricular models that have influenced practice	Quizzes		
63	Social responsibility: Describe current and future trends and issues in the field of education	Exams		
64	Critical thinking/teamwork: Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood programs			
65	Communication: Describe and adhere to professional code of legal and ethical requirements for educators			
66	Describe the relationship between health, safety and nutrition	Assignments		TECA 1318
67	Describe the basic principles of health behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children	Quizzes		Standard 1,3,4,5
68	Analyze principles of nutrition and the application to nutritional assessment	Exams		
69	Identify policy and regulatory requirement for nutrition.	Field Experiences		
70	Describe the role of physical fitness as it contributes to health behavior.			
71	Evaluate and make recommendations for modifications of regular child's safety procedures, and children's environments for safety.			
72	Describe how physical, social, and emotional environments influence a child's health.			
73	Compare, contrast and apply theories of development.	Assignments	Powerpoint	TECA 1354
74	Discuss the impact of developmental processes on education practices.	quizzes and exams		Standard 1,3,4,5
75	Identify the stages of play development (i.e. from solitary to cooperative) and the important role of play in young children's learning and development.	Powerpoint		
76	Demonstrate skills in practical application of developmental principles and theories, observation techniques Assessment, and recognition of growth and development patterns.			



Coastal Bend
COLLEGE

Program Review/Evaluation

Program:

COSMETOLOGY

Program Director:

TOMORA GAMBRELL

Dean:

JAROD BLEIBDREY

Date:

4/2022

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Part I: Program Purpose, Description, and Goals

A. Program Purpose

The primary objective of the program is to provide the student with the skills and knowledge necessary for entry-level employment as a cosmetologist. The program meets the requirements of the Texas Department of Licensing and Regulation, and the Texas Higher Education Coordinating Board.

B. Program Description

Cosmetology AAS degree and Level I Certificate provides seeking students with cosmetology training. Students will gain skills and knowledge for entry level employment as a Cosmetologist, allowing an individual to practice hair, skin, and nail services on the public. Courses include: An Orientation to the field of Cosmetology, Fundamentals of the Trade in the aspect of hair, skin, and nails, Artistry of Hair, Skin and Nails, Hair Color Theory and Chemistry, Chemical Reformation, Nail Technology, Skin/Facial Theory, Hair Design, Salon Development, and Preparation for Cosmetology Commission Examination through the Texas Department of Licensing and Regulations (TDLR).

C. Program Goals

The cosmetology department recognizes the need for providing an educational program that will prepare competent cosmetologists to function under the legal framework specified by the Texas Department of Licensing and Regulation. Our goal is to assist students in developing a pathway in a career that allows numerous opportunities in lucrative and optimum growth. Our faculty combined has over fifty plus years of knowledge in the cosmetology industry. We want to also offer the opportunity for alumni to return and pay it forward by working alongside us in continuing to produce professionals.

With the addition of specialty programs, barbering, facial and nails, a guarantee in increasement of student enrollment is inevitable. Allowing for the traditional and nontraditional student bodies to experience options for topic, focused exams enabling them to successfully pass for licensure in the state of Texas.

C. Program Student Learning Outcomes

Students will receive an overview of the skills and knowledge necessary for the field of Cosmetology. Basic fundamentals of cosmetology include: safety and sanitation, service preparation, nail care, skin care, chemical services, shampoo, haircut, wet styling and comb out.

Students will be introduced to the basic theory and chemistry of hair color, including law of color, terminology, and chemical composition of hair color products.

Students will be introduced to principles of nail technology, including anatomy and physiology, theory, and skills related to nail technology.

Students will be able to apply critical thinking skills to a variety of situations and problems while working independently and in teams in a highly skilled and challenging profession. Using empirical and quantitative skills, students will meet challenges in the rapidly growing high tech sector of the profession. This exciting profession offers career pathways in all of the areas of Cosmetology and prepares students for entry into the lucrative field of Cosmetology. This diversity of job opportunities allows students to adapt their intrinsic social and personal responsibility ideals into a profession with unlimited advancement potential. Students will develop skills to pass the State Board Exam.

Students will develop knowledge of the Cosmetology Industry and be encouraged to critically think about the global impact of the Cosmetology Industry. Students will engage in projects to develop their communication and quantitative thinking as applied to industry, standard practices, and procedures. Students will review and discuss social responsibility of the industry as it pertains to the environment, employees, safety, sanitation practice, and personal responsibility.

SLO ATTACHMENT INCLUDED:

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview-

- FULL-TIME=2
- PART-TIME=2
- STUDENT TO FACULTY RATIO=12:1; TDLR=25:1
- LAB ASSISTANT POSITION ELIMINATED
- ADJUNCT POSITION FULFILLMENT=2 (GOAL IS 8)

b. Strengths

- COMBINED FIFTY PLUS YEARS WITH FULL-TIME FACULTY
- TWO FULL-TIME REMAINS PRACTICING IN THE FIELD PART-TIME
- INSTRUCTORS ARE REQUIRED TO ACQUIRE CE HOURS PER BI-ANNUAL LICENSE RENEWAL
- ADDITIONAL ADJUNCT INSTRUCTORS TO ACCOMMODATE WORKLOADS AND SPECIALTY PROGRAMS
- DUAL LICENSED FULL-TIME AND ADJUNCT INSTRUCTORS
- STUDENT TO TEACHER RATIO PROVIDES VALUABLE ATTENTION AND IMPLICABLE LEARNING ENVIRONMENT
- NETWORKING WITH CE PROGRAM TO IMPLEMENT ADVANCED TRAINING FOR STUDENTS TO GAIN ADDITIONAL CERTIFICATIONS UPON EXITING THE PROGRAM

- NETWORKING WITH LOCAL SALON OWNERS AND CORPORATIONS TO OFFER PAID APPRENTICESHIP PROGRAMS FOR GRADUATING STUDENT PRACTITIONERS
- STACKABLE CERTIFICATES OBTAINED IN ONE YEAR; STUDENTS ARE ALLOWED TO WORK IMMEDIATELY UPON PASSING THE PRACTICAL EXAM

c. Areas for Improvement

- VERIFICATION OF ALUMNI EMPLOYMENT
- COMMERCIAL ADVERTISING AND MARKETING TO REACH SURROUNDING COUNTIES
- USER FRIENDLY WEBSITE FOR THE PROGRAMS OFFERED AT CBC
- MORE INSTRUCTORS NEEDED TO ACCOMMODATE THE ADDITION OF CERTIFICATIONS
- UTILIZATION OF PRESENT SPACE PROVIDED AT EACH SITE EX. CLASSROOMS FOR LECTURE CAN BE USED FOR MORE THAN JUST ONE HOUR, LUNCH, OR BREAKS
- UTILIZATION OF ENTIRE DEPARTMENT FOR LAB USE TO ACCOMMODATE NAILS; ASSIGNMENT OF COMPUTER LABS TO SUFFICE THE LECTURE REQUIREMENTS
- MODERN COSMETIC UPGRADES TO ENTICE STUDENTS TO THE PROGRAMS THAT INCLUDE THE WALL DÉCOR; FLOOR AND CEILING IMPROVEMENTS; ERGONOMICALLY DESIGNED WORKSTATIONS AND EQUIPEMENT, AND PROFESSIONAL PRODUCTS FOR CLIENTS
- JOB FAIRS FOR GRADUATING AND FORMER STUDENTS TO ASSIST WITH GAINFUL EMPLOYMENT

d. Future Direction and Budget Implication

- PERCENTAGE OF SERVICE REVENUE BE APPLIED TO THE COSMETOLOGY DEPARTMENT FOR UPGRADES, FIELD TRIPS, AND/OR COMMUNITY SERVICE PROJECTS
- BUDGET FOR ANNUAL FIELD TRIP FOR STUDENTS TO TRADE SHOWS LOCALLY AND/OR INTERNATIONALLY
- ADDITION OF COURSES AVAILABLE IN THE EVENING FOR INDIVIDUALS THAT CAN'T AFFORD TO DO FULL-TIME HOURS
- EVENTUALLY OFFERING FULL-TIME IN THE EVENINGS

2. Technology

a. Overview

- UTILIZATION OF BLACKBOARD FOR ALL LECTURE ASSIGNMENTS
- SOCIAL MEDIA PLATFORM TO ADVERTISE STUDENTS ACCOMPLISHMENTS AND MARKETABLE SKILLS TO PRACTICE SERVICES ON THE PUBLIC FOR A NOMINAL FEE
- SIMULATION SOFTWARE TO AID IN ADVANCED TECHNIQUES IN HAIR, SKIN, AND NAILS FOR STUDENTS TO PRACTICE AND ADD TO THEIR CERTIFICATIONS

b. Strengths

- SUPPORTIVE MARKETING/ADVERTISING TEAM THAT IS WILLING TO ASSIST IN CREATIVE AVENUES TO SPOTLIGHT CBC COSMETOLOGY PROGRAM AND ALL THE CERTIFICATES OFFERED
- SOCIAL MEDIA PLATFORM ENCOURAGES STUDENTS TO POST AND RECRUIT CUSTOMERS, FAMILY MEMBERS, AND FRIENDS

c. Areas for Improvement

- USER FRIENDLY WEBSITE FOR POTENTIAL CANDIDATES AND THE COMMUNITY

- ADDITION OF WEBINAR WORKSHOPS TO PROVIDE SIMULATION TECHNIQUES FOR STUDENTS TO PRACTICE VIA LAB

d. Future Direction and Budget Implication

- ONLINE CHAT COMMUNICATION
- ONBOARDING STRATEGY FOR SERIOUS CANDIDATES DUE TO LIMITED SLOTS IMPLEMENTED BY EXTERNAL ACCREDITING AGENCY(TDLR)
- IMPLEMENT ADDITIONAL VENDOR TO ACCOMMODATE TECHNOLOGY UPGRADES FOR SIMULATION SOFTWARE TO BE PROVIDED THROUGHOUT ENROLLMENT

3. Equipment and Facilities

a. Overview

- OUTDATED AND DETERIORATED STATIONS AND EQUIPMENT AT EACH SITE
- UTILIZATION OF ENTIRE DEPARTMENT FOR LAB USE; ASSIGNMENT OF COMPUTER LABS TO SUFFICE THE LECTURE REQUIREMENTS PER SEMESTER
- DISPENSARY AND CHEMICAL STORAGE ROOM/CLOSET INVENTORY CHECKLIST

b. Strengths

- IN COMPLIANCE WITH TDLR ANNUAL INSPECTIONS
- ALLOWED THE FREEDOM TO ACCESSORIZE DEPARTMENT AND STATIONS TO REPRESENT THE ART OF COSMETOLOGY, NAILS AND ESTHETICS
- FACILITY PERSONNEL SUPPORT AVAILABLE TO ASSIST WITH ANY STRUCTURAL ADJUSTMENTS NEEDED

c. Areas for Improvement

- INSTRUCTORS CONTINUED EDUCATION ON TRAINING OF ADVANCED TECHNICAL EQUIPMENT: HIGH FREQUENCY, GALVANIC, MICROCURRENT, MICRODERMABRASION, DERMAPLANING, STEAM MACHINES, AND PHOTOTHERAPY
- MODIFICATION OF DISPENSARY TO AID IN CONTINUED SUPERVISION OF INSTRUCTION OF STUDENTS AT ALL SITES; PRESENTLY IT IS NON-EXISTENCE
- PLAN TO INSPECT AND REPLACE EQUIPMENT QUARTERLY FOR SUSTAINABILITY OF THE PROGRAMS

d. Future Direction and Budget Implication

- PERCENTAGE OF REVENUE FROM SERVICES BE APPLIED TO THE COSMETOLOGY DEPARTMENT EQUIPMENT AND FACILITIES UPGRADES ESPECIALLY IN EMERGENCY SITUATIONS
- ADDITIONAL VENDOR NEEDED; ONE VENDOR FOR COSMETOLOGY, BARBERING, AND SPECIALTY PROGRAMS IS NOT SUFFICE DUE TO LIMITED OPTIONS OF EQUIPMENT, PRODUCTS, SHIPPING ISSUES AND DISCONTINUED ITEMS

4. Budget

a. Overview

- SALARY FOR ADJUNCT TO SUPPORT NINE (9) CREDITS PER SEMESTER AND PER ADJUNCT

- SUBSTITUTION PAY TO ALLOW FOR SICK, PROFESSIONAL DEVELOPMENT, PERSONAL AND FMLA FOR FULL-TIME FACULTY
- ONE FULL-TIME LEAD INSTRUCTOR AT EACH SITE SALARIED
- TUITION ESTIMATED AT \$6500-\$7000 FOR ENTIRE COSMETOLOGY PROGRAM
- TUITION ESTIMATED AT \$3500-\$4000 FOR EACH SPECIALTY PROGRAM
- ANNUAL MONETARY ALLOWANCE FOR INSTRUCTORS TO TRAVEL AND PROVIDE PER DIEM ON LOCAL/INTERNATIONAL TRADE SHOW FOR STUDENTS TO RECEIVE FIELD TRIP HOURS WITH THE PRESENCE OF AN INSTRUCTOR FOR THE PROGRAMS
- Personal protective equipment (estimate \$35 per student)
- Cosmetology kit—\$650
- Book bundle—\$308.70
- Lab jacket—\$37
- In addition to tuition and fees— Students will pay a lab fee for courses requiring labs. This fee is based on:
 - ◆ Materials
 - ◆ Consumables,
 - ◆ Supplies required for the particular lab
 - ◆ Lab fees may vary due to an individual's ability and materials required by the course labs
 - ◆ Lab fees for courses are listed in course syllabi and based on the average student completing the course

b. Strengths

- LOWEST COST COMPARISON TO PUBLIC AND PRIVATE TECHNICAL INSTITUTIONS OFFERING SIMILAR PROGRAMS IN THE SURROUNDING AREAS
- ALL CERTIFICATES ARE ELIGIBLE FOR FAFSA RECIPIENTS PER EACH SEMESTER
- COURSE FEES HAVE BEEN MODIFIED TO EFFECTIVELY ACCOMMODATE EACH STUDENTS NEEDS IN ORDER FOR THEM TO SUCCESSFULLY COMPELTE THE SKILLS TO SATISFY THE CURRICULUM REQUIREMENTS

c. Areas for Improvement

- PROTOCOLS FOR REQUISITIONS, PO'S AND PAYOUTS
- SOFTWARE TO SUPPORT INVENTORY
- AFFORDABLE POS SOFTWARE

d. Future Direction and Budget Implication

- REIMBURSEMENT OF PROFESSIONAL DEVELOPMENT TRAINING TO INSTRUCTORS FOR CE COURES TAKEN TO STAY ABREAST TO SHARE KNOWLEDGE WITH STUDENTS
- ADDITIONAL MANICURE EQUIPMENT IS NEEDED TO SUPPORT THE NAIL PROGRAMS AT EACH SITE SUCH AS MANICURE TABLES, PLUMBLESS PEDICURE CHAIRS, TABLE LAMPS, AND PRACTITIONER STOOLS
- ADDITIONAL FACIAL EQUIPMENT IS NEEDED TO SUPPORT THE ESTHETICS PROGRAM AT EACH SITE SUCH AS PORTABLE MASSAGE BEDS, TROLLEYS, TOWEL WARMERS, FACIAL MACHINES, FACIAL STEAMERS, MAGNIFYING LAMPS, WOOD'S LAMPS, ELECTRIC HOT WATER DISPENSER, AND PRACTITIONER STOOLS

BUDGET IS INCLUDED:

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

- Texas Department of Licensing and Regulation, PO Box 12088, Austin, Texas 78701
- LAST INSPECTIONS 8/2021; 11/2021; 2/2022
- NO DISCREPANCIES FOUND IN RECENT ANNUAL INSPECTIONS FOR EACH SITE
- DEGREE PLANS HAVE BEEN AMMENDED TO SUPPORT THECB APPROVED PROGRAMS

b. Strengths

- STUDENTS ARE ABLE TO OBTAIN STACKABLE CERTIFICATES AND BUILD A REPUTABLE PORTFOLIO WITH PROGRAMS OFFERED AT EACH SITE
- EACH SITE REMAINS IN COMPLIANCE DURING PRESENT TRANSITIONS WITH EXTERNAL ACCREDITING AGENCY

c. Areas for Improvement

- ADDENDUM OF THE NAIL AND ESTHETICS DUE TO ADDING SEPARATE CERTIFICATES FOR EACH SPECIALTY
- ELIMINATION OF THE NAIL/ESTHETICS CERTIFICATE
- ADDENDUM OF COSMETOLOGY COURSE TO BARBER CERTIFICATE TO FULFILL FAFSA REQUIREMENT

d. Future Direction and Budget Implication

- REDUCTION OF COSMETOLOGY FALL AND SEMESTER LOAD TO REFLECT FIFTEEN CREDIT HOURS INSTEAD OF PRESENT NINETINE CREDIT HOURS DUE THE DECREASE IN HOURS NEEDED VIA EXTERNAL ACCREDITING AGENCY
- ANNUALLY MEETINGS TO UPDATE ANY CHANGES IN ORDER TO REMAIN IN COMPLIANCE WITH THECB, SACSCOC, AND EXTERNAL ACCREDITING AGENCY

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

- Program has switched from clocking hours (1500) to credit hours (38) =1425 hours
- Development of specialty programs to offer more cohorts for the community to choose from

- Networking with 'Student Success' coaches to assist with registering students for the program
- Reconstruction of college website to be more user friendly with navigating and potential students access to contacting cosmetology faculty members
- Collaborating with Advisory Board Members to get the Class-A Barbering Program FAFSA compliant to offer aid to students
- Advisory Committee onboard with upholding recent TDLR updates with the elimination of the instructor's licensing and the college setting the requirements for an AAS future instructors that are interested in teaching for CBC

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

Reference link below:

COSMETOLOGY ANNUAL SLO ASSESSMENT INCLUDED:

*FTIC needs accessing on how to retain them and complete the program

C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

- Immediate: Students should be trained with the necessary skills to confidently enter the workforce and these skills and knowledge must be accessed and successfully completed prior to students exiting the programs
- Intermediate: Hiring of additional instructors to handle the present cosmetology load and loads of the additional specialty programs
- Long-term: Growth of additional partnerships with corporations and franchises to offer gainful employment to students upon receiving licensures
- Ultimate: Department expansion to accommodate students comfortably in all programs

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

- Immediate: Data kept on gainful employment after licensure of former students completing the different programs
- Intermediate: Offer Alumni incentives to return and provide CE courses or tutoring services to the future cosmetologists; perhaps budget for an annual or bi-annual social for present and former students
- Long-term: 100% graduation rate in each area of the programs; additional resources made available for individuals/students that may experience setbacks that may deter them from completing any program
- Ultimate: Budget for an annual field trip to local/international tradeshow with the students during the Fall and Spring semesters

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

- Immediate: Not applicable with a four-year university to transfer; encourage students' ability to build on their degrees with other certificates i.e., Business
- Intermediate: Social media access for current and former student professionals to be able to network locally and internationally for services and employment opportunities
- Long-term: Apprenticeship programs for students to shadow alumni or state registered/approved salons in the community
- Ultimate: Union formed so that healthcare can be provided for booth or hourly wage cosmetologists, eyelash technicians, nail technicians, barbers, and estheticians.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

- ALL SITES ARE IN COMPLIANCE WITH COSMETOLOGY AND BARBERING ANNUAL INSPECTIONS WITH TDLR
- CBC IS NOW IN A POSITION TO OFFER ALL ASPECTS OF INDIVIDUALS INTEREST OF HAIR, SKIN, OR NAILS
- CBC ALLOWS STUDENTS THE OPPORTUNITY TO STACK THEIR CERTIFICATES TO BECOME MORE MARKETABLE IN THEIR TRADE
- THE DEPARTMENT IS WORKING TO ASSIST INDIVIDUALS IN GAINFUL EMPLOYMENT PRIOR TO EXITING THE PROGRAM BY ALLOWING CORPORATIONS AND LOCAL ENTREPRENEURS TO VISIT WITH STUDENTS AT EACH SITE AND RECRUIT POTENTIAL PROFESSIONALS

2. Areas of Improvement

- ACCESSIBLE RESOURCES FOR STUDENTS TO SUCCESSFULLY COMPLETE THE PROGRAM WITHOUT INTERRUPTIONS
- OFFERING PART/FULL-TIME DAY AND EVENING CLASSES TO ACCOMMODATE STUDENTS/COMMUNITY AND SERVICE THE PUBLIC
- STUDENT COMPETITIONS AMONGST ALL CBC SITES AND OTHER LOCAL BEAUTY INSTITUTIONS

3. Threats (external)

- UNAPPROVED ADMINISTERING OF CLASS INSTRUCTION FOR SPECIALTY SERVICES THAT REQUIRES LICENSING TO PRACTICE IN THE STATE IE., EYELASH EXTENSION CERTIFICATION

4. Opportunities (external)

- NETWORKING WITH FRANCHISEES, CORPORATIONS, AND PRIVATE OWNERS TO HIRE FUTURE OPERATORS IE., JOB FAIRS

B. Final Discussion on the merit and worth of the program.

TDLR HAS MADE A NUMBER OF CHANGES OVER THE LAST THREE YEARS THAT HAS MADE IT MORE ACCESSIBLE FOR INDIVIDUALS TO BECOME LICENSED IN AN AREA OF THEIR INTEREST. CBC HAS PROVIDED A PATHWAY FOR INDIVIDUALS TO BECOME PROFESSIONAL STEWARDS OF THE PUBLIC IN THEIR COMMUNITY AS WELL AS ANYWHERE IN THE STATE OF TEXAS. CBC ALLOWS STUDENTS TO STACK CERTIFICATES AND ASSIST STUDENTS WITH THE OPPORTUNITY TO BECOME LICENSED PRIOR TO EXITING THE PROGRAM. COSMETOLOGY IS CONSIDERED TO BE ONE OF MANY FIELDS THAT AN INDIVIDUAL CAN GO TO WORK THE SAME DAY OF SUCCESSFULLY PASSING THEIR PRACTICAL EXAM. CBC COSMETOLOGY LOCATIONS HAS PROVIDED ACCESS FOR INDIVIDUALS THAT RESIDE IN SMALL RURAL COMMUNITIES THE OPPORTUNITY TO OBTAIN QUALITY EDUCATION AT AN AFFORDABLE COST THAN OUR LOCAL COMPETITORS.

Award Type: AAS - Associate of Applied Science
 Award Title: Cosmetology AAS degree
 Award CIP Code: 120401 - COSMETOLOGY/COSMETOLOGIST, GENERAL
 Proposed Implementation Date: Sept. 1, 2020

1st Year								
1st Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
EDUC	1300	My Cougar Course	ACGM	3	0	0	0	48
CSME	1551	Artistry of Hair, Theory and Practice	WECM (SCH)	3	8	0	0	176
CSME	1401	Orientation to Cosmetology	WECM (SCH)	2	8	0	0	160
CSME	1405	Fundamentals of Cosmetology	WECM (SCH)	2	8	0	0	160
CSME	2204	Introduction to the Theory and Chemistry of Hair Color	WECM (SCH)	1	3	0	0	64
1st Semester Totals				11	27	0	0	608
2nd Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
CSME	1445	Principles of Facial and Skin Care Technology II	WECM (SCH)	2	6	0	0	128
CSME	1453	Chemical Reformation and Related Theory	WECM (SCH)	2	8	0	0	160
CSME	1447	Principles of Skin Care/Facials and Related Theory	WECM (SCH)	2	8	0	0	160
CSME	1330	Orientation to Nail Technology	WECM (SCH)	1	8	0	0	144
2nd Semester Totals				7	30	0	0	592

1st Summer Session								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
BARB	1402	Barber Styling I	WECM (SCH)	4	0	0	0	64
CSME	2441	Preparation for the State Licensing Examination	WECM (SCH)	2	8	0	0	160
1st Summer Session Totals				6	8	0	0	224
2nd Year								
1st Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
BIOL	1108	Biology for Non-Science Majors Laboratory I (lab)	ACGM	0	3	0	0	48
ENGL	1301	Composition I	ACGM	3	1	0	0	64
BIOL	1308	Biology for Non-Science Majors I (lecture)	ACGM	3	0	0	0	48
BCIS	1305	Business Computer Applications	ACGM	2	2	0	0	64
XXXX	X3XX	Social and Behavioral Science	ACGM	3	0	0	0	48
1st Semester Totals				11	6	0	0	272
2nd Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
MATH	X3XX	Elective	ACGM	3	0	0	0	48
XXXX	X3XX	Humanities and Fine Arts	ACGM	3	0	0	0	48
2nd Semester Totals				6	0	0	0	96
Program Totals				41	71	0	0	1792

Award Type: C1 - Level 1 Certificate								
Award Title: Cosmetology								
Award CIP Code: 120401 - COSMETOLOGY/COSMETOLOGIST, GENERAL								
Proposed Implementation Date: Sept. 1, 2020								
1st Year								
1st Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
CSME	1551	Artistry of Hair, Theory and Practice	WECM (SCH)	3	8	0	176	5
CSME	2204	Introduction to the Theory and Chemistry of Hair Color	WECM (SCH)	1	3	0	64	2
CSME	1401	Orientation to Cosmetology	WECM (SCH)	2	8	0	160	4
CSME	1405	Fundamentals of Cosmetology	WECM (SCH)	2	8	0	160	4
1st Semester Totals				8	27	0	560	15
2nd Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
CSME	1453	Chemical Reformation and Related Theory	WECM (SCH)	2	8	0	160	4
CSME	1330	Orientation to Nail Technology	WECM (SCH)	1	8	0	144	3
CSME	1447	Principles of Skin Care/Facials and Related Theory	WECM (SCH)	2	8	0	160	4
2nd Semester Totals				5	24	0	464	11
1st Summer Session								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
CSME	2441	Preparation for the State Licensing Examination	WECM (SCH)	2	8	0	160	4
1st Summer Session Totals				2	8	0	160	4
Program Totals				15	59	0	1184	30

Award Type: C1 - Level 1 Certificate								
Award Title: Barber Certification								
Award CIP Code: 120401 - COSMETOLOGY/COSMETOLOGIST, GENERAL								
Proposed Implementation Date: Sept. 1, 2020								
Is this award taught at a correctional facility? No								
Is this award Tech-Prep? No								
1st Year								
Prerequisite Semester								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
CSME	2441	Preparation for the State Licensing Examination	WECM (SCH)	2	5	0	112	4
Prerequisite Semester Totals				2	5	0	112	4
1st Summer Session								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
BARB	1402	Barber Styling I	WECM (SCH)	4	0	0	64	4
BARB	1442	Barber Styling II	WECM (SCH)	2	6	0	128	4
1st Summer Session Totals				6	6	0	192	8
2nd Summer Session								
Prefix	Number	Course Name	Course Type	Weekly Lec Hrs	Weekly Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
BARB	2402	Barber Styling III	WECM (SCH)	2	6	0	128	4
2nd Summer Session Totals				2	6	0	128	4
Program Totals				10	17	0	432	16

Program Specific Student Learning Outcomes

PROGRAM: Cosmetology Level I /Barbering

YEAR: 2020-2021

Certificate

Course and When

SLO	Assessed	Assessment Method	Expected Outcome/Measure
COSMETOLOGY PROGRAM COMPLETIONS			
Goal 1 Active Listening			
SLO 1.1			
SLO 1.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Eyelash Extension Training/Workshop	An average of 90% required on the application of eyelash service.
SLO 1.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Understanding the Law of Color and the Level System	An average of 75% required on the application of color services.
SLO 1.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Knowledge on rearranging the structure of hair with chemicals	An average of 75% required on the application of chemical texture ser
SLO 1.1 d	CSME 2430 Nail Enhancement Spring 2021	T3 LED/UV Gel Overlay Nail Enhancement Training/Workshop	An average of 90% required on the application of gel overlay nail enh

BARBERING PROGRAM COMPLETIONS

SLO 1.1 e	BARB 1442 Barbering Styling II Summer 2021	Application of a Professional Shave Service	An average of 90% required on the application of a professional shave
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Goal 2 Speaking

SLO 2.1			
SLO 2.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Application of a Basic Facial Service	An average of 95% required on pe client consultation prior to a prope
SLO 2.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Application of Highlighting with Foils Service	An average of 95% required on pe client consultation prior to a prope analysis.
SLO 2.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Application of Virgin and Retouch Sodium Hydroxide Relaxer Service	An average of 95% required on pe client consultation prior to a prope density, elasticity, and texture.
SLO 2.1 d	CSME 2430 Nail Enhancement Spring 2021	Application of Fabric Nail Wrap Service	An average of 95% required on pe client consultation prior to a prope
SLO 2.1 e	BARB 1442 Barbering Styling II Summer 2021	Blood Spill Protocol	An average of 95% required on pe blood spill incident protocol on op

Goal 3 Service Orientation

SLO 3.1			
SLO 3.1 a	CSME 1445 Principles of Facial and Skin Care II	Application of Sensitive Skin facial service	An average of 75% required on use locate sensitive areas on face

	Fall 2020	Facial Service	Locate Sensitive Areas on Face
SLO 3.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Application of Single Color Process	An average of 95% required on patch and strand test
SLO 3.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Application of a Ammonium Thioglycolate Relaxer	An average of 75% required on pe test
SLO 3.1 d	CSME 2430 Nail Enhancement Spring 2021	Application of Polymer and Monomer to Nail Tip	An average of 75% required on pe liquid and polymer mix ratio for dr beads
SLO 3.1 e	BARB 1442 Barbering Styling II Summer 2021	Application of a Male Manicure Service	An average of 75% required on pe basic male manicure

Goal Critical Thinking

SLO 4.1

SLO 4.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Application of Acneic Skin Facial	An average of 75% required on use with the blue LED lighting
SLO 4.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Application of a Double-Process Haircolor	An average of 85% required on pe lightening service prior to depositi
SLO 4.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Application of Panel Sectioning and Base Sections	An average of 75% required for cre for accurrate base placements
SLO 4.1 d	CSME 2430 Nail Enhancement Spring 2021	Application of Two-Color Monomer Liquid and Polymer Powder Nail Enhancements Using	An average of 75% required for c cuticle and dry-to-medium bead
SLO 4.1 e	BARB 1442 Barbering Styling II Summer 2021	Application on Men with Facial Hair	An average of 75% required for pe steps to a male facial service

Goal Active Learning

SLO 5.1

SLO 5.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Application of an Anti-Aging Facial Service	An average of 75% required for p performing the protocol for an ai
SLO 5.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Application of a Soap Cap	An average of 80% required for th of color and shampoo for the adm cap
SLO 5.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Application of a Curl Reforming(Soft Curl Permanent)	An average of 85% required to der technique of reforming curly and v and larger curls and waves
SLO 5.1 d	CSME 2430 Nail Enhancement Spring 2021	Application of Colored Polymer Powder Products	An average of 75% required for de color monomer liquid and polyme enhancements over nail tips or nai
SLO 5.1 e	BARB 1442 Barbering Styling II Summer 2021	Application of Coloring Gray Hair	An average of 85% required to der technique forblending gray hair an discoloration from gray hair

Goal Judgement and Decision Making

SLO 6.1

SLO 6.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Effective use of extractor to treat comedogenicity issues	An average of 85% required for proper use of the high frequency modality and closing pores after extractions
SLO 6.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Application of an Effective Color Correction	An average of 85% required to demonstrate technique and use of a filler to equalize hair
SLO 6.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Application for Permanent Wave and Processing Using a Weave and Double-Rod or Piggyback Technique	An average of 85% required to demonstrate technique with the use of two rod wraps
SLO 6.1 d	CSME 2430 Nail Enhancement Spring 2021	Application of Monomer Liquid and Polymer Powder Nail Enhancement Removal	An average of 85% required to demonstrate use of acetone to safely and quickly remove from nail tip or natural nail
SLO 6.1 e	BARB 1442 Barbering Styling II Summer 2021	Application of Arching Techniques in Barbering	An average of 85% required to demonstrate effectively use trimmers for arching ears, nape, beard, and mustache

Goal Social Perceptiveness

SLO 7.1

SLO 7.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Application of Chemical Peel and Exfoliation	An average of 85% required to demonstrate neutralize the skin if there is a real application of lactic and salicylic acid
SLO 7.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Performing a Patch Test and Preliminary Strand Test	An average of 85% required to demonstrate neutralize the skin if there is a real application of hair color mixture
SLO 7.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Performing a Preliminary Test Curl For a Permanent Wave	An average of 85% required to demonstrate for complete curl development during
SLO 7.1 d	CSME 2430 Nail Enhancement Spring 2021	Outlining Nail Art Options for Clients	An average of 75% required for demonstrate knowledge of considering nail art for clients
SLO 7.1 e	BARB 1442 Barbering Styling II Summer 2021	Performing Men's Facial Massage and Treatments	An average of 75% required for demonstrate modalities that affect muscle activity responses

Goal Complex Problem Solving

SLO 8.1

SLO 8.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Altering of Facial Shapes with Makeup	An average of 75% required for demonstrate techniques for highlighting and coloring with proper use of makeup
SLO 8.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Creation of Haircolor Formulations	An average of 75% required for demonstrate level, contributing pigments (under) to create desired level and tone
SLO 8.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Performing Neutralization in Permanent Waving	An average of 75% required for demonstrate proper protocol for deactivating alkalinity present in hair after rinsing
SLO 8.1 d	CSME 2430 Nail Enhancement	Perform Crack Repair for Monomer Liquid and Polymer	An average of 75% required for demonstrate proper use of implements and products

SLO 8.1 e	Spring 2021 BARB 1442 Barbering Styling II Summer 2021	Powder Nail Enhancements Application Treatments of the Hair and Scalp	follow protocol for maintenance s An average of 75% required for de professional delivery of scalp mass shampooing and treatment service
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Goal Monitoring

SLO 9.1

SLO 9.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Knowledge of Administrative Rules of the TDLR 83.104. Health and Safety Standards--Esthetic Services	An average of 75% required for demonstra disinfecting equipment, implements, tools servicing each client in accordance to this
SLO 9.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Knowledge of Administrative Rules of the TDLR 83.112. Health and Safety Standards--Prohibited Products or Practices.	An average of 75% required for ob may not use any fumigants such as (formaldehyde) tablets or liquids i
SLO 9.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Knowledge of Administrative Rules of the TDLR 83.113. Health and Safety Standards--FDA	An average of 75% required for observing licensed premises of any item banned or d unsafe by the FDA shall be considered prin
SLO 9.1 d	CSME 2430 Nail Enhancement Spring 2021	Knowledge of Administrative Rules of the TDLR 83.108 Health and Safety Standards--Foot Spas, Foot Basins, and Spa Liners.	An average of 75% required for observing basin chairs shall be cleaned and disinfecte to each client
SLO 9.1 e	BARB 1442 Barbering Styling II Summer 2021	Knowledge of Administrative Rules of the TDLR 82.103. Health and Safety Standards--Shaving Services	An average of 75% required for observing their hands with soap and water, or use a to performing any services on a client

Goal Reading Comprehension

SLO 10.1

SLO 10.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Application of a Sun Damage Reversal Facial Service	An average of 75% required for ob suncsreen ingredients screen; UVE
SLO 10.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Preparedness of PSI Chemical Service Procedure	An average of 75% required for fol retrieve points for draping, sector
SLO 10.1 c	CSME 1453 Chemical Reformation and Related Theory Spring 2021	Preparedness of PSI Chemical Service Procedure	An average of 75% required for fol retrieve points for sectioning and r regrowth
SLO 10.1 d	CSME 2430 Nail Enhancement Spring 2021	Preparedness of PSI Monomer and Polymer Over Tip Procedure	An average of 75% required for fol retrieve points for prepping, apply acrylic service
SLO 10.1 e	BARB 1442 Barbering Styling II Summer 2021	Preparedness of PSI Blowdrying and Thermal Curling Service Procedure	An average of 75% required for fol retrieve points for manipulating t marcel iron.

Goal Time Management

SLO 11.1

SLO 11.1 a	CSME 1445 Principles of Facial and Skin Care II Fall 2020	Application of a PSI Facial Service	An average of 75% required to per examination 'Facial Service' proces minutes
SLO 11.1 b	CSME 2204 Intro to Theory and Chemicals Fall 2020	Application of PSI Foil Highlighting Service	An average of 75% required to per examination 'Foil Highlighting' pro 10 minutes
	CSME 1453 Chemical Reformation and Related		An average of 75% required to per

SLO 11.1 c	Permanents and Related Theory Spring 2021	Application of PSI Permanent Wave Service	examination 'Permanent Wave Service' allotted 22 minutes
SLO 11.1 d	CSME 2430 Nail Enhancement Spring 2021	Application of PSI Monomer and Polymer Over Tip Service	An average of 75% required to pass examination 'Monomer and Polymer Over Tip Service' procedure in the allotted 32 minutes
SLO 11.1 e	BARB 1442 Barbering Styling II Summer 2021	Application of PSI Haircutting Service	An average of 75% required to pass examination 'Haircutting Service' procedure in the allotted 37 minutes

DEPARTMENT: Human Culture and Education Services

Results		Recommendations
BEEVILLE=10	KINGSVILLE=12	PLEASANTON=8

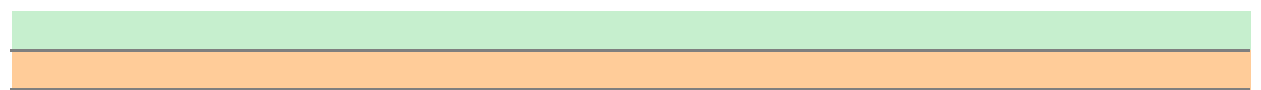
theory quiz prior to	Average grade was 90%; 100% scored above 90%; Certification received	Order adequate amount of supplies to accommodate all students prior to
theory quiz prior to	Average grade was 90%; 100% scored above 90%	Use same color line/brand across all sites so all students receive same curriculum
theory quiz prior to services.	Average grade was 90%; 100% scored above 90%	Utilize same chemical texture process across each site to ensure that all sites meet curriculum outcomes
theory quiz prior to manicure service.	Average grade was 90%; 100% scored above 90%; Certification received	Order adequate amount of supplies to accommodate all students prior to

BEEVILLE=14	KINGSVILLE=7	PLEASANTON=0
theory quiz prior to manicure service.	Average grade was 90%; 100% scored above 90%	Chairs that have a headrest and are needed to support working ergonomically when performing professional shave services

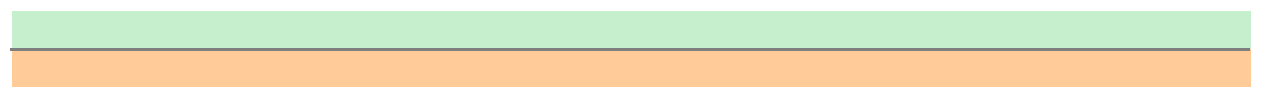
performing a thorough facial or skin analysis.	Average grade was 90%; 100% scored above 90%	Create client consultation cards for classroom for students to utilize with their classmates for practice
performing a thorough facial or hair and scalp	Average grade was 90%; 100% scored above 90%	Incorporate acceptable techniques for practice allowing flexibility when performing
performing a thorough facial or analysis of hair	Average grade was 90%; 100% scored above 90%	Students are provided with one live manikin; Divide the manikin into two to perform the two techniques for practice
performing a thorough facial or nail analysis.	Average grade was 90%; 100% scored above 90%	Nail enhancement is not on service list; Encourage students to invite family and friends to practice nail enhancement services on for product
performing a proper facial on operator or client	Average grade was 90%; 100% scored above 90%	Order adequate amount of blood spill kit from vendor for lab floor

use of Wood's Lamp to	Average grade was 95%; 100% scored above 90%	Order additional Wood's Lamps for students to practice
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	90%	for students to practice
performing a proper	Average grade was 95%; 100% scored above 90%	Order alternative products to use if occur during patch tests
performing hair porosity	Average grade was 85%; 100% scored above 90%	Create multiple methods of hair porosity
performing monomer dry, medium, and wet	Average grade was 85%; 100% scored above 90%	Students should create portfolios of work to reference and carry into the future
performing steps to	Average grade was 85%; 100% scored above 90%	Alternative finishing products for matte or buffing shine



use of Light Therapy	Average grade was 85%; 100% scored above 90%	Order multiple modalities to support services
performing a proper prepping color/toner	Average grade was 85%; 100% scored above 90%	Order supplies to support a project swatches in lab
creating base sections	Average grade was 85%; 100% scored above 90%	Access to different rod types for various wave options
creating a small bead to support free-edge	Average grade was 75%; 100% scored above 80%	Students will need to invest in quality support creating the different bead enhancements services
performing the correct	Average grade was 75%; 100% scored above 90%	Accessible electric towel warmers needed to perform men facials



product selection and anti-aging facial service	Average grade was 75%; 100% scored above 90%	Client consent to display before and after results to use for marketing anti-aging
preparation mixture and insterling of a soap	Average grade was 85%; 100% scored above 90%	Utilize previously opened color and local beauty suppliers to practice color
demonstrate the proper way wavy hair into looser	Average grade was 75%; 100% scored above 80%	More than just the one overly-curl needed to allow the students practice service
demonstrating a one-step powder nail natural nails	Average grade was 75%; 100% scored above 80%	Order kits with multiple colors of powder to practice with
demonstrate the proper method removing yellow	Average grade was 85%; 100% scored above 90%	Discussion of introducing males to gray hair on head/face or both

product selection and ability for treating bacteria ;	Average grade was 85%; 100% scored above 90%	Add the extractor implement to the Products and replacement equipment machine modality
demonstrate the proper utilize porosity in the	Average grade was 85%; 100% scored above 90%	Students should create a journal of solutions and tips for redheads, br
demonstrate the proper s and double end	Average grade was 85%; 100% scored above 90%	Students kits should include a long to effectively practice this techni
demonstrate the proper ly remove polymer	Average grade was 85%; 100% scored above 90%	Stock up on hand-size glass bowls each other with hot water to spee
demonstrate how to ing around hairline,	Average grade was 85%; 100% scored above 90%	Encourage students to remind clie arching services for more practice

demonstrate how to ction from the cids	Average grade was 85%; 100% scored above 90%	Client consent to display before ar results to use for marketing anti-a
demonstrate how to ction from the	Average grade was 85%; 100% scored above 90%	Instructors should have sterile cot for administering this patch test
demonstrate how to look ring a test curl	Average grade was 85%; 100% scored above 90%	Order various perm solutions for p results of each type; allowing know recommendations suitable for clie
demonstrating for various types of	Average grade was 85%; 100% scored above 90%	Students should create portfolios of variations of designs to share with entering the workforce
demonstrating use of on and nerve	Average grade was 85%; 100% scored above 90%	Spring semester advertising of stu care treatments with barbering se for additional practice

demonstrating ntouring facial shapes	Average grade was 85%; 100% scored above 90%	Budget for annual trade shows for additional makeup education
determining the natural rtones), and mixture	Average grade was 75%; 100% scored above 80%	Students should be required comp Checklist' for each color formulatic program
demonstrating the ny waving lotion	Average grade was 85%; 100% scored above 90%	Department should order neutrali distribute out to students in empy
demonstrating the ducts needed to	Average grade was 85%; 100% scored above 90%	Department should house manikin to practice due to only one maniki

ervice	90%	inside students kits.
emonstrating age during es.	Average grade was 85%; 100% scored above 90%	Department should order various lab floor practice

ating properly cleaning and and materials after rule	Average grade was 75%; 100% scored above 90%	College bookstore should have TD students to purchase for class
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rserving that licensees s formalin n performing	Average grade was 75%; 100% scored above 90%	Introduce students to TDLR website navigating it as a class to familiarize the workforce
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possession or storage on eemed to be poisonous or na facie evidence of its use	Average grade was 75%; 100% scored above 90%	Class lecture allow students to review labels prior to ordering products for
--	--	--

that foot spa and foot ed after service is provided	Average grade was 75%; 100% scored above 90%	Students should practice completion for entering workforce
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that barbers shall wash liquid hand sanitizer, prior	Average grade was 75%; 100% scored above 90%	College bookstore should have TD students to purchase for class
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rserving which rays do 3 and UVA	Average grade was 75%; 100% scored above 90%	Department should invest in modal can use on clients for sun damage
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llowing tasks lines to ring, and basing	Average grade was 75%; 100% scored above 90%	Early introductionn to students of Examinations
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llowing tasks lines to applying product on 1"	Average grade was 75%; 100% scored above 90%	Early introductionn to students of Examinations
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llowing tasks lines to ring, and finishing	Average grade was 75%; 100% scored above 90%	Early introductionn to students of Examinations
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llowing tasks lines to the blowdryer and	Average grade was 75%; 100% scored above 90%	Encourage students to search for c for the licensing examination
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form the state cedure in the allotted 17	Average grade was 75%; 100% scored above 90%	Require that students record their complete task lines under the allot
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form the state cedure in the allotted	Average grade was 75%; 100% scored above 90%	Require that students pair up and provide constructive feedback
--	--	---

form the state	Average grade was 75%; 100% scored above	Require that students video theme
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service' procedure in the	Average grade was 75%, 100% scored above 90%	require that students video themselves each procedure for preparation fo
form the state over Tip Service' tes.	Average grade was 75%; 100% scored above 90%	Require that student use tape on r removal while practicing
form the state procedure in the	Average grade was 75%; 100% scored above 90%	Require students practice this proc and manikin to determine which w examination

TOTAL=30

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workshop date

TOTAL=21

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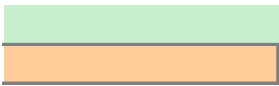
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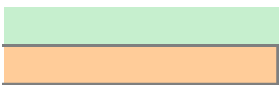
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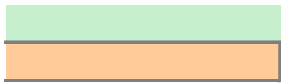
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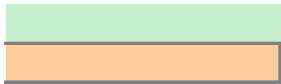
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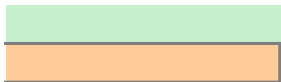
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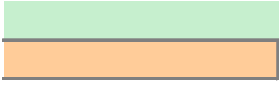
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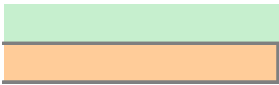
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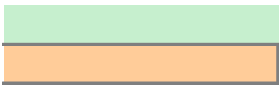
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TDLR-PSI Licensing

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	D	E	F	G	H	I	J	K
1	COSMETOLOGY					Proposed	Approved	Difference
2	Instruction	10	10-44240-1-50002	COSMETOLOGY	Faculty Salaries FT	\$ -	\$ -	\$ -
3	Instruction	10	10-44240-1-50004	COSMETOLOGY	Overload/Adjunct-Fall	\$ -	\$ -	\$ -
4	Instruction	10	10-44240-1-50006	COSMETOLOGY	Overload/Adjunct-Spring	\$ -	\$ -	\$ -
5	Instruction	10	10-44240-1-50008	COSMETOLOGY	Overload/Adjunct-Summer	\$ -	\$ -	\$ -
6	Instruction	10	10-44240-1-50060	COSMETOLOGY	Substitute Pay	\$ -	\$ -	\$ -
7	Instruction	10	10-44240-1-50140	COSMETOLOGY	Hourly Wages	\$ -	\$ -	\$ -
8	Instruction	10	10-44240-1-65502	COSMETOLOGY	Supplies	\$ 2,100.00	\$ -	\$ 2,100.00
9	Instruction	10	10-44240-1-65506	COSMETOLOGY	Course Fee Supplies	\$ 9,288.00	\$ -	\$ 9,288.00
10	Instruction	10	10-44240-3-50002	COSMETOLOGY	Faculty Salaries FT	\$ -	\$ -	\$ -
11	Instruction	10	10-44240-3-50004	COSMETOLOGY	Overload/Adjunct-Fall	\$ -	\$ -	\$ -
12	Instruction	10	10-44240-3-50006	COSMETOLOGY	Overload/Adjunct-Spring	\$ -	\$ -	\$ -
13	Instruction	10	10-44240-3-50008	COSMETOLOGY	Overload/Adjunct-Summer	\$ -	\$ -	\$ -
14	Instruction	10	10-44240-3-50060	COSMETOLOGY	Substitute Pay	\$ -	\$ -	\$ -
15	Instruction	10	10-44240-3-50140	COSMETOLOGY	Hourly Wages	\$ -	\$ -	\$ -
16	Instruction	10	10-44240-3-65414	COSMETOLOGY	Travel In-District	\$ 278.07	\$ -	\$ 278.07
17	Instruction	10	10-44240-3-65502	COSMETOLOGY	Supplies	\$ 3,509.84	\$ -	\$ 3,509.84
18	Instruction	10	10-44240-3-65506	COSMETOLOGY	Course Fee Supplies	\$ 6,192.00	\$ -	\$ 6,192.00
19	Instruction	10	10-44240-4-50002	COSMETOLOGY	Faculty Salaries FT	\$ -	\$ -	\$ -
20	Instruction	10	10-44240-4-50004	COSMETOLOGY	Overload/Adjunct-Fall	\$ -	\$ -	\$ -
21	Instruction	10	10-44240-4-50006	COSMETOLOGY	Overload/Adjunct-Spring	\$ -	\$ -	\$ -
22	Instruction	10	10-44240-4-50008	COSMETOLOGY	Overload/Adjunct-Summer	\$ -	\$ -	\$ -
23	Instruction	10	10-44240-4-50060	COSMETOLOGY	Substitute Pay	\$ -	\$ -	\$ -
24	Instruction	10	10-44240-4-50140	COSMETOLOGY	Hourly Wages	\$ -	\$ -	\$ -

Master Summary

BVC Faculty Salaries FT

BVC Overload/Adjunct-Fall

BVC Overload/Adjunct-Spring

1	COSMETOLOGY					Proposed	Approved	Difference	
37									
38									
39									
40									
41									
42									
43									
44									
45									
46									
47									
48									
49									
50									
51									
52	COSMETOLOGY					Grand Total: \$	37,261.71	\$ -	\$ 37,261.71

1	COSMETOLOGY: BVC-Supplies		
2	Total Proposed	Justification	Total Approved
3	\$ 600.00	Multi-use Chair - 2 @ \$300	\$ -
4	\$ 450.00	Facial Chair - \$225 X 2	\$ -
5	\$ 300.00	UV Ray Sanitizer - \$150 X 2	\$ -
6	\$ 400.00	Towel Warmer - \$200 X 2	\$ -
7			\$ -
8	\$ 350.00	Lather Machine - \$175 X 2	\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

1	COSMETOLOGY: BVC-Supplies		
2	Total Proposed	Justification	Total Approved
16	\$ -		\$ -
17	\$ -		\$ -
18	\$ -		\$ -
19	\$ -		\$ -
20	\$ -		\$ -
21	\$ -		\$ -
22	\$ -		\$ -
23	\$ 2,100.00 Total amount proposed for this Object Code		
24	Total amount approved for this Object Code:		\$ -

1	COSMETOLOGY: BVC-Course Fee Supplies		
2	Total Proposed	Justification	Total Approved
3	\$ 9,288.00	Course fees cost \$516 dollars for the year, expected 18 students. 516 X 18 = 9288	\$ -
4	\$ -		\$ -
5	\$ -		\$ -
6	\$ -		\$ -
7	\$ -		\$ -
8	\$ -		\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

1	COSMETOLOGY: BVC-Course Fee Supplies		
2	Total Proposed	Justification	Total Approved
16	\$ -		\$ -
17	\$ -		\$ -
18	\$ -		\$ -
19	\$ -		\$ -
20	\$ -		\$ -
21	\$ -		\$ -
22	\$ -		\$ -
23	\$ 9,288.00 Total amount proposed for this Object Code		
24	Total amount approved for this Object Code: \$ -		

1	COSMETOLOGY: KVS-Travel In-District		
2	Total Proposed	Justification	Total Approved
3	\$ 278.07	Travel to BV 3 times at 92.69	\$ -
4	\$ -		\$ -
5	\$ -		\$ -
6	\$ -		\$ -
7	\$ -		\$ -
8	\$ -		\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

1	COSMETOLOGY: KVS-Supplies		
2	Total Proposed	Justification	Total Approved
3	\$ 1,929.17	FSC-821 MICRODERMABRASION MACHINE - \$1929.17	\$ -
4	\$ -		\$ -
5	\$ 80.00	FSC-916 NAIL DRILL-\$80.00	\$ -
6	\$ 117.76	FSC-890 U.V.SANITIZER- \$117.76	\$ -
7	\$ 312.99	FSC-813 MAGNIFYING LAMP - \$312.99	\$ -
8	\$ 35.98	FSC-810 WOOD'S LAMP -\$35.98	\$ -
9	\$ 61.75	FSC-810RP REPLACEMENT BULB (5)\$12.35	\$ -
10	\$ 152.30	LATHER-M LATHER MACHINE -\$152.30	\$ -
11	\$ 36.99	FSC-873 TOWEL STEAMER -\$36.99	\$ -
12	\$ 138.71	SC-9011 BARBERS POLE -\$ 138.71	\$ -

1	COSMETOLOGY: KVS-Supplies		
2	Total Proposed	Justification	Total Approved
14	\$ 203.76	FSC-803RP REPLACEMENT BULB -(6)\$33.96	\$ -
15	\$ 62.28	FSC-813RP REPLACEMENT RESERVOIR- (2)\$31.14	\$ -
16	\$ 65.16	FSC-813RR REPLACEMENT "O" RING FOR RESERVOIR -(6)\$10.86	\$ -
17	\$ -		\$ -
18	\$ -		\$ -
19	\$ -		\$ -
20	\$ -		\$ -
21	\$ -		\$ -
22	\$ -		\$ -
23	\$ 3,509.84	Total amount proposed for this Object Code	
24		Total amount approved for this Object Code:	\$ -

1	COSMETOLOGY: KVS-Course Fee Supplies		
2	Total Proposed	Justification	Total Approved
3	\$ 6,192.00	Course fees cost \$516 dollars for the year, expected 12 students. $516 \times 12 = 6192$	\$ -
4	\$ -		\$ -
5	\$ -		\$ -
6	\$ -		\$ -
7	\$ -		\$ -
8	\$ -		\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

1	COSMETOLOGY: PLS-Travel In-District		
2	Total Proposed	Justification	Total Approved
3	\$ 250.80	Travel to BV 3 times per year at 83.60	\$ -
4	\$ -		\$ -
5	\$ -		\$ -
6	\$ -		\$ -
7	\$ -		\$ -
8	\$ -		\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

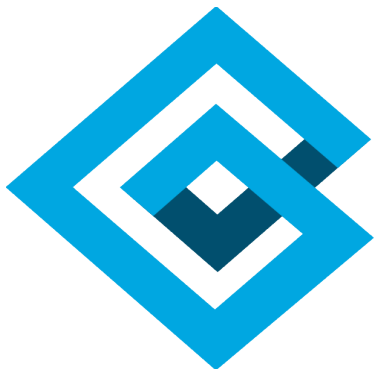
1	COSMETOLOGY: PLS-Travel In-District		
2	Total Proposed	Justification	Total Approved
15	\$ -		\$ -
16	\$ -		\$ -
17	\$ -		\$ -
18	\$ -		\$ -
19	\$ -		\$ -
20	\$ -		\$ -
21	\$ -		\$ -
22	\$ -		\$ -
23	\$ 250.80	Total amount proposed for this Object Code	
24	Total amount approved for this Object Code:		\$ -

1	COSMETOLOGY: PLS-Supplies		
2	Total Proposed	Justification	Total Approved
3	\$ 756.00	Ava All Purpose Chair with Base \$189 X 4	\$ -
4	\$ 4,056.00	RTA620 Deluxe Styling Vanity \$169 X 24	\$ -
5	\$ -		\$ -
6	\$ -		\$ -
7	\$ -		\$ -
8	\$ -		\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

1	COSMETOLOGY: PLS-Supplies		
2	Total Proposed	Justification	Total Approved
15	\$ -		\$ -
16	\$ -		\$ -
17	\$ -		\$ -
18	\$ -		\$ -
19	\$ -		\$ -
20	\$ -		\$ -
21	\$ -		\$ -
22	\$ -		\$ -
23	\$ 4,812.00 Total amount proposed for this Object Code		
24	Total amount approved for this Object Code:		\$ -

1	COSMETOLOGY: PLS-Course Fee Supplies		
2	Total Proposed	Justification	Total Approved
3	\$ 10,831.00	Course fees cost \$516 dollars for the year, expected 12 students. 516 X 21 = 10831	\$ -
4	\$ -		\$ -
5	\$ -		\$ -
6	\$ -		\$ -
7	\$ -		\$ -
8	\$ -		\$ -
9	\$ -		\$ -
10	\$ -		\$ -
11	\$ -		\$ -
12	\$ -		\$ -

1	COSMETOLOGY: PLS-Course Fee Supplies		
2	Total Proposed	Justification	Total Approved
14	\$ -		\$ -
15	\$ -		\$ -
16	\$ -		\$ -
17	\$ -		\$ -
18	\$ -		\$ -
19	\$ -		\$ -
20	\$ -		\$ -
21	\$ -		\$ -
22	\$ -		\$ -
23	\$ 10,831.00 Total amount proposed for this Object Code		
24	Total amount approved for this Object Code:		\$ -



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Dental Hygiene

Program Director: Laura Lynn Southerland

Dean: Loana Hernandez

Date: Spring 2022

(Review to include 2018-19 through 2020-21)

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Part I: Program Purpose, Description and Goals

A. Program Purpose

The Coastal Bend College Dental Hygiene Program philosophy is to improve the oral health of all people and to empower them to maintain optimum oral health. The American Dental Association Accreditation Standards for Dental Hygiene Education are the foundation by which the program teaches students to effectively and ethically serve the public as oral health care professionals.

The mission of the Coastal Bend College Dental Hygiene Program is to produce ethically qualified dental hygiene graduates who are actively committed to improving the oral health of the public and can function effectively as health care professionals in a constantly changing society. Both the philosophy and mission link directly to the institution's mission:

Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves.

and to Goal 1 of the 2025 Strategic Plan:

Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations. This goal is currently being reviewed with program review.

B. Program Description

The Coastal Bend College Dental Hygiene Program philosophy is to improve the oral health of all people and to empower them to maintain optimum oral health. The American Dental Association Accreditation Standards for Dental Hygiene Education are the foundation by which the program teaches students to effectively and ethically serve the public as oral health care professionals. The Dental Hygiene Program is accredited by the Commission on Dental Accreditation of the American Dental Association. An Associate of Applied Science degree is awarded upon satisfactory completion of the program and a passing score on the National Board Examination (Capstone). Upon admission, a current immunization record including Hepatitis B vaccine, meningitis vaccine, and Tuberculin test is required. All dental hygiene courses (DHYG) must be taken in sequential order as listed in the dental hygiene curriculum. A minimum grade of 75 must be obtained in each course in order to progress and remain in the program.

The Coastal Bend College Dental Hygiene Program at Beeville began in 1969 with the first graduating class in 1971. Clinical training was conducted in partnership with the Naval Air Station, Chase Field, Beeville, Texas. The James R. Dougherty, Jr. Dental Technology Building was completed in 1973, with renovations in 1996 that added an additional clinical area, increasing the enrollment limit from 18 to 35. With the opening of several new dental hygiene schools throughout the state, it became increasingly difficult for the program to attract qualified applicants with the potential to complete the program and fulfill the maximum enrollment limit of 35. In 2005 the enrollment limit was reduced to 30 to improve program attrition rates. The results of this change were successful: attrition rates dropped, and completion rates rose.

C. Program Goals

1. Prepare students through appropriate academic and clinical education, to be qualified dental professionals. Students attend 624 hours of clinical training while enrolled in the Dental Hygiene Program at Coastal Bend College. The students also complete a minimum of 24 hours of observation of dental specialty clinics. Through academic courses, the students are educated about all aspects of dental hygiene.
2. Provide comprehensive dental hygiene treatment to those communities serviced by the program through a complete, sequential, and fully monitored system of care. Students begin treating patients the second semester they are in our program. They continue to treat patients through the third and fourth semester. The clinical sessions are progressive. The difficulty of the patient increases, and the appointment times are decreased through the program. The students must successfully complete clinical competencies on the various difficulty levels of patients as well as other clinical skills such as exposing, processing, and mounting radiographs.
3. Create a positive and rewarding academic environment that facilitates continued growth and enrichment of all students and faculty. The dental hygiene students are given emotional support throughout the program from all faculty and staff. If any difficulties arise, the student is given remediation and counseled.
4. Foster opportunities for faculty and student involvement in service activities that are consistent with personal development goals and that promote dentistry as an integral component in the overall health and welfare of the community. Students recruit patients from the surrounding community. They are also involved in several community projects where they teach the public about oral health.

1. 2018 Equipment Recommendations

- a. 6 new dental units purchased with Perkins's grant. The new dental chairs allows us to run clinic smoother with less mechanical issues.
- b. Replace radiographic equipment
 - i. 1 Nomad purchased with Perkins's grant. This allows for student's to be educated and trained on the use of a mobile x-ray unit.
 - ii. 2 intraoral radiographic machines purchased with Perkins's grant. This has allowed students to obtain more practice taking intraoral radiographs.
 - iii. 1 panorex machine purchased with Perkins's grant. This machine produces a higher quality x-ray that the student's can evaluate more effectively.
- c. Installation of credit card machine completed fall 2021. This machine has made it easier for our patients to pay for their services.
- d. 5-autoclave sterilizers-in 2022-2023 budget
- e. Replace typodonts. Students now purchase typodonts that fit onto poles that can be mounted on chair or tabletop. These typodonts are much more versatile for the students. They can practice instrument manipulation in the classroom as well as the clinic.
- f. Intraoral camera-in 2022-2023 budget
- g. Replace mobile carts in 3 x-ray rooms. We refinished one existing cart. It was determined that if we refinished the existing cart instead of purchasing a new one would satisfy our needs.
- h. Replace Model trimmers. We have cleaned and repaired traps. We will budget this in the future.
- i. Replace vacuum forming machines. One was replaced in 2019. This gives our students more opportunities to complete the fabrication of whitening trays.

2. 2018 Facility Recommendations
 - a. Setup Elam 107 for instructional use. Project completed. Elam 140 has been setup for instructional use. Elam 107 contents have been remodeled so that it can be used more for lab. The addition of the additional classroom has allowed our department to teach two classes at the same time. Elam 107 has more room now for students to complete lab work.
 - b. Install two cabinets with electricity in Elam 107. The remodel of Elam 107 has made more access to electrical outlets for students to complete lab work. The furniture has been moved around the room to allow better access to existing outlets.
 - c. Dark room conversion-Remodel existing darkroom into two x-ray rooms where x-rays may be taken. Grant awarded spring 2020. Project ongoing.
 - d. Additional signage for parking lot and building. Maintenance department has been notified of request, Kace ticket #15584.
 - e. Artificial plants for waiting room. No further action has been taken due to the pandemic.
 - f. Replace cabinetry with sinks in Clinic 1. No further action has been taken.
3. 2019 Equipment Recommendations
 - a. Two intraoral x-ray machines need to be replaced. Budgeted 2022-2023.
 - b. Installation of credit card machine completed fall 2021. This machine has made it easier for our patients to pay for their services.
 - c. 5-autoclave sterilizers-in 2022-2023 budget
 - d. Replace typodonts. Students now purchase typodonts that fit onto poles that can be mounted on chair or tabletop. These typodonts are much more versatile for the students. They can practice instrument manipulation in the classroom as well as the clinic.
 - e. Intraoral camera-in 2022-2023 budget
 - f. Replace mobile carts in 3 x-ray rooms. We refinished one existing cart.
 - g. Replace vacuum forming machines. One was replaced in 2019. This allows more students to fabricate whitening trays.
4. 2019 Facility Recommendations
 - a. Setup Elam 107 for instructional use. Project completed. Elam 140 has been setup for instructional use. Elam 107 contents have been remodeled so that it can be used more for lab. The students have more room now to complete lab assignments.
 - b. Install two cabinets with electricity in Elam 107. The remodel of Elam 107 has made more access to electrical outlets for students to complete lab work. The furniture has been moved around the room to allow better access to existing outlets.
 - c. Dark room conversion-Remodel existing darkroom into two x-ray rooms where x-rays may be taken. Grant awarded spring 2020. Project ongoing.
 - d. Additional signage for parking lot and building. Maintenance department has been notified of request, Kace ticket #15584.
 - e. Artificial plants for waiting room. No further action has been taken due to the pandemic.
 - f. Replace cabinetry with sinks in Clinic 1. No further action has been taken.
 - g. Replace flooring throughout the Dental Hygiene Building Kace work ticket #15579 has been created for Maintenance Department to evaluate the floor plan and provide a cost estimate.
5. 2020 Recommendations

- a. Assess current equipment and materials to determine current age, expected lifespan, working condition, and grant funds. This database has been created to assist our department in replacing equipment in a timely manner to ensure all equipment is working for student education.
- b. Create a schedule so that old equipment can be removed and disposed of properly before new equipment is installed. This database has been created to assist our department in replacing equipment in a timely manner to ensure all equipment is working for student education.
- c. Request bids from companies to purchase needed equipment, materials.
- d. Review CODA Standards and all other governing bodies to ensure we comply with all rules and regulations concerning new equipment and registrations. Ongoing.
- e. Receive all proper documentation concerning disposal of equipment and calibration of new equipment to report to CODA and other governing bodies. Ongoing
- f. Schedule training to educate staff and students on new equipment and proper usage and maintenance. Ongoing
- g. Purchase two intraoral x-ray machines. Budgeted 2022-2023.
- h. Purchase 4 x-ray mannequins
- i. Purchase 4 size 2 digital sensors. Completed spring 2022. These sensors replaced old ones that quit working. This allows students more practice taking intraoral x-rays with sensors.

D. Program Student Learning Outcomes

Objectives of the Dental Hygiene Program are currently being created. These objectives will be presented to the Advisory Committee on May 10, 2022. Currently, the College Catalog does not list program goals or objectives. Once objectives are approved by Advisory Committee, they will be placed in the College Catalog.

Program Goal 1 Education involves admission criteria, clinical and didactic curriculum, the learning environment, continuing education opportunities, and advancements in technology. Program Goal 2 Patient Care centers on service to the community that is measurable and meets the standard of care. Program Goal 3 Research Activity promotes ongoing learning that is positive and enriching. Program Goal 4 Professional Service encourages participation in improving the health of the community at large. Some measurable aspects of the program goals, such as boards of examination results, are consistently evaluated while others change in order to gauge the effectiveness of the curriculum as a whole.

A program goal of the Dental Hygiene Department is to increase the pass rate of the National Board of Dental Hygiene Examination. In 2022 we held voluntary review sessions on Fridays to help the students. We are also sending out a questionnaire to senior students to determine which subjects they had the most difficulty with, which review did they use outside of Coastal Bend College, and how can our program better prepare them for the test. One data is retrieved, we will address issues within the program.

**DENTAL HYGIENE
Advisory Committee Meeting Minutes**

CHAIRPERSON: Larry Franke, DDS		
MEETING DATE: 5-17-19	MEETING TIME: 5:00 PM	MEETING PLACE: CBC, Room V-119
RECORDER: Melissa Shepherd, RDH		PREVIOUS MEETING: 5-18-18

MEMBERS PRESENT:

Name and Title	Name and Title	Name and Title
Elizabeth Shelton, DDS	Larry Franke, DDS	Dana Alsop, RDH
Lynn Southerland, CBC DH Director	Wade Phelps, DDS	Peggy Farias Part-Time Instructor
Jennifer Arismendez Full-Time Instructor	Mary Phelps, DDS	Melissa Shepherd Part-Time Instructor
Lisa Beard Part-Time Instructor	Loana Hernandez Assist. Dean of Allied Health	Dr. Carry DeAtley Interim President of CBC

Agenda Item	Action Discussion Information	Responsibility
Old Business:	Notes from previous meeting on 5-18-18 were distributed and reviewed by the members. The minutes were signed in Feb as per Dean Garcia's instruction, needed for CODA visit.	<u>Dr. Larry Franke</u>

<p>New Business:</p>	<p>Recommendations Instructions on how to file CODA complaint that has been added to CDA Dr. Mary Phelps suggested table clinics again in community. Dr. Wade Phelps suggested offering CE to community to serve as PR. Mrs. Alsop would like notification of department changes possibly through email versus reading online. Curriculum Management 40 students/2 full-time faculty-</p> <ul style="list-style-type: none"> • Mrs. Southerland explained on how to file CODA complaint that has been added to clinic manual • Mrs. Southerland discussed adding tracking for Perio <ul style="list-style-type: none"> • Changed evaluation sheet and student tracking and syllabus • Must see all types during 3 semesters • Made students go back and document the last semesters <p>Mrs. Southerland said Community class did a thorough project.</p> <ul style="list-style-type: none"> • All info was found but wasn't in syllabus • Project was completed and submitted <p>Mrs. Arismendez explained how they had to find places to do project. Dr. Wade Phelps was thanked for taking students to see how in facility dentistry works. Mrs. Southerland explained how more x-ray time was needed.</p> <ul style="list-style-type: none"> • Now two classes of 15 in Radiology to allow more time per student. <p>Mrs. Southerland explained how two part-time employees had to redo their CPR because it had been done previously on-line. Mrs. Southerland explained how we will need N₂O and Laser to certification level. We have researched what would be needed to teach them.</p> <ul style="list-style-type: none"> • Other programs stated that they could not make us add it since it can be done as CE. • Info about this being CE has been submitted to CODA. <p>Ms. Farias asked if the Nomad being used in clinic would help in Clinic. It was explained that the split class will be more helpful. Mrs. Southerland discussed dead line for applications is May 31, would like to move the that date up to March 31 to accept more students who are otherwise picked and accepted by other schools first.</p> <ul style="list-style-type: none"> • 75 current applications to date for fall 2019. <p>Mrs. Alsop stated waiting allows those in the spring to make it in the program. Perhaps there were not enough applicants in the past and that is why it was moved out so far. Dr. Franke moved to open changing deadline to March 31st Mrs. Alsop seconded. Mrs. Southerland mentioned that orientation would be done differently now- morning half would be meeting with other departments and afternoon meeting with dental hygiene faculty to go over program. Mrs. Southerland stated that Ms. Griffin had communicated with CODA and said they had said no to 1)</p>	<p>Lynn Southerland</p>
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Nutrition being offered in the summer 2) increase in student enrolment.

- CODA did approve both
- We cannot increase this fall but possibly next year.
- Increasing class size would increase time here and number of employees

Curriculum Management (cont.)

Mrs. Southerland is working with numbers and will put together proposal and will revisit if for the next fall semester.

- Schedule would have clinics split in to 2 with 40 students
- Remodeling class in Elam building- possibly getting new classroom
- On paper it would work but it would be hard to find faculty was also pointed out. Cannot currently fill open positions.
- Cost/budget needs to be presented to board showing exactly where we stand
- **Mrs. Alsop** asked if Mrs. Southerland would be director next year.
- **Ms. Hernandez** stated Lynn is currently Interim until next interview and that no one else has applied to date.
- Ms. Griffin resigned her position as director in February of spring semester. Mrs. Southerland was hired as interim director to replace her.
- Need more faculty one part-time and one full-time instructor. Faculty Load and CODA Requirements-How to make money for the college?

New Business:

- **Dr. Wade Phelps** Could we offer the CE for N₂O and Laser?
- **Mrs. Hernandez** answered if a certified teacher could come in we could offer it.
- **Mrs. Southerland** stated a company she spoke to said they may be able to donate a laser.
- **Dr. Wade Phelps** asked if we couldn't do laser would we consider doing N₂O
- **Mrs. Arismendez** stated we are planning on adding N₂O but we need someone here to get trained then we could charge others and use it as income.
- **Mrs. Southerland** asked if all faculty would have to train
- **Mrs. Hernandez** said Mrs. Southerland would go to directors training and could train
- **Mrs. Southerland** stated that they program was also going to try to go paperless in the future
- **Mrs. Arismendez** stated that we are 1 of 2 programs in Texas that still do all paper.
- **Mrs. Southerland** inquired about getting a new Pano
- **Dr. Wade Phelps** stated we need to offer CE to community to serve as PR
- **Mrs. Southerland** said hopefully N₂O will be added this summer, she will be working on it
- **Mrs. Southerland** stated that the we may have possible video conference for advisory meetings also in the future
- **Dr. Wade Phelps** asked what are the manpower needed for next semester
- **Mrs. Southerland** answered 1 part-time and 1 full-time and that we are hoping to eventually add a part-time to teach class.
- **Dr. Wade Phelps** asked if the freshmen and seniors had passed
- **Mrs. Southerland** stated yes, all had passed
- **Mrs. Southerland** discussed how a student from a closed school in Minnesota was hoping to come and finish with our students. A message was left with the student and no response as of yet

2018 Graduate Employment Rate

All graduates currently working

Discussion of 2019 Exam Pass Rate

30 enrolled
2 dropped
1 failed third semester
National Board 78% pass rate
ADEX 82% pass rate
WREB 100% pass rate

Scholarships

- 1- \$450.00 Evelyn Darileck memorial scholarship awarded from Corpus Christi Dental Hygienists' Association
- 1- \$200.00 scholarships awarded and a plaque from Listerine

Comments

	<p>Meeting adjourned at 6:29 pm. Meeting closed by Lynn Southerland</p> <p>Feb 29, 2020 Sealant Day</p>	
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Chairperson signature:	Date:	Next Meeting:

**DENTAL HYGIENE DEPARTMENT
Advisory Committee Meeting Minutes**

CHAIRPERSON: Larry Franke, DDS		
MEETING DATE: 5-28-2020	MEETING TIME: 6:00 PM	MEETING PLACE: Lifesize remote
RECORDER: Beth Meek, Admin Support Spec DH Dept.		PREVIOUS MEETING: 5-17-19

MEMBERS: (P = Present) Add nonmembers present to the bottom of the table with heading "Others Present".

(P)	Name and Title (list all members)	Business Affiliation	Name and Title
	Larry Franke, DDS (Chairperson)		
	Dana Alsop, RDH		
	Lisa Beard, RDH		
P	Peggy Farias, RDH		
	Robert Fletcher, DDS		
P	Mary Phelps, DDS		
P	Wade Phelps, DDS		
	Elizabeth Shelton, DDS		
	Melissa Shepherd, RDH		
	Others Present		
P	Laura Lynn Southerland, CBC DH Director		
P	Karri Bausch, CBC DH Instructor		
P	Jennifer Walters, CBC DH Instructor		
P	Loana Hernandez, CBC Asst Dean		
P	Dana Paladino, RDH		
P	Belinda Wessels, RDH		
P	Beth Meek, CBC DH Admin Support Spec		

Agenda Item	Action, Discussion, Information	Responsibility
Call to Order	Meeting called to order @ 6:27 pm	Lynn Southerland
Approve Minutes from Last Meeting	Minutes approved by W. Phelps with no objections. The minutes will be forwarded to Dr. W. Phelps for signature.	Lynn Southerland
Reports:		
1. Faculty Update	Melissa Shepherd, adjunct, turned in her resignation. Mrs. Southerland has a couple of applicants to review.	Lynn Southerland
2. CODA Reports	The CODA report for the network interruption has been accepted. CODA is now reviewing the report for COVID-19 interruption.	Lynn Southerland

3. Syllabus Report	Community Course Review – Students were outstanding and the community was eager to participate and let the students lead the events. Seven community sites were visited, six in Beeville and one in Corpus Christi. Six were school based and one was Woodridge Nursing Home. The nursing home staff is interested in an in-service event to educate them on oral care for the patients. 35% of the student's grade was to reach out to a target and teach an intervention program (on-line due to COVID-19 restrictions). Video conferencing enabled the students to branch out and be less nervous with communication skills during their electronic presentations. All the students received A's in the course. They found their niche and excelled.	Karri Bausch
4. Curriculum Update	There will be a couple new text books beginning Fall 2020. The course fees were restructured to include the student instrument kits. This will allow for financial aid assistance where needed as part of the college course fees.	Lynn Southerland
5. 2020-2021 Budget	The budget process is underway with anticipated approval this summer. The Dental Hygiene department prepared a detailed analysis to support the proposed budget.	Lynn Southerland
6. National Board Results	There have been many testing cancellations due to COVID-19. Some graduates have not yet been able to schedule their testing. Seventeen students have tested with only one student failure. Nine students have passed the written OSCE exam. The CDCA/ADEX are accepting the OSCE test due to COVID-19. They are preparing simulated testing which CBC should adopt in the future.	Lynn Southerland
7. Medical Emergency Kit	The committee has been asked to review the CBC DH emergency medical kit contents for required medicine based on the treatments that are performed in the clinic. We will solicit input from the dentists on the committee after this meeting.	Lynn Southerland
Old Business:		
CE courses offered by CBC	The DH department conducted a third party led CE course in the Fall 2019 with only one outside party in attendance.	Lynn Southerland
Table Clinics for the community	This will be something that can be initiated by the Community Course students once the COVID-19 restrictions are loosened up.	Lynn Southerland
Remodel of Elam classroom	This has not progressed and has been postponed. The classroom needs tables and chairs added and Room 107 would become the lab only.	Lynn Southerland
New Business:		
New and salvage equipment	DH Department has approved PO's for a Nomad portable x-ray unit and a Kavio IO unit, expected to be delivered and installed before the Fall 2020 semester. The salvage company DIMES has been contacted to provide a bid for taking the old GENDEX IO unit and 7 old dental chairs that are in the basement and have been used for spare parts. We will retain the 6 other chairs in the basement that were just replaced in January 2020. We offered the salvage company the two old technology developing units and they will not take them. Peggy mentioned that she may know of a practicing dentist that could use the equipment. We will put together a list of all the equipment that we want to sell and see if there are any local dentist who want to buy it. Loana mentioned that we would need clearance from CBC President before we sell anything. We have x-ray mounts and developers. We will keep the viewing boxes for class work. Lynn mentioned that she has found a software online that might be able to be used for Radiology class.	Lynn Southerland

Materials for patients	We are working on quantifying the cost of materials/consumables needed per patient so that we can evaluate our fee structure.	Lynn Southerland
Advertising to get patients	Discussion of previous and potential future efforts to get more patients into the clinic to avoid students having empty chairs during clinic time. Several approaches include: encouraging CBC staff and faculty in other departments to be patients (it's free for them), students take the tear off flyers out into community to be posted in public places, CBC advertises on social media, advise the local food bank, participate in parades. Recent low college student enrollment had reduced the number of students that could be rounded up on campus, nursing students can potentially get out of their lab time to be DH patients (Lude in radiology has been advised as well), maybe the new employee HR packet could include a DH flyer along with other services provided on campus, designating specific days to extend services to CBC staff, maybe extended lunch time appointments for CBC staff, institute time restrictions on appointment times for CBC staff so they don't run over. Freshmen shadowing seniors and freshmen treating seniors is done but not spelled out in writing in any documents.	Lynn Southerland
Teaching our own laser CE to earn income for CBC	There would be cost to train our instructors as laser CE instructors. The cost of equipment needed must be considered. Also, there could be costs related to barrier setups. It's more feasible currently to hire third party trainers.	Lynn Southerland
Other:	It has been a very trying semester and we've done the best we could with students and they will be stronger and more successful. Hoping that the Fall 2020 semester will be back to normal. Dana volunteered to work extra time until we can replace Melissa Shepherd's position.	Lynn Southerland
Adjournment:	Meeting was adjourned at 7:06 pm	Lynn Southerland

CHAIRPERSON SIGNATURE (or designee):	DATE:	NEXT MEETING:

DENTAL HYGIENE DEPARTMENT
Advisory Committee Meeting Minutes

CHAIRPERSON: Larry Franke, DDS		
MEETING DATE: 5-13-2021	MEETING TIME: 5:30 PM	MEETING PLACE: DIRKS 119
RECORDER: Gracie Rangel		PREVIOUS MEETING: 5-28-20

MEMBERS: (P = Present) Add nonmembers present to the bottom of the table with heading "Others Present".

(P)	Name and Title (list all members)	Business Affiliation	Signature
	Larry Franke, DDS (Chairperson)		
P	Dana Alsop, RDH		
	Lisa Beard, RDH		
P	Peggy Farias, RDH		
	Robert Fletcher, DDS		
P	Mary Phelps, DDS		
P	Wade Phelps, DDS		
P	Elizabeth Shelton, DDS		
	Melissa Shepherd, RDH		
	Others Present		
P	Laura Lynn Southerland, CBC DH Director	Director	
P	Karri Bausch, CBC DH Instructor	Clinic Coordinator	
P	Linda Millard, CBC DH Instructor	Clinic Coor., Freshmen	
	Loana Hernandez, CBC Asst Dean		
P	Gracie Rangel, RDH		
	Belinda Wessels, RDH		
	Marybeth Boatman, CBC DH Admin Support Spec		

Agenda Item	Action, Discussion, Information	Responsibility
Call to Order	Meeting called to order @ 6:09 pm	Lynn Southerland
Approve Minutes from Last Meeting	Minutes approved by Lynn Southerland with no objections. The minutes will be forwarded to Dr. Phelps for signature.	Lynn Southerland
Reports:		
8. Course Fee Update	<ul style="list-style-type: none"> • An increase in fees over \$2,000 • Use of instruments, will not be implemented 	
9. Radiology Syllabus	Program Goals <ul style="list-style-type: none"> • Review types of radiographs by Mrs. Millard – Safety • Dental x-ray simulator software – use until July 2021, free • How much will it cost for freshmen to use 	
10. Curriculum Change	<ul style="list-style-type: none"> • Radiology 1st semester etc. 	

11. Student Catalog Update	<ul style="list-style-type: none"> Submitted 14 changes/corrections Should now be accurate 	
12. Grant Awarded!	<ul style="list-style-type: none"> Needed more hands on (per student)(per CODA) \$85,000 organization in Victoria, Lillian Johnson Foundation Demolition to begin this summer Possible no need for lead lined walls Possible \$ leftover for more sensors and new PID Possible size 0/pedo dexter Ordered bench mounts for typodonts for student use 	
13. Communication between CBC-DH and TDCJ-ID	<ul style="list-style-type: none"> Garza Unit in process – need training for rotation student and staff Call from Hygiene Department Fridays to make up days (30 min. Debridement) Volunteers in SA? 	
14. New Service	<ul style="list-style-type: none"> Whitening trays \$40 a set/give pt models/get trays per Mrs. Bausch More experience for the student rather than taking one impression in Dental Materials Motivate patient to come back Should only be done after services are completed Rectangular table in classrooms for students to have availability to shakers etc. Traveling from one building to another Selling whitening gels for SCADHA (idea?) What strength and potency, 14% Hydrogen Peroxide? Post Op instructions 	
15. Consideration of new fees	<ul style="list-style-type: none"> \$15 public to \$20 CC machine to be placed \$5 x-ray copy fees to be incorporated into the main fee Sealant fees currently \$5 Change to \$2 per tooth Sealant Day in February 2022 Sealant competency? 	
16. Patient Fees Policy	<ul style="list-style-type: none"> Patient charged when only assessment is being done Patient will pay once until cleaning is done, no matter the semester, as long as no appointments have been broken by the clinician 	
17. Aptitude Test	<ul style="list-style-type: none"> More skills based 10X higher than the TSI at \$250 1 point for RDA 1 point for BS 	
18. SCADHA	<ul style="list-style-type: none"> \$791.45 Profit on cookbooks 5K Tooth Trot \$1,815 in April 2021 Halloween Walk? 2021? Idea 	
19. National Board ADEX	<ul style="list-style-type: none"> Recommend to take during Spring Break 13 have test, 2 have failed ADEX during COVID More reliable Can handscale and use ultrasonic 27 tested, 3 unsuccessful Can others test from other schools? Fee to host, bring their own instruments We will provide all needed PPE \$120 per student (manikin) \$150 per student (live patient) the increase in price covers the dentist and cavitron tips Would most likely occur on Friday and Saturdays Feedback: Open minded about manikins and ADEX being open to others 	

20. Silver Diamine	<ul style="list-style-type: none"> • Silver Diamine Fluoride turns black • Exposing to student • Help patient remineralizer teeth • Desensitizer/arrest decay • Examine and implement costs? • Introduce in Hygiene Care I • Do a laboratory demo only 	
21. Future Students	<ul style="list-style-type: none"> • Electronic Application • Reviewed for a future Bachelor's program due to CODA/ADHA • Possible Assistant Program • Transfer students: have a policy written up concerning them 	
Adjourn	1 st : Dr. Phelps and 2 nd P.Farias	7:27 pm

HAIRPERSON SIGNATURE (or designee):	DATE:	NEXT MEETING:
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In August 2020, Coastal Bend College signed a MOU with Texas Woman's University that allowed the dental hygiene students to take classes with TWU at the same time they are taking dental hygiene courses at CBC. One semester after graduating from CBC the students will be able to earn a bachelor's degree from TWU.

Dental Hygiene

Name _____ Student ID _____

Catalog Year _____

Associate of Applied Science in Dental Hygiene Degree Plan

Plan Page 1 of 2

Freshman Year

Second Summer Session				First Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
BIOL 2301 Anatomy and Physiology I (Lecture)	3			ENGL 1301 Composition I	3		
BIOL 2101 Anatomy and Physiology I (Lab)	1			DHYG 1201 Orofacial Anatomy, Histology & Embryology	2		
BIOL 2302 Anatomy and Physiology 2 (Lecture)	3			DHYG 1331 Preclinical Dental Hygiene	3		
BIOL 2102 Anatomy and Physiology 2 (Lab)	1			DHYG 1227 Preventive Dental Hygiene Care	2		
CHEM 1306 Introductory Chemistry I (Lecture, Allied Health Emphasis)	3			DHYG 1304 Dental Radiology	3		
CHEM 1106 Introductory Chemistry I (Lab, Allied Health Emphasis)	1						
Total hours	12			Total hours	12		

Second Semester				First Summer Session			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
PSYC 2301 General Psychology OR PSYC 2314 Lifespan Growth and Development	3			SPCH 1311 Introduction to Speech Communication	3		
DHYG 1311 Periodontology	3			BIOL 2320 Microbiology for Non-Science Majors	3		
DHYG 1260 Clinical - Dental Hygiene/Hygienist 1	2			BIOL 2120 Microbiology for Non-Science Majors (Lab)	1		
DHYG 1207 General and Dental Nutrition	2						
DHYG 1235 Pharmacology for the Dental Hygienist	2						
Total hours	12			Total hours	7		

Dental Hygiene

Name _____ Student ID _____

Catalog Year _____

Associate of Applied Science in Dental Hygiene

Degree Plan Page 2 of 2

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
Humanities/Fine Arts Core Course	3			DHYG 2363 Clinical - Dental Hygiene/Hygienist 3	3		
DHYG 2362 Clinical - Dental Hygiene/Hygienist 2	3			DHYG 2153 Dental Hygiene Practice	1		
DHYG 1219 Dental Materials	2			DHYG 2231 Dental Hygiene Care II	2		
DHYG 1339 General and Oral Pathology	3			DHYG 1215 Community Dentistry	2		
DHYG 2201 Dental Hygiene Care I	2			Sociology Elective	3		
Total hours	14			Total hours	11		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*BCIS 1305 is required for all college students; a test out option of 70% in computer literacy is available.

**BIOL 2301 & 2101, BIOL 2302 & 2102, combined with BIOL 2320 & 2120 satisfy Math Core.

I understand that any deviation from this plan may result in some courses not applying toward the stated requirements or delay in graduation. I also understand the courses in this curriculum may not apply towards a bachelor's degree.

Student Signature/Date

Advisor Signature/Date

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

There are a total of 6.5 full-time equivalent (FTE) positions in the dental hygiene program. Currently, faculty positions are filled with three (2) full-time professors, eight (8) part-time clinical/lab positions, and one (1) part-time dentist that supervises clinical sessions. The program director teaches two (2) courses in the fall and spring semesters.

The rationale for part-time faculty is to allow for optimum faculty/student ratios in clinical and laboratory settings by the most cost-effective means. Employing part-time faculty ensures that faculty-to-student ratios meet the required CODA ratios of 1:5 for clinical and 1:10 for laboratory sessions. The part-time faculty positions are integral in fulfilling the intent of the accreditation standard.

Effective February 2019, Mrs. Lynn Southerland was appointed interim Program Director and appointed permanent Program Director in June 2019. Her previous position was full-time instructor.

With the instructional week set at four days, it is a challenge for student counseling, clinic/lab prep, and lecture prep. Remediation sessions are held as time allows during the instructional week but is also held on Fridays for students having problems with clinical coursework. In the spring semester, a National Board of Dental Hygiene Exam review is held on Friday for those senior students that want extra help. Since all full-time faculty are required to teach in all clinical courses, little time remains for meeting privately with students and updating lecture information from scientific literature sources other than the course text. Part-time clinical faculty is presently limited to nineteen hours per week.

The full-time dental hygiene faculty has the credentials and experience to teach didactically (bachelor's degree minimum) and clinical faculty has the credentials and experience to teach clinically and assist with labs (associate degree minimum). Faculty/student ratios, although mandated by CODA, ensure that students within the program are provided proper guidance in applying theoretical principles to clinical implementation. CODA standards state that in all clinical courses and Radiology that we have 1 instructor to every 5 students. In other labs, CODA states we must have 1 instructor for every 10 students. The supervising dentist oversees all clinical sessions, prescribes radiographs as needed, and refers patients out for dental treatment. Maintaining currency in the field is required for license renewal. The faculty also completes teaching methodology courses annually. Faculty and students also participate in the annual Texas Dental Hygienists' Association conference.

Faculty attrition and retention is another issue that the department must face. The turnover rate for dental hygiene faculty at Coastal Bend College is high. Since 2018, the Dental Hygiene Department has hired 3 full-time and 12 part-time instructors and two Administrative Support Specialists.

Increase instructional staff

It is incumbent upon the institution to retain its well qualified, competent faculty while attracting new faculty to fill positions vacated by attrition/retirement in a rurally located college. When

current full-time or part-time faculty resign or retire it will be extremely difficult to attract the same quality and competence that exists now.

Beginning in the fall semester 2022, the college has added a differential tuition for the Dental Hygiene program. These additional funds will allow the program to pay instructors comparable to what the current salary range is in this area for Registered Dental Hygienists. In Texas, the average base salary for a dental hygienist is \$40.65 per hour. Coastal Bend College currently pays the clinical instructors \$28.00 per hour.

Professional Development

Lynn Southerland				
Date	Title	Location	Presenter	Credits
8/8/2018	Nutrition & Oral Health: Eating Well for a Healthy Mouth	Online	Diane Vermetti-Callahan, RDH, BS	2.0000
8/8/2018	Digital Imaging in Dentistry: Intraoral, Extraoral, and 3D Technology	Online	Connie M. Kracher, PhD, MSD	2.0000
8/8/2018	Powerful Therapeutic Spices in Medicine	Online	Diane Vermetti-Callahan, RDH, BS	1.0000
8/13/2018	A Guide to Clinical Differential Diagnosis of Oral Mucosal Lesions	Online	Michael W. Finkelstein, DDS, MS Emily Lanzel, DDS, MS John W. Hellstein, DDS, MS	4.0000
8/14/2018	Oral Cancer	Online	Richard C. Jordon, DDS, PhD	1.0000
8/14/2018	Care & Maintenance of Dental Restorations	Online	Shelly Withers, RDH, MS Marilyn Heyde, RDH, MPH	1.0000
9/7/2018	Fall In-Service	CBC-Bee	Dr. Espinoza/Admin	6.5000
11/9/2018	Review of Perkins Grant	Alice	Julia Garcia, Noemi Aguilar, Loana Hernandez	0.5000
11/10/2018	5 Column Models	Alice	Julia Garcia, Noemi Aguilar, Loana Hernandez	1.0000
11/11/2018	Program Reviews	Alice	Julia Garcia, Noemi Aguilar, Loana Hernandez	1.0000
12/14/2018	Instructional Services Program	Pleasanton	Christi Morgan	0.5000
12/14/2018	Students with Dissabilities	Pleasanton	Amanda Barrera	0.5000
12/14/2018	Student Learning Outcomes	Pleasanton	Deans/Asst. Deans	0.3000
1/11/2019	Safety Training	CBC-Bee	Kevin Behr	6.5000
1/15/2019	Ensuring Student Success: Registrar & Financial Aid	Kingsville campus	Candy Fuller, Nora Morales	0.7500
1/15/2019	Oral Pathology Bootcamp	online	Margaret Fehrenbach, RDH, MS	8.0000
1/16/2019	Instructional Technology 101	Kingsville campus	Amador Ramirez	1.0000
1/16/2019	Instructional Technology Training	Beeville	Amador Ramirez	2.0000

1/17/2019	Making the Connection: Overcoming challenges with Distance Learning in a Rural Community College	Kingsville campus	Cathy Cuyler, Angela Miranda, Amador Ramirez, Cynthia Abrigo	0.7500
1/18/2019	Library Resources	Kingsville campus	Noemi Camacho	0.7500
2/1/2019	Oxygen Please! Strategies for the Successful Leader	TDHA Annual Session Galveston, TX	TDHA	0.7500
2/2/2019	Stop Managing Your Studentes and LEAD Them to Success	TDHA Annual Session Galveston, TX	TDHA	2.0000
3/2/2019	Dental Perspectives of Stem Cell Research 2017	Del Mar College	Dr. Norma Olvera	3.0000
3/2/2019	The Top 25 Prescribed Drugs in America and Their Effects on Health	Del Mar College	Dr. Norma Olvera	3.0000
4/5/2019	Spring In-Service II & Service Awards	CBC-Bee	Dr. Espinoza/Admin	6.0000
4/20/2019	Educational Methodologies: The Didactic Course	online	Danielle Furgeson, RDH, MS, DHSc	1.0000
6/1/2019	HealthCaring Conversations: Engaging Patients to Improve Oral Health	Tampa, FL	Scott Peterson Wendy Swanson	1.5000
6/2/2019	Current Issues in Allied Health Administration	Tampa, FL	Jennifer Brame, RDH, MS Constance Reed, CDA Tanya Villalpando Mitchell, RDH, MS Dianne Smallidge, RDH, EdD Rebecca Caceres, CDA, RDH, MOL Emily Rhineberger, MA Janet Kinney, RDH, MS	2.0000
6/2/2019	Strategic Brand Enhancement Through Social Media	Tampa, FL	Tess Vismale	1.2500
6/2/2019	Taking the Mystery Out of Infection Protection	Tampa, FL	Noel Kelsch, RDHAP, M.S.	1.2500
6/3/2019	Program Evaluation Beyond Accreditation	Tampa, FL	Cheryl Westphal Theile, Ed.D., RDH	1.0000
6/3/2019	Expanding Students' Academic and Professional Development Through Professional Learning Communities	Tampa, FL	Danielle Furgeson, RDH, MS, DHSc Jennifer Brame, RDH, M.S.	1.5000
6/4/2019	Curriculum Design to Achieve Student Learning + Rubrics	Tampa, FL	Linda Suskie, M.A.	2.7500
7/26/2019	Basic Proficiency Laser Certification Patient Management & safety Training	CBC	Elaine Rodriguez, RDH	12.0000

7/31/2019	Nutrition and Oral Health: What Every Dental Professional Should Know	Dallas, TX	Dr. Joy Void-Holmes	2.0000
7/31/2019	Examining Therapeutic Potential of Cannabis in Dentistry	Dallas, TX	Nicole Greco, BSDH, MA	2.0000
8/1/2019	5 Steps to Make the Impossible Possible	Dallas, TX	Ben Nemtin	2.0000
8/1/2019	Rekindling Your Career Passion – Moving Beyond Feeling Trapped	Dallas, TX	Anne Guinon, MPH, RDH, CSP	2.0000
9/13/2019	CBC Inservice	CBC-Bee	Administration	4.0000
9/20/2019	Mental Health First Aid USA	CBC-Bee	Thomas Viola, RPh, CCP	8.0000
9/28/2019	My Favorite Things...Dental Hygiene Style	Del Mar College	Angie Stone, RDH, BS	3.0000
9/28/2019	The Disappearing Patient Population	Del Mar College	Angie Stone, RDH, BS	3.0000
10/17/2019	QPR Suicide Prevention Gatekeeper Program	CBC-Bee	Magdalena Hernandez, LPC	1.0000
10/29/2019	Make it Click: How to Effectively Provide Student Feedback	online	Eric T. Lund	1.0000
11/7/2019	Prevention Protocols	CBC-Bee	Andrea Wiseman RDH	2.0000
1/8/2020	CBC Safety Training	CBC-Bee	Kevin Behr	6.0000
2/7/2020	CBC Inservice	CBC-Bee	Administration	6.5000
2/13/2020	Planning and Budget Retreat	CBC-Bee	Administration	8.0000
3/2/2020	The Radiographic Image	online	Procter & Gamble	1.0000
3/2/2020	Basic Radiation Physics	online	Procter & Gamble	2.0000
3/2/2020	Cone-Beam Computed Tomography (CBCT) Applications in Dentistry	online	Procter & Gamble	2.0000
3/2/2020	Practical Panoramic Imaging	online	Procter & Gamble	3.0000
3/2/2020	Radiographic Techniques for the Pediatric Patient	online	Procter & Gamble	2.0000
3/2/2020	Panoramic Radiographs: Technique & Anatomy Review	online	Procter & Gamble	2.0000
3/2/2020	Intraoral Imaging: Basic Principles, Techniques and Error Correction	online	Procter & Gamble	2.0000
3/2/2020	Radiographic Selection Criteria	online	Procter & Gamble	4.0000
3/3/2020	Radiographic Interpretations	online	Procter & Gamble	2.0000
3/3/2020	Biological Effects of Radiation	online	Procter & Gamble	1.0000
4/3/2020	General Ethics in the Workplace (Full Course)	online	Safe Colleges	0.2833
4/7/2020	How to choose the best interdental cleaning tool for your patients	online	TePe	1.0000
4/9/2020	COVID 19 Best Practices	online	KnowBe4	0.0333
4/9/2020	COVID 19 Campaign Notification Message	online	KnowBe4	0.1000
4/9/2020	COVID 19 Post-Click Ed Message	online	KnowBe4	0.0167
4/9/2020	Message on COVID-19 and Phishing from K Mitnick	online	KnowBe4	0.0333

4/9/2020	Working from Home in Times of COVID-19	online	KnowBe4	0.0333
4/9/2020	The Inside Man: Season 1 Ep 00 - Full Trailer	online	KnowBe4	0.0333
4/10/2020	2019 Kevin Mitnick Security Awareness Training - 30 Min	online	KnowBe4	0.5000
4/11/2020	2019 Your Role: Internet Security and You	online	KnowBe4	0.0333
4/13/2020	Captain Awareness: Detecting Suspicious Activity	online	KnowBe4	0.3000
4/13/2020	2016 Handling Sensitive Information	online	KnowBe4	0.2500
4/13/2020	The Inside Man: Season 1 Ep 1 - The New Guy (Social Engineering)	online	KnowBe4	0.1333
4/16/2020	The Inside Man: Season 1 Ep 2 - Social Hour (Social Media)	online	KnowBe4	0.1000
4/21/2020	The Inside Man: Season 1 Ep 3 - On Our Side (Phishing Attacks)	online	KnowBe4	0.0833
4/27/2020	The Inside Man: Season 1 Ep 4 - Surprise (Document Disposal)	online	KnowBe4	0.1667
4/27/2020	The Inside Man: Season 1 Ep 5 - Takeaways (Clear Desktop Policy)	online	KnowBe4	0.0833
4/30/2020	The Inside Man: Season 1 Ep 6 - The Masquerade (Cloud Services)	online	KnowBe4	0.2333
5/4/2020	The Inside Man: Season 1 Ep 7 - Buying Time (Passwords)	online	KnowBe4	0.0833
5/7/2020	The Inside Man: Season 1 Ep 8 - Taken (Ransomware)	online	KnowBe4	0.1333
5/7/2020	Medical Emergencies in the Dental Office: What's in Your Emergency Kit and Why?	online	Viva Learning	1.0000
5/13/2020	The Inside Man: Season 1 Ep 9 - Where the Wild Things Are (Travel Security)	online	KnowBe4	0.1000
5/14/2020	The Inside Man: Season 1 Ep 10 - Keep Your Friends Close (App Security and Permissions)	online	KnowBe4	0.1333
5/18/2020	The Inside Man: Season 1 Ep 11 - The Sound of Trumpets (External Devices)	online	KnowBe4	0.0833
5/21/2020	The Inside Man: Season 1 Ep 12 - Checkmate (Insider Threats)	online	KnowBe4	0.0833
5/21/2020	The Inside Man: Season 2 Ep 1 - Trailer	online	KnowBe4	0.0833
5/21/2020	Title IX and Sexual Misconduct (Full Course)	online	Safe Colleges	0.4500
5/21/2020	Sexual Harassment: Staff-to-Staff (Full Course)	online	Safe Colleges	0.4833
5/21/2020	HIPAA Awareness for Helathcare Providers	online	HIPAATraining.com	1.5000
5/25/2020	The Inside Man: Season 2 Ep 1 - A Different Tune (Mobile Devices)	online	KnowBe4	0.1000
5/29/2020	The Inside Man: Season 2 Ep 02 - Crack Team (Need To Know)	online	KnowBe4	0.1000

5/29/2020	The Inside Man: Season 2 Ep 03 - It's A Date (Mobile Devices)	online	KnowBe4	0.1167
5/29/2020	The Inside Man: Season 2 Ep 04 - The Holy Grail (Internet Of Things/Connected Devices)	online	KnowBe4	0.0833
5/29/2020	The Inside Man: Season 2 Ep 05 - Unlikely Bedfellows (Phishing)	online	KnowBe4	0.1333
5/29/2020	The Inside Man: Season 2 Ep 06 - It's Complicated (Multi-Factor Authentication/Phone-Phishing)	online	KnowBe4	0.1500
5/29/2020	The Inside Man: Season 2 Ep 07 - Table For Two (Passwords/Third-Party Apps)	online	KnowBe4	0.1167
5/29/2020	The Inside Man: Season 2 Ep 08 - The Guy Behind The Guy (External Devices/Physical Access)	online	KnowBe4	0.1000
5/29/2020	The Inside Man: Season 2 Ep 09 - Behind The Curtain (Social Engineering)	online	KnowBe4	0.1000
5/29/2020	The Inside Man: Season 2 Ep 10 - Showdown At The AI Corral - Part 1 (Social Engineering)	online	KnowBe4	0.1333
5/29/2020	The Inside Man: Season 2 Ep 11 - Showdown At The AI Corral - Part 2 (Insider Threats)	online	KnowBe4	0.1167
5/29/2020	The Inside Man: Season 2 Ep 12 - A New Day (Internet of Things/Connected Devices)	online	KnowBe4	0.1500
5/30/2020	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3.0000
5/30/2020	Environmental Infection Prevention and Control	online	Procter & Gamble	2.0000
5/30/2020	Hand Hygiene	online	Procter & Gamble	2.0000
5/30/2020	Hazard Communication Compliance	online	Procter & Gamble	2.0000
5/30/2020	Hazardous (and Universal) Waste Management	online	Procter & Gamble	2.0000
5/30/2020	Infection Control-related Administrative Policies and Work Restrictions	online	Procter & Gamble	1.0000
5/30/2020	Introduction to Infection Prevention	online	Procter & Gamble	2.0000
5/30/2020	Postexposure Evaluation and Follow-up	online	Procter & Gamble	1.0000
5/30/2020	Personal Protective Equipment	online	Procter & Gamble	1.0000
5/30/2020	Putting it All Together: Practicum	online	Procter & Gamble	1.0000
5/30/2020	Mandated, Highly Recommended, and Other Vaccines for Oral Healthcare Personnel	online	Procter & Gamble	2.0000
5/30/2020	Regulated Medical Waste Management	online	Procter & Gamble	2.0000
5/30/2020	Sterilization and Disinfection of Patient-care Items in Oral Healthcare Settings	online	Procter & Gamble	1.0000
5/30/2020	Protecting children from abuse and neglect: Knowing your role as a dental professional	Live	PACE	1.0000

5/30/2020	Making local anesthesia stick 0 A guide to local anesthesia	Live	PACE	2.0000
5/30/2020	Oral pathology and the assessment process: Medical history front and center - oral manifestations	Live	PACE	2.0000
5/30/2020	Dirty jobs: Infection prevention, OSHA and HIPAA update	Live	PACE	2.0000
6/1/2020	Coronavirus: Cleaning and Disinfecting Your Workplace	online	Safe Colleges	0.1667
6/1/2020	Coronavirus Awareness	online	Safe Colleges	0.1667
6/1/2020	Coronavirus: Coping with Stress and Anxiety	online	Safe Colleges	0.2000
6/1/2020	Workplace Bullying: Awareness and Prevention (Full Course)	online	Safe Colleges	0.3333
6/1/2020	Sexual Harassment: Policy and Prevention (Full Course)	online	Safe Colleges	1.1500
6/9/2020	Reminder from the Human Resources Department, the Office of Student Services and Accessibility and the Title IX Coordinator (Custom)	online	Safe Colleges	0.0333
6/16/2020	Critical Thinking in Dental Education	online	ADEA	1.0000
6/18/2020	Dental Aerosols: The Importance of PreRinsing	online	PACE	1.0000
6/19/2020	Odd Gums - Part 1 of a 2-Part Seminar: Atypical Enlargements (Big Gums)	online	PACE	3.0000
7/1/2020	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5000
7/6/2020	Prosthesis Retention and Effective Use of Denture Adhesive in Complete Denture Therapy	online	Procter & Gamble	2.0000
7/14/2020	An Overview of Dental Anatomy	online	Procter & Gamble	1.0000
8/19/2020	Applying the QM Rubric (Virtual) (APPQMR)	online	Quality Matters	
9/3/2020	SOAR to Health and Wellness	online	SOAR	
9/15/2020	Managing Aerosols in the Dental Setting	online	ADHA	1.5000
9/16/2020	The Role of Adult Learning in Clinical Education	online	Procter & Gamble	0.5000
11/16/2020	2020 ADEA Leadership Essentials for Allied Dental Educators	online	ADEA	25.0000
11/17/2020	Dental Hygienists: Common Conditions and Treatment	online	ADHA	1.0000
11/19/2020	Creating a Database of Patient Cases: Using Resources During COVID-19	online	ADEA	1.0000
12/10/2020	Performance Evaluations (Full Course)	online	Safe Colleges	0.4333
1/19/2021	Drug Free Workplace (Full Course)	online	Safe Colleges	0.3667
1/27/2021	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3.0000

1/27/2021	Hazard Communication Compliance	online	Procter & Gamble	2.0000
1/27/2021	Coronavirus Awareness (Full Course)	online	Safe Colleges	1.0000
2/8/2021	Food for Thought: The Relationship Between Oral Health and Nutrition	online	Procter & Gamble	3.0000
2/14/2021	National Dental PBRN COVID-19 Research CORE Registry	online	UAB School of Dentistry	0.5000
2/25/2021	Connecting Through Interprofessional Partnership to Drive Collaborative Care	online	ADEA	1.0000
3/11/2021	ADEA Leadership Institute Symposium: The Future of Dental Education: A Scenario Exploration	online	ADEA	3.0000
3/14/2021	The Hidden Brain: How Our Unconscious Minds Elect Presidents, Control Markets, Wage Wars and Save Lives	online	Shankar Vedantam	1.1500
3/14/2021	Socially Distracted Teaching: 3D Digital Technology for Preclinical Operative Assessments	online	Manavi Nagai, M.S., Hiroe Ohyama, D.M.D., Shelyn Yamakami, D.D.S., M.A., Ph.D.	0.1500
3/14/2021	A Dental Outread Collaborative Project for At-risk Youth	online	Les Kalman, D.D.S.	0.1500
3/14/2021	How "We" Train Competent Evidence Based Practitioners	online	Jaana Gold, D.D.S., M.P.H., Ph.D., CPH, Teresa Marshall, Ph.D., Hanann Tomeh, D.D.S., Analia Veitz-Keenan, D.D.S.	1.0000
3/14/2021	Adapting Curriculum to the Integrated National Board Dental Examination	online	Marci Levine, D.M.D., Analia Veitz-Keenan, D.D.S.	1.0000
3/14/2021	Enhancing Student Learning in Dental Anatomy by Using Teeth Drawings	online	Hanan Egendy, B.D.S., M.S., Raul Garcia, Kayla Morris	1.0000
3/14/2021	ADEA Tapestry Table Plenary	online	Smith, Emmitt	1.1500
3/15/2021	Update on Dental Licensure from the Coalition for Modernizing Dental Licensure	online	Joseph Crowley, D.D.S., Cecile Felman, D.M.D., M.B.A., Monty MacNeil, D.D.S., M.Dent.Sc., Denice Stewart, D.D.S.	1.0000
3/15/2021	Faculty Development Marketplace: A Forum for Collaboration (Short Talks)	online	Laura Dempster, B.Sc.D. M.Sc. Ph.D, Zsuzsa Horvath, Ph.D., Natalie Jeong, D.M.D., Afsheen Lakhani, D.M.D., CAGS, Delyse Leadbeatter, BDS, PHD, Ahmand Maalgagh-fard DDS, MS, Monica Nenad, DH.Ed, M.Ed, CHES, RDH, Babak	1.0000

			Sarrafpour, Ph.D, DDS, MCs, Mexiun Zheng, Ph.D.	
3/15/2021	Raipd Rounds - Imporvoing Facutly Teamwork and Student Outcomes	online	Mary Bertone, RDH, B.Sc, M.PH, Lorraine Glassford, RDH, Kaleigh Warden, RDH Katherine Yerex, B.Sc., RDH	1.0000
3/16/2021	Plenary Session - Stereotypes of Asian Americans	online	Phillip Wang	1.2500
3/16/2021	Dental Anatomy: A New Approach of Remote Teaching	online	Elixabeta Karl, DDS, Geetha Duddanahalli Siddanna, DDS, MS, Andrea M. Pobocick, DDS, MS, Ph.D	0.2500
3/16/2021	Best Practices in Teledentistry to Advance Patient Care and Education	online	Theodora Danciu, DMD, DMSc, Alexacndre DaSilva, D.Med.Sc, Eleni Gagari, DMD, D.M.Sc, Romesh Nalliah, BDS, M.H.C.M.	1.0000
3/16/2021	The Remediation Process- Guiding the Stuggling Learner Back on the Path	online	Gary Pape, D.D.S.	1.0000
3/16/2021	Frenums, Toungue Thrusts and Airways, Oh My!	online	Adela C. Uribe, MSDH, RDH, OM	1.5000
3/23/2021	Preparing your Students for the Manikin and Patient Based Clinical Exams	online	Joy D. Void-Homes, RDH, BSDH, DHSc, AADH	1.0000
4/9/2021	Basic Proficiency Laser Certification Patient Management & safety Training	online	Elaine Rodriguez, RDH	12.0000
4/10/2021	Basic Proficiency Laser Certification Patient Management & Safety Training	CBC	Elain Rodriguez PACE	12.0000
4/20/2021	Teaching Solutions for Educators, by Educators	online	Emily Boge CDA, RDH, MPA	1.0000
4/21/2021	Sexual Harrassment: Staff to Staff full course	online	Safe School Training Vector Solutions	0.3500
4/29/2021	Radiology Simulator for the Dental Hygiene Setting	online	Evan Fram, MD, MBA, Royann Royer, CDA, RDH, MPH	1.0000
5/6/2021	Sexual Harrassment Policy and Prevention	online	Vector Solutions	1.3000
5/14/2021	Teaching Head and Neck Anatomy	online	Educators Platform	2.0000
5/28/2021	CPR	CBC	Krystal Snider	4.0000
6/1/2021	FERPA: Confidentiality of Records	online	Vector Solutions	0.2500

6/11/2021	Virtual Maintenance and Operation of A-Dec Chairs	online	A-dec	6.5000
6/16/2021	KnowBe4 Cyber Security Awareness Training for Texas	online	KnowBe4	0.3000
6/18/2021	Virtual Technical Training: Theory, Diagnostic and Repair	online	A-dec	6.5000
6/21/2021	Anatomy & Histology of the Gingival Unit and Basic Oral Hygiene	online	Courtney Ison, RDH, MS	1.0000
6/21/2021	A Guide to Clinical Differential Diagnosis of Oral Mucosal Lesions	online	Micahel W. Finkelstein, DDS, MS, Emily Lanzel, DDS, MS, John W. Hellstein, DDS, MS	4.0000
6/21/2021	An Overview of Dental Anatomy	online	Vicie Parrish Foster, RDH, Med	1.0000
6/21/2021	Oral Cancer	online	Richard C. Jordon, DDS, PhD	1.0000
6/22/2021	Professional Dental Terminology for the Dental Assistant and Hygienist	online	Vicie Parrish Foster, RDH, Med	2.0000
6/22/2021	Oral Health Care: A Whole New Language	online	Patricia J.Nunn, RDH, MS, Patricia A. Frese, EDH, Med	3.0000
6/23/2021	Critical Thinking: Achieve Success on the National Board Exam	online	Leah Spittle, BSDH, MS	1.5000
6/24/2021	Interprofessional Education and Collaboration	online	Educators Platform	2.0000
6/25/2021	Virtual Technical Training: Theory, Diagnostic and Repair	online	A-dec	6.5000
7/13/2021	Student Orientation Practices and Protocols	online	Jell-Ed	1.0000
7/22/2021	Jurisprudence Certification	online	TSBDE	1.0000
9/9/2021	Introduction to Infection Prevention	online	Proctor Gamble	2.0000
9/9/2021	Hazard Communication Compliance	online	Proctor Gamble	2.0000
9/14/2021	Tips and Tricks for using Acidental Simulation Products	online	Jell-Ed	1.0000
9/29/2021	Coronavirus 101 - What You Need to Know	online	Vector Solutions	0.1800
9/29/2021	Coronavirus 103 - Managing Stress and Anxiety	online	Vector Solutions	0.1200
9/29/2021	Coronavirus 105 - Cleaning and Disinfecting	online	Vector Solutions	0.1200
10/6/2021	General Ethics in the Workplace	online	Vector Solutions	0.1700
10/6/2021	A Review of Oral Histology and Physiology	online	NetCE	5.0000
10/7/2021	RISE - A Conference for Clinic Coordinators	online	Educators Platform	7.0000
1/11/2022	Drug Free Workplace (Full Course)	online	Vector Solutions	0.2400
1/20/2022	Active Shooter: Run, Hide, Fight	online	Vector Solutions	0.1500
1/20/2022	Active Shooter	online	Vector Solutions	0.4800
1/20/2022	Crisis Response and Recovery	online	Vector Solutions	0.1400

1/20/2022	Terrorism: Awareness and Response	online	Vector Solutions	0.3100
2/1/2022	Energy Conservation All Staff	online	Vector Solutions	0.1700
2/1/2022	Customer Service Overview	online	Vector Solutions	0.0900
2/4/2022	Waiting to Inhale	online	ADHA	1.0000
2/4/2022	Student Poster Presentations	online	ADHA	1.0000
2/15/2022	First Aid	online	Vector Solutions	0.3100
2/15/2022	Student Mental Health	online	Vector Solutions	0.1100
2/21/2022	Inside Man Trailer	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 01 - Crash the party	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 02 - Hostage to Fortune	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 03 - They Always Pay	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 05 Trust Me	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 06 - Under Pressure	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 07 - Faking It	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 08 - Nuclear Family	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 09 - Party On!	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 10 - Suspicious Minds	online	KnowBe4	
3/9/2022	The Inside Man: Season 4 Ep 11 - Bittersweet	online	KnowBe4	
3/21/2022	Active Shooter: Run, Hide, Fight	online	Vector Solutions	0.1500
3/11/2022	Community Dental Health Coordinator Program	online	Tx Oral Health Coalition	1.0000
3/11/2022	Teaching Dental Anatomy	online	Educators Platform	2.0000
3/11/2022	Teaching Histology and Emryology	online	Educators Platform	2.0000

Linda Millard				
Date	Topic	Location	Presenter	Credit Hours
5/21/2020	From the Inside Out: Where Perio-Systemic "Links" with Oral Pathology"	online	PACE Academy	3
6/19/2020	Proactive Protocols in a COVID workd - What you need to know	online	PACE Academy	2
6/19/2020	The Future of Dental Hygiene-COVID & Beyond	online	PACE Academy	2
6/19/2020	Comply with Me: Taking OSHA and Infection Control to New Heights	online	PACE Academy	4
6/20/2020	Differential Diagnosis of Oral Disorders	online	PACE Academy	3
7/8/2020	Periodontal Lecture Series - Part 1: The New Periodontal Disease Classifications	online	PACE Academy	2

1/11/2021	A Clinician's Guide to Recognizing and Responding to Human Trafficking in Texas	online	Elite	1
4/8/2021	Interprofessional Education and Collaboration	online	Educators Platform	2
4/21/2021	Teaching with Dignity	online	DHET	1.5
5/14/2021	KnowBe4 The Inside Man	online	KnowBe4	1
6/16/2021	KnowBe4 Cybersecurity Awareness Training for Texas	online	KnowBe4	0.5
9/5/2021	FERPA	online	Vector Solutions	0.1600
9/19/2021	Sexual Harassment Policy and Prevention	online	Vector Solutions	1.11
9/23/2021	RISE A conference for Clinic Coordinators	online	Educators Platform	7
9/26/2021	Workplace Bullying	online	Vector Solutions	0.2
9/26/2021	Title IX and Sexual Harassment	online	Vector Solutions	0.2700
10/3/2021	General Ethics in the Workplace	online	Vector Solutions	0.17
10/3/2021	Coronavirus 101	online	Vector Solutions	0.18
1/10/2022	Strategies for Developing a Quality Course	online	P&G	1
1/10/2022	Drug Free Workplace	online	Vector Solutions	0.2400
2/16/2022	Crisis Response and Recovery	online	Vector Solutions	0.14
2/16/2022	Active Shooter	online	Vector Solutions	0.48
2/23/2022	Customer Service Overview	online	Vector Solutions	0.1100
2/23/2022	Energy Conservation	online	Vector Solutions	0.1700
2/23/2022	First Aid	online	Vector Solutions	0.3100
2/23/2022	Student Mental Health	online	Vector Solutions	0.1100
2/17/2022	Terrorism Awareness and Response	online	Vector Solutions	0.3100
1/11/2021	Human Trafficking	online	Vector Solutions	1.0000

Cindi Lamas				
Date	Topic	Location	Presenter	Credit Hours
11/7/2019	Prevention Protocols	CBC-Bee	Andrea Wiseman RDH	2
3/30/2020	Introduction to Infection Prevention	online	Procter & Gamble	2
4/1/2020	General Ethics in the Workplace (Full Course)	online	Safe Colleges	0.2833
4/7/2020	Mandated, Highly Recommended, and Other Vaccines for Oral Healthcare Personnel	online	Procter & Gamble	2
4/9/2020	COVID 19 Best Practices	online	KnowBe4	0.0333
4/9/2020	COVID 19 Campaign Notification Message	online	KnowBe4	0.1000
4/9/2020	COVID 19 Post-Click Ed Message	online	KnowBe4	0.0167
4/9/2020	Message on COVID-19 and Phising from K Mitnick	online	KnowBe4	0.0333
4/9/2020	Working from Home in Times of COVID-19	online	KnowBe4	0.0333

4/17/2020	2016 Handling Sensitive Information	online	KnowBe4	0.2500
4/17/2020	2019 Your Role: Internet Security and You	online	KnowBe4	0.0333
4/29/2020	2019 Kevin Mitnick Security Awareness Training - 30 Min	online	KnowBe4	0.5000
5/2/2020	Hand Hygiene	online	Procter & Gamble	2.0000
5/5/2020	Personal Protective Equipment	online	Procter & Gamble	1.0000
5/7/2020	Sterilization and Disinfection of Patient-care Items in Oral Healthcare Settings	online	Procter & Gamble	1.0000
6/19/2020	Environmental Infection Prevention and Control	online	Procter & Gamble	2.0000
6/21/2020	Regulated Medical Waste Management	online	Procter & Gamble	2.0000
6/24/2020	Coronavirus: Managing Stress and Anxiety (Full Course)	online	Safe Colleges	0.2000
6/24/2020	Coronavirus: Cleaning and Disinfecting Your Workplace	online	Safe Colleges	0.1667
6/24/2020	Coronavirus Awareness	online	Safe Colleges	0.1667
6/24/2020	Reminder from the Human Resources Department, the Office of Student Services and Accessibility and the Title IX Coordinator (Custom)	online	Safe Colleges	0.0333
7/2/2020	Postexposure Evaluation and Follow-up	online	Procter & Gamble	1.0000
7/4/2020	Hazard Communication Compliance	online	Procter & Gamble	2.0000
7/4/2020	Hazardous (and Universal) Waste Management	online	Procter & Gamble	2.0000
7/4/2020	Putting it All Together: Practicum	online	Procter & Gamble	1.0000
7/4/2020	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3.0000
7/4/2020	Infection Control-related Administrative Policies and Work Restrictions	online	Procter & Gamble	1.0000
7/11/2020	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5000
8/6/2020	HIPAA Awareness for Healthcare Providers	online	HIPAATraining.com	1.5000
8/17/2020	Fall 2020 Convocation	online	CBC	
5/11/2021	SOAR to Health and Wellness	online	SOAR	
8/17/2021	Hazard Communication Compliance	online	Procter & Gamble	2.0000
8/17/2021	Introduction to Infection Prevention	online	Procter & Gamble	2.0000
1/10/2022	Strategies for Developing a quality Course: Teaching Methodologies/Faculty Development	online	Procter & Gamble	1.0000
	Captain Awareness: Detecting Suspicious Activity	online	KnowBe4	0.3000
2/15/2022	General Principles of Pharmacology	online	Procter & Gamble	3.0000
2/15/2022	Management of Patients with Chronic Diseases	online	Procter & Gamble	3.0000
2/13/2021	Adult Oral Health	online	Smiles for Life	1.0000
2/13/2021	Relationship of Oral to Systemic Health	online	Smiles for Life	1.0000
Krystin Olive				
Date	Topic	Location	Presenter	Credit Hours

4/2/2019	HIPAA, Title II Training	online	Smart Training	
9/29/2020	Clinical Remediation: An Overview	online	Procter & Gamble	0.5
9/29/2020	Clinical Teaching: Feedback and Evaluation	online	Procter & Gamble	0.5
9/29/2020	Clinical Teaching Strategies and Techniques	online	Procter & Gamble	0.5
9/29/2020	The Role of Adult Learning in Clinical Education	online	Procter & Gamble	0.5
9/29/2020	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5
9/29/2020	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3
1/28/2021	Hazard Communication Compliance	online	Procter & Gamble	2
1/28/2021	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3
5/12/2021	HIPPA Training	online	Compliance Group	
5/12/2021	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5
5/12/2021	The Role of Adult Learning in Clinical Education	online	Procter & Gamble	0.5
5/12/2021	Clinical Teaching Strategies and Techniques	online	Procter & Gamble	0.5
5/12/2021	Clinical Teaching: Feedback and Evaluation	online	Procter & Gamble	0.5
5/12/2021	Clinical REmediation: An Overview	online	Procter & Gamble	0.5
8/16/2021	Hazard Communication Compliance	online	Procter & Gamble	2
8/16/2021	Introduction to Infection Prevention	online	Procter & Gamble	2
10/15/2021	Oral Pathology Case and Concepts	online	Concord Seminars	8
1/10/2022	The Rold of Adult Learning in Clinical Education	online	Procter & Gamble	0.5
1/10/2022	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5000
1/10/2022	Advanced Instrumentation for the General Practice Dental Hygienist	online	Procter & Gamble	2.0000
1/10/2022	Clinical Teaching Strategies and Techniques	online	Procter & Gamble	0.5000

Abbi Pena				
Date	Topic	Location	Presenter	Credit Hours
8/18/2021	Hazard Communication Compliance	online	Proctor and Gamble	2
8/18/2021	Introductoin to Infection Prevention	online	Proctor and Gamble	2
10/1/2021	General Ethics in the Workplace	online	Vector Solutions	0.17
10/1/2021	Title IX and Sexual Harrassment	online	vector Solutions	0.27
10/1/2021	Sexual Harrassment Staff to Staff	online	Vector Solutions	0.35

10/1/2021	Workplace Bullying	online	Vector Solutions	0.2
10/1/2021	Sexual Harrassment Policy and Prevention	online	Vector Solutions	1.1
10/1/2021	FERPA Confidentiality of Records	online	Vector Solutions	0.16
1/10/2022	Clnical Teaching and Strategies	online	Proctor and Gamble	0.5
1/10/2022	Advanced Instrumentation for the General Practice Dental Hygienist	online	Proctor and Gamble	2
1/10/2022	Clinical Remediation: An Overview	online	Proctor and Gamble	0.5

Peggy Farias				
Date	Topic	Location	Presenter	Credit Hours
8/28/2018	Strategies for Developing a Quality Course: Teaching Methodologies/Faculty Development	online	Procter & Gamble	1.0000
9/11/2018	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcase Setting	online	Procter & Gamble	3.0000
10/3/2018	Hazard Communication Compliance	online	Procter & Gamble	2.0000
7/27/2019	Basic Proficiency Laser Certificaiotn Patient Management & safety Training	CBC	Elaine Rodriguez	12.0000
8/27/2019	Faculty Development Toolbox: Essentials for Achieving Professional Success	online	Colgate	1.0000
8/29/2019	Flipped Classroom and Team-based Learning: What Can It Bring To Dental Education?	online	Colgate	1.0000
8/29/2019	A Review of Infection Control (Part 1)	online	Colgate	1.0000
8/29/2019	A Review of Infection Control (Part 2)	online	Colgate	1.0000
11/7/2019	Prevention Protocols	CBC-Bee	Andrea Wiseman RDH	2.0000
11/15/2019	Annual Compliance Training and Risk Mgmt (HIPAA/OSHA)	Bee Center for Dentisry	Pace Academy	2.0000
4/19/2020	COVID 19 Best Practices	online	KnowBe4	0.0333
4/19/2020	COVID 19 Campaign Notification Message	online	KnowBe4	0.1000
4/19/2020	COVID 19 Post-Click Ed Message	online	KnowBe4	0.0167
4/19/2020	Message on COVID-19 and Phising from K Mitnick	online	KnowBe4	0.0333
4/19/2020	Working from Home in Times of COVID-19	online	KnowBe4	0.0333
4/19/2020	Captain Awareness: Detecting Suspicious Activity	online	KnowBe4	0.3000
4/19/2020	2016 Handling Sensitive Information	online	KnowBe4	0.2500

4/19/2020	2019 Your Role: Internet Security and You	online	KnowBe4	0.0333
4/19/2020	The Inside Man: Season 1 Ep 00 - Full Trailer	online	KnowBe4	0.0333
4/19/2020	The Inside Man: Season 1 Ep 1 - The New Guy (Social Engineering)	online	KnowBe4	0.1333
4/19/2020	The Inside Man: Season 1 Ep 2 - Social Hour (Social Media)	online	KnowBe4	0.1000
4/20/2020	The Inside Man: Season 1 Ep 3 - On Our Side (Phishing Attacks)	online	KnowBe4	0.0833
4/27/2020	Introduction to Infection Prevention	online	Procter & Gamble	2.0000
4/28/2020	Mandated, Highly Recommended, and Other Vaccines for Oral Healthcare Personnel	online	Procter & Gamble	2.0000
4/28/2020	Hand Hygiene	online	Procter & Gamble	2.0000
4/28/2020	Personal Protective Equipment	online	Procter & Gamble	1.0000
4/28/2020	Sterilization and Disinfection of Patient-care Items in Oral Healthcare Settings	online	Procter & Gamble	1.0000
4/28/2020	Environmental Infection Prevention and Control	online	Procter & Gamble	2.0000
4/29/2020	Infection Control-related Administrative Policies and Work Restrictions	online	Procter & Gamble	1.0000
4/29/2020	Postexposure Evaluation and Follow-up	online	Procter & Gamble	1.0000
4/29/2020	Regulated Medical Waste Management	online	Procter & Gamble	2.0000
5/1/2020	Hazard Communication Compliance	online	Procter & Gamble	2.0000
5/1/2020	Hazardous (and Universal) Waste Management	online	Procter & Gamble	2.0000
5/1/2020	Putting it All Together: Practicum	online	Procter & Gamble	1.0000
5/1/2020	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3.0000
5/2/2020	The Inside Man: Season 1 Ep 4 - Surprise (Document Disposal)	online	KnowBe4	0.1667
5/2/2020	The Inside Man: Season 1 Ep 5 - Takeaways (Clear Desktop Policy)	online	KnowBe4	0.0833
5/2/2020	The Inside Man: Season 1 Ep 6 - The Masquerade (Cloud Services)	online	KnowBe4	0.2333
5/7/2020	2019 Kevin Mitnick Security Awareness Training - 30 Min	online	KnowBe4	0.5000
5/7/2020	The Inside Man: Season 1 Ep 7 - Buying Time (Passwords)	online	KnowBe4	0.0833
5/7/2020	The Inside Man: Season 1 Ep 8 - Taken (Ransomware)	online	KnowBe4	0.1333
6/18/2020	Hazard Communication Compliance	online	Procter & Gamble	2.0000
10/23/2020	SOAR to Health and Wellness	online	SOAR	

1/31/2021	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3.0000
1/31/2021	Hazard Communication Compliance	online	Procter & Gamble	2.0000
8/17/2021	Hazard Communication Compliance	online	Procter & Gamble	2.0000
8/17/2021	Introduction to Infection Prevention	online	Procter & Gamble	2.0000
10/2/2021	Periodontics: Oral Health and Wellness	online	Procter & Gamble	4.0000
1/7/2022	Jurisprudence	online	TSBDE	
1/11/2022	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5000
10/9/2021	Motivational Interviewing	online	Procter & Gamble	2.0000
1/11/2022	The Role of Adult Learning in Clinical Education	online	Procter & Gamble	0.5000

Gracie Rangel				
Date	Topic	Location	Presenter	Credit Hours
10/7/2020	HIPPA Certificate #251712	online	IACET	
11/23/2020	Dimensions of Clinical Teaching	online	Procter & Gamble	0.5
12/8/2020	Clinical Teaching: Feedback and Evaluation	online	Procter & Gamble	0.5
12/8/2020	Clinical Teaching Strategies and Techniques	online	Procter & Gamble	0.5
12/8/2020	The Role of Adult Learning in Clinical Education	online	Procter & Gamble	0.5
1/11/2021	Clinical Remediation An Overview	online	Procter & Gamble	0.5
1/12/2021	SOAR to Health and Wellness - Human Trafficking	online	SOAR	
2/2/2021	Clinical Practice Guideline for an Infection Control/Exposure Control Program in the Oral Healthcare Setting	online	Procter & Gamble	3
2/2/2021	Hazard Communication Compliance	online	Procter & Gamble	2
5/13/2021	Preventing your Way to Success	online	Colgate	1
5/13/2021	Evidence Based Decision Making: Introduction and Formulating Good Clinical Questions	online	Procter & Gamble	2
8/17/2021	Hazard Communication Compliance	online	Procter & Gamble	2
8/17/2021	Introduction to Infection Prevention	online	Procter & Gamble	2

12/7/2021	Ending on a Positive Spreading Cheer at the End of the Year	online	Jell-Ed	1
1/11/2022	Premedication to Enhance the Efficacy of Dental Anesthesia	online	Colgate	2
1/11/2022	All together now: Taking the FEAR our of Facutly Calibration PT.1	online	Procter & Gamble	1
1/20/2022	A Non-Aerosol Carries Treatment Option	online	Procter & Gamble	1.5

Budgetary Impact

Approximately 43,000-44,500 per academic year depending on credentials and experience.

2. Technology

a. Overview

The Dental Hygiene Department currently has 49 laptop computers assigned to the department. We have created a database with equipment purchase year and life expectancy so that we can develop a schedule to replace aging equipment. Lap-top computers constantly need attention with network issues. Several pieces of clinical equipment need replacing/repairing.

b. Strengths

The laptops are allowing the students to utilize electronic charting for their patients. Electronic dental records have become very popular in the dental setting. The new software helps the students organize treatment plans and utilize insurance codes for procedures which will better prepare them for work after graduation.

c. Areas for Improvement

Our department has been having a lot of problems with the Wi-Fi. It is unpredictable and seems to not work at various times. Since our patient records, panoramic radiographs, and intraoral x-rays are all digitalized, it becomes a big issue in clinic when the students are treating patients.

d. Future Direction and Budget Implication

Digital impressions are becoming very popular in the dental community for a multitude of reasons. Digital impressions will increase student’s knowledge, experience and better prepare students for clinical practice. They will also be able to capture the patient’s mouth before and after they clean to illustrate the difference. They will be able to capture the patient’s mouth each recall to illustrate the changes to the patient’s mouth over time. The different images of a patient’s mouth can be printed and sent to dentist for further treatment. No other dental hygiene programs in South Texas currently have a digital impression machine and instruct their students on proper use. The 3D printer will be used to print models of patient’s teeth so that whitening trays may be fabricated.

Incorporating lasers and completing certification course for instructors will allow students to not only become certified to use lasers, but will also allow them to use lasers in clinic under direct supervision to increase their experience. The department will also be able

to offer certification course to other dental professionals.
 The additional education and training in both of these fields will increase our graduates' ability to obtain jobs at a higher pay rate upon graduation

Budget chart: ITEM	Cost
Description	
2 Digital Impression machines	\$84,638.00
1 7-year parts & service repair plan	\$33,432.00
1 3D printer	18,020.00
6 Diode lasers	\$29,970.00
11 Laser Instructor Certification course	\$3,025.00
Total	\$139,115.00

3. Equipment and Facilities

The dental hygiene program has three classrooms, on in the James R. Dougherty, Jr. Dental Technology building and two in the George F. Elam building. The Dougherty, Jr. building classroom seating capacity of 38, Elam 107 has a capacity of 30, and Elam 140 has capacity of 32. Elam 140 and Dougherty 115 are equipped with an ELMO Document camera projector and a blackboard. Elam 140 has a white board present. All classrooms have a television. Elam 107 is also equipped with four model trimmers, two laboratory sinks, a four-lab engine station with dust collector, and four vacuum formers. This equipment is used during Dental Materials and Clinic III courses. Radiographic equipment in the Dougherty, Jr. building includes four wall-mounted intraoral x-ray units, one panoramic unit, one NOMAD hand-held x-ray unit, photo sensitive phosphor radiographic plates, digital radiographic sensors, and a PSP plate digital scanner. In addition, thirty-two lap-top computers are used for patient treatment entries. AxiUm software is the cloud-based computer program used for clinical data.

There are two clinical areas in the James R. Dougherty, Jr. Dental Technology building: Clinic 1 with 16 units/chairs and 15 sinks, and Clinic II with 15 dental hygiene units/chairs and 15 sinks. There is a sterilization room, four radiographic rooms, and multiple storage cabinets are throughout the clinical areas. A dim room for digital radiographic plate scanning. A clean room houses cubbies of sterilized instruments for each dental hygiene student. Two documentation/locker rooms are available for students to update clinical entries into patient charts and to securely store personal items. Another room has been designated as the clinical supervising dentist office which also houses the CALs for student's clinic laptops. The department's Administrative Assistant's office, the Dental Hygiene Director's office, and reception area at the front of Clinic 1. Patient paper records are stored in a locked filing cabinet near the classroom in the James R. Dougherty, Jr. building. Patent records are scanned into the AxiUm software and destroyed. A waiting room capable of seating 27 people is at the entrance of the James R. Dougherty, Jr. building.

Built in 1973 and renovated in 1996, the James R. Dougherty, Jr. Building is fast becoming cramped and struggles to maintain accreditation standards dictated by CODA. Both clinical areas are of the open-bay design, while other community-college-based dental hygiene programs have individual treatment operatories that provide for patient privacy and reduce the risk of cross contamination by providing a physical barrier to possible splatter and aerosol contamination.

The air conditioning system in the building is rather old. Maintenance has tried to repair it several times. They advise me that our air conditioning system has reached the end of its lifespan. The coilers are bad. They estimate the cost of replacing the system at approximately \$400,000. Since this building is used as a medical facility that has the public in the building every semester, I feel it is important to consider replacing the system.

Most laboratory activities are conducted in the Elam 107 classroom. Clinical equipment consists of 33 dental hygiene units/chairs, five autoclaves, three ultrasonic units, one oven, 39 ultrasonic scaling units, one prophy-jet and one Air-N-Go Air Powder polisher, one intraoral camera, and 13 curing lights.

Through grants, the dental hygiene department has purchased several pieces of equipment:

Year	Item
2018	4 Pelton Crane dental chairs
2018	1 Vacuum former
2019	6 Pelton Crane dental chairs
2019	1 Acteon Air & Go air powder polisher
2019	1 Portable wall to isolate chairs for radiographs
2019	4 televisions mounted in clinic for improved instruction
2019	17 Dell laptops for student use in clinic
2020	2 Kavo Focus intraoral x-ray machines
2020	1 Air Techniques Provecta panoramic x-ray machine

In 2022, the Dental Hygiene Department purchased a digital sensor to expose intraoral radiographs. In 2022, the dental hygiene department was also able to purchase an addition four sensors (buy four get two free) with 2021 Perkins funds.

In 2021 the Dental Hygiene Department purchased Axium, a new dental software that would allow the department to transfer majority of patient records to paperless. This software exposes students to electronic patient records and assists them in creating treatment plans and learning insurance codes for procedures.

The Dental Hygiene Department was also able to obtain a credit card machine in 2021 to streamline payment options for patients.

EQUIPMENT & TECHNOLOGY SUMMARY with REPLACEMENT TIMELINE

Item	Brand/Model #	SN	Purchase year	Replacement Cycle (years)
Curing Light	Litex 680A	6815590	2006	12
Curing Light	Dentamerica Litex 680A	6815573	2006	12
Curing Light	Dentamerica Litex 680A	6815574	2006	12
Curing Light	Dentamerica Litex 680A	6813809	2006	12
Curing Light	Dentamerica Litex 680A	6805179	2006	12
Curing Light	Dentamerica Litex 680A	6814376	2006	12
Curing Light	3MESPE Elipar S10	939112022389	2006	12
Curing Light	Benco Dental Soleil	70816064	2006	12
Curing Light	Henry Schein Curing Light	AB4595	2006	12
Curing Light	Henry Schein Curing Light	AB4434	2006	12
Curing Light	SDI Radii-cal LED Curing Light	32459	2006	12
Curing Light	Henry Schein Curing Light	AB2145	2006	12
Air Powder Polisher	Acteon Air-N-Go F101	308229041	2019	Est. 10
Prophy Jet	Prophy Jet 30	111-08910	2011	10
Vacuum Former	Vacuum Former A	105671	2008	15
Vacuum Former	The Machine-Vacuum Former 101	010663	2008	15
Vacuum Former	101	6	2008	15
Vacuum Former	Keystone Pro Form	PF180640	2019	15
Vibrator	Buffalo	96097	2006	15
Vibrator	Buffalo	126558	2006	15
Vibrator	Buffalo	89454	2006	15
Vibrator	Buffalo	125557	2006	15
Vibrator	Buffalo	126542	2006	15
Vibrator	Buffalo	89827	2006	15
Vibrator	Buffalo	126531	2006	15
Vibrator	Buffalo	126562	2006	15
Vibrator	Buffalo	95529	2006	15
Vibrator	Buffalo	126533	2006	15
Vibrator	Buffalo	95564	2006	15
Vibrator	Buffalo	126536	2006	15
Vibrator	Buffalo	95533	2006	15
Vibrator	Buffalo	126527	2006	15
Vibrator	Buffalo	126563	2006	15
Vibrator	Older grey one Model 6H	NO SN	2006	15
Vibrator	Older grey one Model 6H	No SN	2006	15
Grinder/Model Trimmer	Buffalo Power Rite C4C170DH8E	20561	2001	20
Grinder/Model Trimmer	Buffalo Power Rite C4C170DH8E	200846	2001	20
Grinder/Model Trimmer	Toolmaster-Whaledent TM-FCI	88064791	2001	20
Grinder/Model Trimmer	Handler CFC170J218-31-582	100075-02	2001	20
Sterilizer	M – 11 Autoclave Sterilizer	V517875	1980	7
Sterilizer	M – 11 Autoclave Sterilizer	V525603	1979	7
Sterilizer	M – 11 Autoclave Sterilizer	V126358	1982	7
Sterilizer	M – 11 Autoclave Sterilizer	V381110	1981	7
Sterilizer	M – 11 Autoclave Sterilizer	V904363	2005	7
Intraoral Camera	Sopro 717 Intraoral Camera	63729	2013	7
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44475	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44473	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44478	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44479	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-36909	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-37138	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42714	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-25800	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44471	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44468	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-32099	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44474	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-36907	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-25799	2017	10

Ultrasonic Scaler	Dentsply Bobcat Pro	130-44476	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42727	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42711	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42712	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-34773	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-25396	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42715	2017	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44469	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42708	2011	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-44472	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42713	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42716	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-37530	2011	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-37139	2011	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42709	2018	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-36902	2011	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-34579	2011	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-25798	2011	10
Ultrasonic Scaler	Parkell D560 Turbo Sensor/30	200922	2002	10
Ultrasonic Scaler	Parkell D560 Turbo Sensor/30	207063	2002	10
Ultrasonic Scaler	Parkell D560 Turbo Sensor/30	207062	2002	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-11633	2011	10
Ultrasonic Scaler	Dentsply Bobcat Pro	130-42710	2018	10
Ultrasonic Scaler	Piezo	307359038	2017	10
Ultrasonic Scaler	Piezo	307359035	2017	10
Sensor	Schick CDR Elite (size 2)	528188	2013	5
Sensor	Schick CDR Elite (size 1)	S-532036	2015	5
Sensor	Schick	S28138	2013	5
Sensor	Schick 33	UL26979	2015	5
Sensor	Schick CDR Elite (size 2)	UL26753	2015	5
Sensor	Schick 33	UL26869	2015	5
Panoramic x-ray	Air Techniques ProVecta S-Pan	1973500206	2020	20
Intraoral x-ray unit	Gendex GX 770 Model 46-404600G 1	770-1039144FP	1989	12
Intraoral x-ray unit	Gendex GX 770 Model 46-404600G 6	770-1293180DP	1996	12
Intraoral x-ray unit	Dental Kavio Focus IO, 69 In	F43294	2020	12
Intraoral x-ray unit	Dental Kavio Focus IO, 69 In	F44391	2020	12
Portable x-ray unit	Kavio Dental Nomad Pro2	1007641	2020	12
X-ray Scanner	Scan X Digital System	4958	2012	15
Dental Unit	Pelton & Crain	CBC-F1459	2018	20
Dental Unit	Pelton & Crain	CBC-F1468	2018	20
Dental Unit	Pelton & Crain	CBC-F3019	2018	20
Dental Unit	Pelton & Crain	CBC-F3020	2018	20
Dental Unit	Pelton & Crain	CBC-F1467	2020	20
Dental Unit	Pelton & Crain	CBC-F3018	2020	20
Dental Unit	Pelton & Crain	CBC-F3017	2020	20
Dental Unit	Pelton & Crain	CBC-F3016	2020	20
Dental Unit	Pelton & Crain	CBC-F1466	2020	20
Dental Unit	Pelton & Crain	CBC-F3015	2020	20
Dental Unit	Pelton & Crain	CBC-F1469	1996	20
Dental Unit	A Dec	1944	1996	20
Dental Unit	A Dec	1948	1996	20
Dental Unit	A Dec	1997	1996	20
Dental Unit	A Dec	1996	1996	20
Dental Unit	A Dec	1994	1996	20
Dental Unit	A Dec	1947	1996	20
Dental Unit	A Dec	1946	2006	20
Dental Unit	A Dec	1945	2006	20
Dental Unit	A Dec	1943	2006	20
Dental Unit	A Dec	1942	2006	20
Dental Unit	A Dec	1941	2006	20
Dental Unit	A Dec	1938	2006	20
Dental Unit	A Dec	1939	2006	20
Dental Unit	A Dec	1940	2006	20
Dental Unit	A Dec	1964	2006	20
Dental Unit	A Dec	1963	2006	20
Dental Unit	A Dec	1962	2006	20

Dental Unit	A Dec	1961	2006	20
Dental Unit	A Dec	1960	2006	20
Dental Unit	A Dec	1963	2006	20
Laptop computer	Surface Pro 4	006584563053	2019	5
Laptop computer	Surface Pro 4	020235263253	2019	5
Laptop computer	Surface Pro 4	010978363253	2019	5
Laptop computer	Latitude 3590	15369726350	2019	5
Laptop computer	Surface Pro 4	020355663253	2019	5
Laptop computer	Surface Pro 4	005449663053	2019	5
Laptop computer	Surface Pro 4	023338263053	2019	5
Laptop computer	Surface Pro 4	022950363053	2019	5
Laptop computer	Surface Pro 4	027282762853	2019	5
Laptop computer	Surface Pro 4	021362760953	2019	5
Laptop computer	Surface Pro 4	007208463053	2019	5
Laptop computer	Surface Pro 4	15384361753	2019	5
Laptop computer	Surface Pro 4	043172462853	2019	5
Laptop computer	Surface Pro 4	020342362853	2019	5
Laptop computer	Latitude 3590	6635676494	2019	5
Laptop computer	Surface Pro 4	27256662853	2019	5
Laptop computer	Inspirion 15 5000 Series	34636607246	2016	5
Laptop computer	Latitude 3590	34911731918	2019	5
Laptop computer	Latitude 3590	9689265038	2019	5
Laptop computer	Inspirion 15 5000 Series	6687470414	2016	5
Laptop computer	Latitude 3590	7300384526	2019	5
Laptop computer	Latitude 3590	20267160014	2019	5
Laptop computer	Latitude 3590	12470289230	2019	5
Laptop computer	Latitude 3590	7700599694	2019	5
Laptop computer	Pro Windows i5	6047210126	2016	5
Laptop computer	Latitude 3590	41561191694	2019	5
Laptop computer	Inspirion 15R-5521	16243790437	2008	5
Laptop computer	Inspirion 15 5000 Series	28418668814	2016	5
Laptop computer	Inspirion 15R-5521	13983027301	2008	5
Laptop computer	Inspirion 15R-5521	7936409701	2008	5
Laptop computer	Inspirion 15R-5521	26318127205	2008	5
Laptop computer	Inspirion 15R-5521	35025256549	2008	5
Laptop computer	Inspirion 15R-5521	26680924261	2008	5
Laptop computer	Inspirion 15R-5521	29220503653	2008	5
Laptop computer	Latitude 3590	27494547662	2019	5
Laptop computer	Latitude 3590	13197796238	2019	5
Laptop computer	Latitude 3590	28742362382	2019	5
Laptop computer	Latitude 3590	36952745294	2019	5
Vacuum System	Bison-3	BN0811132	2006	12
Vacuum System	Bison-3	BN1009112	2010	12
Compressor	Baldor HPAMC100DD	AMC100DD960916266	1995	15
Radiograph Mannequins	DXTR	3608	1995	25
Radiograph Mannequins	DXTR	2653	1995	25
Radiograph Mannequins	DXTR	379	1995	25
Radiograph Mannequins	DXTR	3621	1995	25
3 Plaster traps	Nevin?	None	2005	12
Lab Drill	Rotex Electric Handpiece	83576	2004	10
Lab Drill	Rotex Electric Handpiece	7821062	2004	10
Lab Drill	Rotex Electric Handpiece	82948	2004	10
Lab Drill	Rotex Electric Handpiece	83578	2004	10
Lab Drill	Rotex Electric Handpiece	84317	2004	10
Lab Drill	Rotex Electric Handpiece	83542	2004	10
Lab Drill	Rotex Electric Handpiece	84331	2004	10
Lab Drill	Rotex Electric Handpiece	83594	2004	10
Lab Drill	Rotex Electric Handpiece	64024	2004	10
Lab Drill	Rotex Electric Handpiece	64026	2004	10
Lab Drill	Rampower Lab Drill Rotex 780	84301	2011	10
Lab Drill	Rampower Lab Drill Rotex 780	64026	2011	10
Lab Drill	Litex Electric Handpiece	7821047	2011	10

4. Budget

Most of the students in the Dental Hygiene Program pay out-of-district tuition and fees; a few students are in- district and out-of-state.

a. Overview

b. Strengths

The last two years the Dental Hygiene Department has been able to obtain supplies through CBRAC and the Cares Act at no cost to the program.

c. Areas for Improvement

The creation of our new database illustrating the age and replacement cycle of our equipment should assist us in maintaining equipment that works.

d. Future Direction and Budget Implication

We will be replacing equipment on a more timely schedule to ensure we have working equipment in the futures.

ESTIMATED COST OF DENTAL HYGIENE PROGRAM 2019-2020
This is an estimate of the cost of the DH Textbooks & Labs ONLY
- Subject to change without notice!!! Updated 6/19

SEMESTER	TEXTBOOKS	BOOK COST	LAB FEE
1st semester			
DHYG 1201	Anatomy of Orafacial Structures	\$111.10	\$175.00
DHYG 1331	Fundamentals of Periodontal Instrumentation Clinical Practices of the Dental Hygienist (Txt & Wkbk)	\$125.55 \$134.85 \$102.90	\$250.00
DHYG 1103	Preventive Dental Hygiene I	\$115.00	
DHYG 1219	Clinical Aspects of Dental Materials, Theory,	\$91.10	\$200.00
Kit		\$1000.00	
Uniforms Shoes		\$400.00	
Total		\$2,080.50	\$625.00

CHARGES BY SEMESTER (1st Semester hours = 8)

In-District Tuition _____ \$70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour

2nd Semester

DHYG 1304	Essentials of Dental Radiography for Assistants	\$105.00	\$200.00
DHYG 1260	Emergency Guide for Dental Auxiliaries	\$85.00	\$250.00
DHYG 1215	Community Oral Health Practice for the Dental	\$82.20	\$75.00
DHYG 1235	Applied Pharmacology for D.H.	\$98.85	
Kit		\$1,200.00	
Total		\$1,577.65	\$525.00

CHARGES BY SEMESTER (2nd Semester hours = 9)

In-District Tuition _____ \$70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour

3rd Semester

DHYG 2362	Clinical Dental Hygiene II		\$300.00
DHYG 1211	Comprehensive Perio. For the Dental Hygienist Manual of Clinical Periodontology	\$110.85 \$98.90	
DHYG 1239	Oral Pathology for D.H Color Atlas of Oral Disease	\$60.90 \$43.55	
DHYG 2201	Dental Hygiene Care I		\$200.00
Kit		\$1,500.00	
Total		\$1,814.20	\$500.00

CHARGES BY SEMESTER (3rd Semester hours = 9)

In-District Tuition _____ \$70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour

4th Semester

DHYG 2363	Clinical Dental Hygiene III		\$300.00
DHYG 2153	Ethics and Law in Dental Hygiene	\$42.46	
DHYG 2231	Dental Hygiene Care II		\$205.00
DHYG 1207	Nutrition for a Healthy Mouth	\$36.11	
Total		\$78.57	\$505.00

CHARGES BY SEMESTER (4th Semester hours = 8)

In-District Tuition _____ \$70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour

National Board Review - \$350.00

EXAMS for LICENSURE

National Board Exam - \$440.00

WREB Exam: \$1175.00 + Site fee if applicable or CRDTS: \$995.00 + Site fee if applicable or

CDCA Exam \$975.00 + Site fee if applicable

Jurisprudence Exam fee varies by state - Texas \$54.00

HIPAA course and test \$30.00

***all fees and costs subject to change.



Coastal Bend COLLEGE

ESTIMATED COST OF DENTAL HYGIENE PROGRAM 2020-2021
Dental Hygiene Textbooks and Fees ONLY
NOTE: Subject to change without notice, revised 04/08/2021

SEMESTER 1 st semester	TEXTBOOKS	BOOK COST	COURSE FEE
DHYG 1201 Orofacial Anatomy, Histology & Embryology	Illustrated Dental Embryology, Histology, and Anatomy, 5th edition (Text & Workbook) Illustrated Anatomy of the Head and Neck	\$ 89.95 \$ 89.99	\$7.43
DHYG 1331 Preclinical Dental Hygiene	Darby and Walsh Dental Hygiene, 5th Edition Patient Assessment Tutorials w/Navigate, 4th edition Drug Information Handbook for Dentistry, 25th edition	\$119.00 \$ 96.95 \$108.30	\$1,951.32
DHYG 1227 Preventive Dental Hygiene Care	No additional textbook	\$0.00	\$6.56
DHYG 1304 Dental Radiology	Essentials of Dental Radiography for Assistants and Hygienists, 10th edition	\$ 86.65	\$637.17
Uniforms, Shoes, Dues, CPR		\$525.00	
Total		\$1,257.74	\$2602.48

CHARGES BY SEMESTER (1st Semester hours = 9)

In-District Tuition_____ \$ 70 per semester hour
 Out-of-District Tuition___ \$132 per semester hour
 Out-of-Texas Tuition____ \$147 per semester hour

2nd Semester

DHYG 1311 Periodontology	Foundation of Periodontics for the Dental Hygienist Enhanced, 5th edition	\$ 97.95	\$0.00
DHYG 1260 Clinical Dental Hygiene I	Preventing Medical Emergencies, Use of the Medical History in the Dental Practice	\$ 85.00	\$263.21
DHYG 1207 General and Dental Nutrition	General & Dental Nutrition, Nutrition for Dental Health, 3rd edition, eBook or hardcopy	\$ 82.20	\$0.00
DHYG 1235 Pharmacology for the Dental Hygienist	Applied Pharmacology for the Dental Hygienist, 8th edition	\$ 98.85	\$0.00
Total		\$364.00	\$263.21

CHARGES BY SEMESTER (2nd Semester hours = 9)

In-District Tuition_____ \$ 70 per semester hour
 Out-of-District Tuition___ \$132 per semester hour
 Out-of-Texas Tuition____ \$147 per semester hour



Coastal Bend COLLEGE

3rd Semester

DHYG 2362 Clinical Dental Hygiene II	None	\$ 0.00	\$2,123.66
DHYG 1219 Dental Materials	Clinical Aspects of Dental Materials, Theory, Practices & Cases w/Navigate, 5th edition	\$ 97.95	\$16.80
DHYG 1339 General and Oral Pathology	Oral Pathology for the Dental Hygienist, 7th edition Color Atlas of Oral Disease (optional)	\$112.99 \$ 43.55	\$0.00
DHYG 2201 Dental Hygiene Care I	None	\$ 0.00	\$168.79
Dues		\$ 65.00	
Total		\$ 319.49	\$2,309.25

CHARGES BY SEMESTER (3rd Semester hours = 11)

In-District Tuition_____ \$70 per semester hour
 Out-of-District Tuition___ \$132 per semester hour
 Out-of-Texas Tuition____ \$147 per semester hour

4th Semester

DHYG 2363 Clinical Dental Hygiene III	None	\$ 0.00	\$447.19
DHYG 2153 Dental Hygiene Practice	Ethics and Law in Dental Hygiene 3rd edition, eBook or hardcopy	\$ 42.46	\$0.00
DHYG 2231 Dental Hygiene Care II	Handbook of Nitrous Oxide and Oxygen Sedation, eBook or hardcopy	\$ 42.71	\$228.82
DHYG 1215 Community Dentistry	Community Oral Health Practice for the Dental Hygienist	\$ 36.11	\$10.51
Total		\$121.28	\$686.52

CHARGES BY SEMESTER (4th Semester hours = 8)

In-District Tuition_____ \$ 70 per semester hour
 Out-of-District Tuition___ \$132 per semester hour
 Out-of-Texas Tuition____ \$147 per semester hour

National Board Review - \$350.00 EXAMS for LICENSURE

National Board Exam - \$440.00

WREB Exam - \$1175.00 + Site fee if applicable or CRDTS - \$995.00 + Site fee if applicable or CDCA Exam - \$975.00 + Site fee if applicable

Jurisprudence Exam fee varies by state – Texas \$54.00 Nitrous Oxide Monitoring Certification course - \$110.00

Laser Certification course - \$300.00

HIPAA course and test - \$30.00

*****ALL COSTS ARE SUBJECT TO CHANGE*****



Coastal Bend COLLEGE

ESTIMATED COST OF DENTAL HYGIENE PROGRAM 2021-2022

Dental Hygiene Textbooks and Fees ONLY

NOTE: Subject to change without notice, revised 03/01/2021

SEMESTER 1 st semester	TEXTBOOKS	BOOK COST	COURSE FEE
DHYG 1201 Orofacial Anatomy, Histology & Embryology	Anatomy of Orofacial Structures, 8th Edition	\$93.95	\$7.28
DHYG 1331 Preclinical Dental Hygiene	Fundamentals of Periodontal Instrumentation w/Navigate, 8th edition Clinical Practice of the Dental Hygienist, 13th edition Patient Assessment Tutorials w/Navigate, 4th edition Drug Information Handbook for Dentistry, 27th edition	\$116.95 \$79.20 \$72.85 \$83.32	\$1,930.31
DHYG 1227 Preventive Dental Hygiene Care	No additional textbook	\$0.00	\$ 15.60
DHYG 1304 Dental Radiology	Essentials of Dental Radiography for Assistants and Hygienists, 10th edition	\$73.66	\$479.73
Uniforms, Shoes, Dues, CPR		\$525.00	
Total		\$1,284.05	\$2,432.92

CHARGES BY SEMESTER (1st Semester hours = 9)

In-District Tuition _____ \$ 70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour
 Differential Tuition _____ \$ 25 per semester hour

2nd Semester

DHYG 1207 General and Dental Nutrition	General & Dental Nutrition, Nutrition for Dental Health, 3rd edition, eBook or hardcopy	\$ 36.11	\$ 0.00
DHYG 1261 Clinical Dental Hygiene I	Preventing Medical Emergencies, Use of the Medical History in the Dental Practice	\$ 85.00	\$263.21
DHYG 1311 Periodontology	Foundation of Periodontics for the Dental Hygienist Enhanced, 5th edition	\$ 97.95	\$ 0.00
DHYG 1235 Pharmacology for the Dental Hygienist	Applied Pharmacology for the Dental Hygienist, 8th edition	\$ 98.85	\$ 0.00
Total		\$371.05	\$263.21

CHARGES BY SEMESTER (2nd Semester hours = 9)

In-District Tuition _____ \$ 70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour



Coastal Bend COLLEGE

3rd Semester

DHYG 2362 Clinical Dental Hygiene II	None	\$ 0.00	\$2,123.67
DHYG 1219 Dental Materials	Clinical Aspects of Dental Materials, Theory, Practices & Cases w/Navigate, 5th edition	\$ 84.95	\$ 12.91
DHYG 1339 General and Oral Pathology	Oral Pathology for the Dental Hygienist, 7th edition Color Atlas of Oral Disease (optional)	\$109.00 \$ 43.55	\$ 0.00
DHYG 2201 Dental Hygiene Care I	None	\$ 0.00	\$168.79
Dues		\$ 65.00	
Total		\$ 315.50	\$2,305.37

CHARGES BY SEMESTER (3rd Semester hours = 11)

In-District Tuition _____ \$ 70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour

4th Semester

DHYG 2363 Clinical Dental Hygiene III	None	\$ 0.00	\$447.19
DHYG 2153 Dental Hygiene Practice	Ethics and Law in Dental Hygiene 3rd edition, eBook or hardcopy	\$ 42.46	\$ 30.00
DHYG 2231 Dental Hygiene Care II	Handbook of Nitrous Oxide and Oxygen Sedation, eBook or hardcopy	\$ 42.71	\$228.82
DHYG 1215 Community Dentistry	Community Oral Health Practice for the Dental Hygienist	\$ 82.20	\$ 9.77
Jurisprudence, HIPAA, Nitrous courses/exams		\$200.00	
Total		\$321.28	\$715.78

CHARGES BY SEMESTER (4th Semester hours = 8)

In-District Tuition \$ 70 per semester hour
 Out-of-District Tuition \$ 132 per semester hour
 Out-of-Texas Tuition \$ 147 per semester hour
 National Board Review - \$350.00 EXAMS for LICENSURE
 National Board Exam - \$440.00

WREB Exam - \$1175.00 + Site fee if applicable or CRDTS - \$995.00 + Site fee if applicable or CDCA Exam - \$975.00 + Site fee if applicable
 Jurisprudence Exam fee varies by state – Texas \$54.00 Nitrous Oxide Monitoring Certification course - \$110.00
 Laser Certification course - \$300.00
 HIPAA course and test - \$30.00

ALL COSTS ARE SUBJECT TO CHANGE



Coastal Bend COLLEGE

ESTIMATED COST OF DENTAL HYGIENE PROGRAM 2022-2023

Dental Hygiene Textbooks and Fees ONLY

NOTE: Subject to change without notice, revised
03/01/2022

SEMESTER	TEXTBOOKS	BOOK COST	COURSE FEE
1st semester			
DHYG 1201 Orofacial Anatomy, Histology & Embryology	Anatomy of Orofacial Structures, 8th Edition	\$93.95	\$7.28
DHYG 1331 Preclinical Dental Hygiene	Fundamentals of Periodontal Instrumentation w/Navigate, 8th edition Clinical Practice of the Dental Hygienist, 13th edition Patient Assessment Tutorials w/Navigate, 4th edition Drug Information Handbook for Dentistry, 27th edition	\$116.95 \$79.20 \$72.85 \$83.32	\$1,930.31
DHYG 1227 Preventive Dental Hygiene Care	No additional textbook	\$0.00	\$ 15.60
DHYG 1304 Dental Radiology	Essentials of Dental Radiography for Assistants and Hygienists, 10th edition	\$73.66	\$479.73
Uniforms, Shoes, Dues, CPR	Does this include 2 years of SCADHA membership?	\$525.00	
Total		\$1,044.93	\$2,432.92

CHARGES BY SEMESTER (1st Semester hours = 9)

In-District Tuition _____ \$ 70 per semester hour
 Out-of-District Tuition _____ \$132 per semester hour
 Out-of-Texas Tuition _____ \$147 per semester hour
 Differential Tuition _____ \$ 25 per semester hour

2nd Semester

DHYG 1207 General and Dental Nutrition	General & Dental Nutrition, Nutrition for Dental Health, 3rd edition, eBook or hardcopy	\$ 45.54	\$ 0.00
DHYG 1261 Clinical Dental Hygiene I	Preventing Medical Emergencies, Use of the Medical History in the Dental Practice	\$ 89.51	\$161.20
DHYG 1311 Periodontology	Foundation of Periodontics for the Dental Hygienist Enhanced, 5th edition	\$ 85.87	\$ 0.00
DHYG 1235 Pharmacology for the Dental Hygienist	Applied Pharmacology for the Dental Hygienist, 8th edition	\$ 73.49	\$ 0.00
Total		\$294.41	\$161.20



Coastal Bend COLLEGE

CHARGES BY SEMESTER (2nd Semester hours = 9)

In-District Tuition _____ \$ 70 per semester hour Out-of-District Tuition ____ \$132 per semester hour
 Out-of-Texas Tuition ____ \$147 per semester hour
 Differential Tuition _____ 25 per semester hour

3rd Semester

DHYG 2362 Clinical Dental Hygiene II	None	\$ 0.00	\$2,275.52
DHYG 1219 Dental Materials	Clinical Aspects of Dental Materials, Theory, 5th edition	\$ 63.89	\$34.79
DHYG 1339 General and Oral Pathology	Oral Pathology for the Dental Hygienist, 7th edition Color Atlas of Oral Disease (optional), 5th Edition	\$112.99 \$ 63.07	0.00
DHYG 2201 Dental Hygiene Care I	None	\$ 0.00	\$88.19
Total		\$ 239.95	\$2,398.50

CHARGES BY SEMESTER (3rd Semester hours = 11)

In-District Tuition _____ \$ 70 per semester hour Out-of-District Tuition ____ \$132 per semester hour
 Out-of-Texas Tuition ____ \$147 per semester hour Differential Tuition _____ \$ 25 per semester hour

4th Semester

DHYG 2363 Clinical Dental Hygiene III	None	\$ 0.00	\$883.28
DHYG 2153 Dental Hygiene Practice	Ethics and Law in Dental Hygiene 3rd edition, eBook or hardcopy	\$ 42.46	\$ 31.95
DHYG 2231 Dental Hygiene Care II	Handbook of Nitrous Oxide and Oxygen Sedation, eBook or hardcopy	\$ 42.71	\$228.82
DHYG 1215 Community Dentistry	Community Oral Health Practice for the Dental Hygienist	\$ 82.20	\$ 14.58
Jurisprudence, HIPAA, Nitrous courses/exams		\$200.00	
Total		\$367.37	\$1,158.63

CHARGES BY SEMESTER (4TH Semester hours=8) In-District Tuition _____ \$ 70 per semester hour

Out-of-District Tuition ____ \$132 per semester hour
 Out-of-Texas Tuition ____ \$147 per semester hour
 Differential Tuition _____ \$ 25 per semester hour

National Board Review - \$350.00 EXAMS for LICENSURE

National Board Exam - \$440.00

CDCA-WREB Exam - \$975.00 + Site fee if applicable

Textbook prices retrieved from Amazon.com

ALL COSTS ARE SUBJECT TO CHANGE

2018-2019 Dental Hygiene Budget						
GL Account Number	GL Account Description	Budget	Actuals	Requisitions	Encumbrances	Remaining
10-44270-1-40405	Operating Fund : Dental Hygiene : Beeville : Application Fee	\$0.00	(\$11,496.00)	\$0.00	\$0.00	\$11,496.00
10-44270-1-40535	Operating Fund : Dental Hygiene : Beeville : Service Department Income	(\$10,600.00)	(\$8,240.00)	\$0.00	\$0.00	(\$2,360.00)
10-44270-1-50002	Operating Fund : Dental Hygiene : Beeville : Faculty Salaries FT	\$115,258.00	\$96,884.87	\$0.00	\$0.00	\$18,373.13
10-44270-1-50004	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct- Fall	\$224.00	\$224.00	\$0.00	\$0.00	\$0.00
10-44270-1-50006	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct- Spring	\$4,206.00	\$4,200.00	\$0.00	\$0.00	\$6.00
10-44270-1-50008	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct- Summer	\$0.00	\$250.00	\$0.00	\$0.00	(\$250.00)
10-44270-1-50050	Operating Fund : Dental Hygiene : Beeville : Clinical Faculty Salaries	\$123,650.00	\$138,752.40	\$0.00	\$0.00	(\$15,102.40)
10-44270-1-50110	Operating Fund : Dental Hygiene : Beeville : Administrative Salaries	\$75,770.00	\$68,273.71	\$0.00	\$0.00	\$7,496.29
10-44270-1-50120	Operating Fund : Dental Hygiene : Beeville : Staff Salaries	\$24,271.00	\$23,795.10	\$0.00	\$0.00	\$475.90

10-44270-1-50125	Operating Fund : Dental Hygiene : Beeville : Staff Salaries-Overtime	\$0.00	\$831.41	\$0.00	\$0.00	(\$831.41)
10-44270-1-51015	Operating Fund : Dental Hygiene : Beeville : Medicare Tax Matching	\$0.00	\$4,595.29	\$0.00	\$0.00	(\$4,595.29)
10-44270-1-51020	Operating Fund : Dental Hygiene : Beeville : TRS Retirement Matching	\$0.00	\$13,191.11	\$0.00	\$0.00	(\$13,191.11)
10-44270-1-51022	Operating Fund : Dental Hygiene : Beeville : PT Retirement Matching	\$0.00	\$1,531.37	\$0.00	\$0.00	(\$1,531.37)
10-44270-1-51040	Operating Fund : Dental Hygiene : Beeville : ERS Insurance Premiums	\$0.00	\$38,334.20	\$0.00	\$0.00	(\$38,334.20)
10-44270-1-65008	Operating Fund : Dental Hygiene : Beeville : Professional Services	\$2,500.00	\$1,222.00	\$0.00	\$0.00	\$1,278.00
10-44270-1-65102	Operating Fund : Dental Hygiene : Beeville : Training & Prof. Development	\$75.00	\$0.00	\$0.00	\$0.00	\$75.00
10-44270-1-65106	Operating Fund : Dental Hygiene : Beeville : Memberships & Subscriptions	\$4,000.00	\$3,975.00	\$0.00	\$0.00	\$25.00
10-44270-1-65414	Operating Fund : Dental Hygiene : Beeville : Travel	\$2,375.00	\$2,240.80	\$0.00	\$0.00	\$134.20
10-44270-1-65502	Operating Fund : Dental Hygiene : Beeville : Supplies	\$8,700.00	\$8,562.26	\$0.00	\$0.00	\$137.74
10-44270-1-65506	Operating Fund : Dental Hygiene :	\$44,825.00	\$36,885.49	\$0.00	\$0.00	\$7,939.51

	Beeville : Course Fee Supplies					
10-44270-1-66312	Operating Fund : Dental Hygiene : Beeville : Software < 5K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
28-81680-1-20620	Agency - Student Clubs : S. C. A. D. H. A. : Beeville : Revolving Funds	\$0.00	(\$7,256.13)	\$0.00	\$0.00	\$7,256.13

2019-2020 Dental Hygiene Budget				
GL Account Number	GL Account Description	Budget	Actuals	Remaining
10-44270-1-40405	Operating Fund : Dental Hygiene : Beeville : Application Fee	(\$10,000.00)	\$1,450.00	(\$11,450.00)
10-44270-1-40535	Operating Fund : Dental Hygiene : Beeville : Service Department Income	(\$8,500.00)	(\$5,890.00)	(\$2,610.00)
10-44270-1-50002	Operating Fund : Dental Hygiene : Beeville : Faculty Salaries FT	\$49,131.60	\$86,900.10	(\$37,768.50)
10-44270-1-50004	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Fall	\$1,702.00	\$1,702.00	\$0.00
10-44270-1-50006	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Spring	\$3,000.00	\$3,000.00	\$0.00
10-44270-1-50008	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Summer	\$250.00	\$0.00	\$250.00
10-44270-1-50050	Operating Fund : Dental Hygiene : Beeville : Clinical Faculty Salaries	\$136,250.00	\$148,745.60	(\$12,495.60)
10-44270-1-50110	Operating Fund : Dental Hygiene : Beeville : Administrative Salaries	\$65,000.00	\$65,000.00	\$0.00
10-44270-1-50120	Operating Fund : Dental Hygiene : Beeville : Staff Salaries	\$24,271.10	\$24,384.00	(\$112.90)
10-44270-1-51015	Operating Fund : Dental Hygiene : Beeville : Medicare Tax Matching	\$0.00	\$4,482.54	(\$4,482.54)
10-44270-1-51020	Operating Fund : Dental Hygiene : Beeville : TRS Retirement Matching	\$0.00	\$10,848.78	(\$10,848.78)

10-44270-1-51022	Operating Fund : Dental Hygiene : Beeville : PT Retirement Matching	\$0.00	\$1,611.95	(\$1,611.95)
10-44270-1-51040	Operating Fund : Dental Hygiene : Beeville : ERS Insurance Premiums	\$0.00	\$42,414.33	(\$42,414.33)
10-44270-1-65008	Operating Fund : Dental Hygiene : Beeville : Professional Services	\$7,295.00	\$7,234.81	\$60.19
10-44270-1-65106	Operating Fund : Dental Hygiene : Beeville : Memberships & Subscriptions	\$3,000.00	\$2,816.00	\$184.00
10-44270-1-65414	Operating Fund : Dental Hygiene : Beeville : Travel	\$0.00	\$0.00	\$0.00
10-44270-1-65502	Operating Fund : Dental Hygiene : Beeville : Supplies	\$5,955.00	\$4,979.66	\$975.34
10-44270-1-65506	Operating Fund : Dental Hygiene : Beeville : Course Fee Supplies	\$40,000.00	\$31,965.16	\$8,034.84
28-81680-1-20620	Agency - Student Clubs : S. C. A. D. H. A. : Beeville : Revolving Funds	\$0.00	(\$2,876.44)	\$2,876.44

2020-2021 Dental Hygiene Budget					
GL Account Number	GL Account Description	Budget	Actuals	Encumbrances	Remaining
10-44270-0-65202	Operating Fund : Dental Hygiene : General : Advertising	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-12310	Operating Fund : Dental Hygiene : Beeville : Deferred Expense	\$0.00	\$14,463.90	\$8,929.90	(\$23,393.80)
10-44270-1-40405	Operating Fund : Dental Hygiene : Beeville : Application Fee	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-40535	Operating Fund : Dental Hygiene : Beeville : Service Department Income	(\$8,500.00)	(\$6,582.00)	\$0.00	(\$1,918.00)
10-44270-1-50002	Operating Fund : Dental Hygiene : Beeville : Faculty Salaries FT	\$90,131.60	\$90,868.49	\$0.00	(\$736.89)
10-44270-1-50004	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Fall	\$600.00	\$600.00	\$0.00	\$0.00

10-44270-1-50006	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Spring	\$600.00	\$600.00	\$0.00	\$0.00
10-44270-1-50008	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Summer	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-50050	Operating Fund : Dental Hygiene : Beeville : Clinical Faculty Salaries	\$129,500.00	\$151,546.00	\$0.00	(\$22,046.00)
10-44270-1-50110	Operating Fund : Dental Hygiene : Beeville : Administrative Salaries	\$70,000.00	\$69,884.67	\$0.00	\$115.33
10-44270-1-50120	Operating Fund : Dental Hygiene : Beeville : Staff Salaries	\$24,960.00	\$22,083.00	\$0.00	\$2,877.00
10-44270-1-50125	Operating Fund : Dental Hygiene : Beeville : Staff Salaries-Overtime	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-50130	Operating Fund : Dental Hygiene : Beeville : Part Time Staff Salaries	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-50140	Operating Fund : Dental Hygiene : Beeville : Part Time Hourly Wages	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-51015	Operating Fund : Dental Hygiene : Beeville : Medicare Tax Matching	\$2,904.00	\$4,739.75	\$0.00	(\$1,835.75)
10-44270-1-51020	Operating Fund : Dental Hygiene : Beeville : TRS Retirement Matching	\$3,637.08	\$7,729.41	\$0.00	(\$4,092.33)
10-44270-1-51022	Operating Fund : Dental Hygiene : Beeville : PT Retirement Matching	\$1,237.32	\$1,624.64	\$0.00	(\$387.32)
10-44270-1-51040	Operating Fund : Dental Hygiene : Beeville : ERS Insurance Premiums	\$35,027.04	\$34,948.35	\$0.00	\$78.69
10-44270-1-51045	Operating Fund : Dental Hygiene : Beeville : Insurance Premium Sharing	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65008	Operating Fund : Dental Hygiene : Beeville : Professional Services	\$4,250.00	\$2,195.59	\$0.00	\$2,054.41

10-44270-1-65102	Operating Fund : Dental Hygiene : Beeville : Training & Prof. Development	\$1,263.00	\$194.00	\$0.00	\$1,069.00
10-44270-1-65106	Operating Fund : Dental Hygiene : Beeville : Memberships & Subscriptions	\$2,640.00	\$2,400.00	\$0.00	\$240.00
10-44270-1-65385	Operating Fund : Dental Hygiene : Beeville : Special Events	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65412	Operating Fund : Dental Hygiene : Beeville : Travel-Conference	\$237.00	\$237.00	\$0.00	\$0.00
10-44270-1-65414	Operating Fund : Dental Hygiene : Beeville : Travel	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65502	Operating Fund : Dental Hygiene : Beeville : Supplies	\$13,242.00	\$11,105.02	\$0.00	\$2,136.98
10-44270-1-65505	Operating Fund : Dental Hygiene : Beeville : Office Supplies	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65506	Operating Fund : Dental Hygiene : Beeville : Course Fee Supplies	\$93,900.00	\$85,741.98	\$0.00	\$8,158.02
10-44270-1-65508	Operating Fund : Dental Hygiene : Beeville : Student Lab Supply	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-66306	Operating Fund : Dental Hygiene : Beeville : Minor Equipment < \$5k	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-66308	Operating Fund : Dental Hygiene : Beeville : Capital Equipment > \$5K	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-66312	Operating Fund : Dental Hygiene : Beeville : Software < 5K	\$7,800.00	\$7,800.00	\$0.00	\$0.00
10-44270-1-66313	Operating Fund : Dental Hygiene : Beeville : Software > 5K	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-4-50004	Operating Fund : Dental Hygiene : Pleasanton : Overload/Adjunct-Fall	\$0.00	\$0.00	\$0.00	\$0.00
20-44270-1-48010	Student Aid : Dental Hygiene : Beeville : Miscellaneous Income	\$0.00	\$0.00	\$0.00	\$0.00

20-44270-1-67010	Student Aid : Dental Hygiene : Beeville : Financial Aid Awards	\$0.00	\$500.00	\$0.00	(\$500.00)
20-44270-1-67040	Student Aid : Dental Hygiene : Beeville : Tuition Discount	\$0.00	\$0.00	\$0.00	\$0.00
28-81680-1-20620	Agency - Student Clubs : S. C. A. D. H. A. : Beeville : Revolving Funds	\$0.00	(\$6,035.46)	\$0.00	\$6,035.46

2021-2022 Dental Hygiene Budget						
GL Account Number	GL Account Description	Budget	Actuals	Requisitions	Encumbrances	Remaining
10-44270-0-65202	Operating Fund : Dental Hygiene : General : Advertising	\$500.00	\$0.00	\$0.00	\$49.50	\$450.50
10-44270-1-12310	Operating Fund : Dental Hygiene : Beeville : Deferred Expense	\$0.00	\$0.00	\$0.00	(\$8,929.90)	\$8,929.90
10-44270-1-40405	Operating Fund : Dental Hygiene : Beeville : Application Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-40535	Operating Fund : Dental Hygiene : Beeville : Service Department Income	(\$12,950.00)	(\$6,836.00)	\$0.00	\$0.00	(\$6,114.00)
10-44270-1-50002	Operating Fund : Dental Hygiene : Beeville : Faculty Salaries FT	\$91,232.50	\$50,606.25	\$0.00	\$0.00	\$40,626.25
10-44270-1-50004	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Fall	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-50006	Operating Fund : Dental Hygiene : Beeville : Overload/Adjunct-Spring	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
10-44270-1-50008	Operating Fund : Dental Hygiene : Beeville :	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	Overload/Adjunct-Summer					
10-44270-1-50050	Operating Fund : Dental Hygiene : Beeville : Clinical Faculty Salaries	\$149,846.67	\$98,560.24	\$0.00	\$0.00	\$51,286.43
10-44270-1-50110	Operating Fund : Dental Hygiene : Beeville : Administrative Salaries	\$71,392.20	\$41,134.21	\$0.00	\$0.00	\$30,257.99
10-44270-1-50120	Operating Fund : Dental Hygiene : Beeville : Staff Salaries	\$27,414.40	\$15,721.60	\$0.00	\$0.00	\$11,692.80
10-44270-1-50125	Operating Fund : Dental Hygiene : Beeville : Staff Salaries-Overtime	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-50130	Operating Fund : Dental Hygiene : Beeville : Part Time Staff Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-50140	Operating Fund : Dental Hygiene : Beeville : Part Time Hourly Wages	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-51015	Operating Fund : Dental Hygiene : Beeville : Medicare Tax Matching	\$0.00	\$2,901.57	\$0.00	\$0.00	(\$2,901.57)
10-44270-1-51020	Operating Fund : Dental Hygiene : Beeville : TRS Retirement Matching	\$0.00	\$4,967.97	\$0.00	\$0.00	(\$4,967.97)
10-44270-1-51022	Operating Fund : Dental Hygiene : Beeville : PT Retirement Matching	\$0.00	\$1,084.20	\$0.00	\$0.00	(\$1,084.20)
10-44270-1-51040	Operating Fund : Dental Hygiene : Beeville : ERS	\$0.00	\$22,250.66	\$0.00	\$0.00	(\$22,250.66)

	Insurance Premiums					
10-44270-1-51045	Operating Fund : Dental Hygiene : Beeville : Insurance Premium Sharing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65008	Operating Fund : Dental Hygiene : Beeville : Professional Services	\$1,207.00	\$286.39	\$0.00	\$249.20	\$671.41
10-44270-1-65102	Operating Fund : Dental Hygiene : Beeville : Training & Prof. Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65106	Operating Fund : Dental Hygiene : Beeville : Memberships & Subscriptions	\$3,021.00	\$2,425.00	\$0.00	\$0.00	\$596.00
10-44270-1-65385	Operating Fund : Dental Hygiene : Beeville : Special Events	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
10-44270-1-65412	Operating Fund : Dental Hygiene : Beeville : Travel- Conference	\$1,600.00	\$1,059.09	\$0.00	\$0.00	\$540.91
10-44270-1-65414	Operating Fund : Dental Hygiene : Beeville : Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65502	Operating Fund : Dental Hygiene : Beeville : Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-65505	Operating Fund : Dental Hygiene : Beeville : Office Supplies	\$850.00	\$410.36	\$0.00	\$0.00	\$439.64
10-44270-1-65506	Operating Fund : Dental Hygiene : Beeville : Course Fee Supplies	\$157,630.00	\$65,759.18	\$0.00	\$0.00	\$91,870.82
10-44270-1-65508	Operating Fund : Dental Hygiene :	\$16,675.00	\$14,477.37	\$15.47	\$885.65	\$1,296.51

	Beeville : Student Lab Supply					
10-44270-1-66306	Operating Fund : Dental Hygiene : Beeville : Minor Equipment < \$5k	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-66308	Operating Fund : Dental Hygiene : Beeville : Capital Equipment > \$5K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-66312	Operating Fund : Dental Hygiene : Beeville : Software < 5K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10-44270-1-66313	Operating Fund : Dental Hygiene : Beeville : Software > 5K	\$7,802.00	\$7,800.00	\$0.00	\$0.00	\$2.00
10-44270-4-50004	Operating Fund : Dental Hygiene : Pleasanton : Overload/Adjunct-Fall	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
20-44270-1-48010	Student Aid : Dental Hygiene : Beeville : Miscellaneous Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
20-44270-1-67010	Student Aid : Dental Hygiene : Beeville : Financial Aid Awards	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
20-44270-1-67040	Student Aid : Dental Hygiene : Beeville : Tuition Discount	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
28-81680-1-20620	Agency - Student Clubs : S. C. A. D. H. A. : Beeville : Revolving Funds	\$0.00	(\$8,487.07)	\$0.00	\$0.00	\$8,487.07

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

The Dental Hygiene Program is fully accredited by the Commission on Dental Accreditation (CODA) of the American Dental Association. The accreditation self-study and site-visit cycle is every seven (7) years. The program completed its most recent self-study in February 2019 and has been granted the accreditation status of “approval without reporting requirements” by CODA.

In 2019 CODA completed their onsite visit. They made eight (8) recommendations to the program. All recommendations were addressed and completed. The program received the status of “approval without reporting requirements” in August 2020. The next on-site visit is scheduled in 2027, which has been extended one year due to the COVID pandemic.

B. Program Output

The Dental Hygiene Program accepts 30 students annually. Two cohorts, freshman and senior, run concurrently. In fall 2022 Palo Alto College in south San Antonio is offering a dental hygiene program. It is expected that this additional school will reduce the number of applicants our program will receive. The Dental Hygiene Department does attend job fairs in the surrounding area to promote our program.

1. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

Total # of Students Enrolled	Fall Semester	Spring Semester
2018-19	59	58
2019-20	57	56
2020-21	57	53
2021-2022	54	53

Coastal Bend College

Contact Hours

Course		Credit Hours	Weekly Hours	Current Semester Hours	WECM Minimum Contact Hours	WECM Maximum Contact Hours	WECM Lab Recommended	CODA Hours Required	CODA Contact Hours
DHYG 1201	Anatomy	2	1,4	80	48	80	X		
DHYG 1207	Nutrition	2	2	32	32	64	X		
DHYG 1215	Community	2	1,3	64	48	80	X		
DHYG 1219	Materials	2	1,4	80	48	80	X		
DHYG 1227	Preventive	2	2,1	48	32	64	X		
DHYG 1235	Pharmacology	2	1,2	48	32	48	X		
DHYG 1260	Clinic 1	2	9 clinic	144	96	192	X	8-12 hours per week	128-192
DHYG 1304	Radiology	3	2,4	96	80	128	X		
DHYG 1311	Periodontology	3	3	48	48	80	X		
DHYG 1331	PreClinic	3	2,6	128	64	128	X	6 hours per week	96
DHYG 1339	Pathology	3	3	48	48	64	X		
DHYG 2153	Ethics	1	1	16	16	32	X		
DHYG 2201	DH Care 1	2	2,1	48	32	80	X		
DHYG 2231	DH Care 2	2	2,1	48	32	80	X		
DHYG 2362	Clinic 2	3	15 clinic	240	144	288	X	12-16 hours per week	192-256
DHYG 2363	Clinic 3	3	15 clinic	240	144	288	X	12-16 hours per week	192-256

Coastal Bend College

Applications

	Total Applicants	Declined Offer	Not Eligible
2018-2019	86	35	7
2019-2020	89	16	43
2020-2021	91	16	18
2021-2022	108	14	16

Coastal Bend College

Dental Hygiene Program Attrition Rate

Class Beginning Date	Class Graduation Date	Enrollment	Expelled	Dropped: Non-academic	Failed	Returning Students (from previous year)	Graduates	% Program Completion
2018	2020	30	0	2	1	0	27	90%
2019	2021	30	0	1	2	0	27	90%
2020	2022	30	0	3	2	1	27	90%
2021	2023	30	1	1	1	0		

2018-2020 one freshman student failed Orofacial Anatomy, Histology, and Embryology

2019-2021 two senior students failed Clinic 2.

2020-2022 one freshman student failed Dental Materials and one failed Preventive

2021-2023 one freshman failed Preclinic, one freshman expelled for cheating on test

Coastal Bend College
Dental Hygiene National Board Examination

CLASS YEAR	# OF CANDIDATES	CLASS YEAR SUCCESS RATE	FUTURE RETEST REQUIRED	INITIAL NATIONAL AVERAGE
2018	25	76%	6	94.2
2019	27	78%	6	92.1
2020	27	96%	1	90.3
2021	27	78%	6	92

Student success is predicated on the effectiveness of teaching faculty. Program completion rates for the last 4 years are: 2018-87%, 2019-90%, 2020-90%, 2021-90%. Two-year data on student outcomes by course indicate that attrition occurs in both years of the program.

Teaching workshops on classroom strategies for student engagement suggest activities that will foster critical thinking and decision making. More preparation is necessary to develop and incorporate these activities into class lecture time.

The public is served by our dental hygiene clinic. In the fall of 2020, students saw a total of 375 patients. In 2021, students treated a total of 894 patients. In the beginning of 2022, students have seen 567 from January 1, 2022, to March 28, 2022. Patients are given a survey at the end of each appointment. We ask that they complete the survey, but it is not mandatory. The results from the surveys are as follows:

Patient Surveys

Question	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree
Student explained the treatment he/she was going to provide	1	2	13	59	701
The student showed concern for my oral health & well-being	1	1	1	45	730
The student was courteous and respectful	1	0	0	39	740
The clinician called to confirm my appointments	1	1	7	53	679
The student was organized & punctual for my appointments	1	0	3	61	717
The student was concerned for my comfort while working	1	0	1	40	741
I was satisfied with the services performed	1	0	1	46	733
I would refer friends and/or family to this clinic	1	0	1	44	735

Results from Fall 2018 thru Fall 2021

Student Dental Hygiene Program Exit Survey

Do Not Know
 Very Little
 Somewhat
 Adequately
 Extensively

1.	Serve all patients without discrimination	34	11	0	0	
2.	Focus on the welfare and needs of each patient	35	10	0	0	
3.	Maintain honesty in relationships with patients & professionals	26	9	0	0	
4.	Ensure the privacy of patients & patient records	21	6	0	0	
5.	Solve problems and make decisions based on scientific principles	28	15	0	0	
6.	Speak to patients, the public, & professionals	25	10	0	0	
7.	Write in patient records, to other professionals	20	15	0	0	
8.	Interpret & evaluate oral health research	21	15	1	0	
9.	Value the need for life-long learning	25	9	1	0	
10.	Contribute to dental hygiene organizations by membership & service activities	18	15	2	0	
11.	Promote the values of the profession to the public & other non-dental organizations	21	10	2	2	
12.	Promote a healthy lifestyle for yourself & our patients	19	13	1	2	
13.	Assist patients in the development of appropriate self-care regimens	23	11	0	1	
14.	Use educational strategies that promote patient adherence to self-care regimens	23	9	2	0	
15.	Assess, plan, implement, & evaluate community-based programs for oral health	21	11	0	2	
16.	Provide dental hygiene education in a wide variety of community settings	18	11	5	1	
17.	Influence groups & agencies to support health care issues	17	12	2	3	
18.	Obtain a complete medical & dental history	30	6	0	0	
19.	Maintain accurate and consistent patient treatment records	30	6	0	0	
20.	Recognize medical conditions that require special precautions for dental hygiene treatment	32	4	0	0	
21.	Anticipate & manage medical emergencies	26	10	0	0	
22.	Perform an extraoral-intraoral exam & appropriately record the findings	32	4	0	0	
23.	Perform a dental charting & appropriately record the findings	32	4	0	0	
24.	Evaluate the periodontium & record the findings	32	4	0	0	
25.	Identify patients with dietary problems	18	13	1	2	
26.	Determine the need for referral to another health professional(s)	25	8	2	0	

27.	Analyze the assessment data to formulate a dental hygiene diagnosis	26	9	0	0	
28.	Actively involve the patient in establishing oral health	20	15	0	0	
29.	Develop a treatment plan for dental hygiene	27	8	0	0	
30.	Communicate the treatment plan to the dentist & other professionals	22	13	0	0	
31.	Use accepted infection control procedures	29	7	0	0	
32.	Expose & process a complete radiographic survey	27	9	0	0	
33.	Use basic & advanced principles of dental hygiene instrumentation	27	8	0	0	
34.	Control pain & anxiety	24	10	0	0	
35.	Select and administer appropriate chemotherapeutic agents	18	13	4	0	
36.	Minimize occupational hazards in the workplace	28	8	0	0	
37.	Determine the clinical outcomes (success) of dental hygiene interventions	24	11	0	0	
38.	Determine the patient's satisfaction with dental hygiene interventions	24	11	2	0	
39.	Develop and maintain a recall system	24	9	2	0	
40.	Parking	16	14	2	1	0
41.	Library	8	17	4	3	1
42.	Security	7	18	2	0	6
43.	Laboratory	7	17	2	0	7
44.	Clinical	12	17	3	0	0
45.	Dental Hygiene Advising	10	17	4	1	1
46.	Secretary	20	12	1	0	1
47.	Office of Student Services and Counseling	11	15	2	0	7
48.	Office of Admissions, Recruitment & Academic Records	7	19	2	3	4
49.	Office of Student Affairs	9	16	2	0	8
50.	Office of Student Financial Aid	8	17	5	2	3
51.	Office of President, Vice President	8	13	3	2	9
52.	Basic Science faculty	12	19	0	0	4
53.	Dental Hygiene faculty	14	19	0	1	1
54.	Full-time Clinical Dental Hygiene faculty	11	17	5	1	1
55.	Part-time Clinical Dental Hygiene faculty	26	9	0	0	0
56.	Satisfaction with Dental Hygiene faculty's professional & ethical behavior	9	22	1	2	1
57.	Dental offices	17	14	1	0	3
58.	How satisfied are you with your choice of Coastal Bend College?	6	24	5	0	
59.	How satisfied are you with your education at Coastal Bend College?	11	22	2	0	

60.	How well prepared did you feel for the National Examination Board?	8	25	2	0	
61.	How well prepared do you feel for the Western Regional Board Examination or other clinical examination?	12	21	2	0	
62.	How well prepared do you feel for the practice of dental hygiene?	15	19	1	0	

Results from 2018 thru 2021

C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The dental hygiene program curriculum must include specific content as mandated by CODA and the Texas Higher Education Board. Both agencies require standards of content depth, scope, and instructional sequencing to achieve the necessary competencies within the program curriculum. Additionally, the mock clinical board is the capstone for graduation from the program. Admission criteria and dental hygiene curriculum are published in the college catalog and in electronic format on the institution's website, www.coastalbend.edu.

The Dental Hygiene Program is a two-year associate degree, 68 credit-hour program. The general studies portion of the program curriculum provides the student a foundation of understanding in areas of communication, behavioral and societal issues, and basic chemical and biological sciences. These courses prepare the student for the application of scientific principles and eventual professional interaction. From this educational platform the dental hygiene course-of-study carries the student through fundamental concepts e.g. orofacial anatomy and tooth morphology, oral disease prevention, and instrument recognition and grasp to more rigorous courses and skill building such as found in radiology, oral pathology, periodontology, and clinicals, culminating in a graduate who is well qualified at the entry-level of the profession.

The design of the curriculum sequence creates an ordered progression between classroom theories and their application in the clinical setting. Patient-treatment competencies are based on this same ordered progression, moving over time from the healthy oral-prophylaxis case to the complex periodontal case. The practice of dental hygiene is, as stated in the institution's vision statement, a life-long learning experience that does have far-reaching impact on the global community.

The Coastal Bend College Dental Hygiene students now receive training on the proper use of lasers in dentistry. We have contracted an outside source to teach the students to certification level in 2020 and 2021. We have the course scheduled in 2022 also. This additional training/certification will help the students obtain jobs upon graduation. In 2021 and 2022 the Dental Hygiene Department obtained online nitrous oxide monitoring courses from the University of Texas at San Antonio so that the students may also earn the nitrous oxide certification. The addition of these two certification courses allows our students to graduate with all possible certifications allowed in the state of Texas. Both certifications are not mandatory to receive a dental hygiene license but are voluntary certifications available to dental hygienists in the state of Texas.

1. New Educational Opportunity for Dental Hygiene Students

In 2021 the Dental Hygiene Department signed a memorandum of understanding with Texas Woman’s University. This agreement allows students to enroll in online classes with TWU while they are attending Coastal Bend College. They have the opportunity to graduate with a bachelor’s degree in summer after completing the CBC dental hygiene program.

2. Curriculum Change

The dental hygiene faculty reviewed the curriculum sequence in the program. Changes were made to move DHYG 1304, Dental Radiology to the first semester. The Advisory Committee approved the recommendations. This course sequence change allows the students to obtain more practice at exposing radiographs on patients.

3. New Service

The dental hygiene department now offers whitening trays to the public. This new service is very popular with patients. Allowing the students to fabricate whitening trays also allows them more practice at taking impressions, creating study models, and fabricating whitening trays.

4. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Course Name	Completion Rate	Course Name	Completion Rate	Course Name	Completion Rate
Orofacial Anatomy, Histology, and Embryology	99.4%	Dental Materials	99.4	Radiology	100%
Preventive	99.4%	Periodontology	100%	Pharmacology	100%
Preclinic	99.4%	Clinic 1	100%	Clinic II	99%
Clinic III	100%	Dental Hygiene Care I	100%	Dental Hygiene Care II	100%
Nutrition	100%	Dental Hygiene Practice	100%		

4. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The Dental Hygiene program has educated a total of 150 students since 2018. We have had 6 students fail out of the program, which leaves a pass-rate of 96%. We have had one student expelled due to cheating and 7 drops from the program for personal reasons. The Dental Hygiene program has had a 91% completion rate overall. In 2021 two students failed Clinic 2. Both students were unable to pass a treatment competency test. CODA mandates that students are qualified to see patients of all difficulty levels so therefore the two students were dropped from the program. They both returned the next semester, and one withdrew the first day of clinic while the other has been very successful at passing the competencies and is scheduled to graduate in May 2022. We currently have four students that are attending Texas Woman’s University at the same time they are completing the Dental Hygiene Program at Coastal Bend College. One semester after they graduate, they graduate from TWU with a Bachelor of Science degree in Dental Hygiene.

Dental Hygiene Program Assessment

Majority of the course student learning outcomes were successful. Since the 2018-2019 academic year, only four course outcomes were not met. In DHYG 1331, Preclinic the criteria for success were not met in 2019-2020. In 2020-2021 the criteria for success in DHYG 1219, Dental Materials was not met. In 2018-2019 the criteria for success were not met in DHYG 2153, Dental Hygiene Practice. In 2019-2020 the criteria for success were not met in DHYG 1260, Clinic I. Course curriculum is evaluated each year. We have had two full time faculty turnovers since 2020.

Patient Surveys

Question	No Comment	Agree	Strongly Agree
Student explained the treatment he/she was going to provide	1	5	87
The student showed concern for my oral health & well-being	1	5	87
The student was courteous and respectful	0	3	90
The clinician called to confirm my appointments	0	8	85
The student was organized & punctual for my appointments	0	3	90
The student was concerned for my comfort while working	0	3	90
I was satisfied with the services performed	0	3	90
I would refer friends and/or family to this clinic	0	3	90

Student Dental Hygiene Program Exit Survey

	Extensively	Adequately	Somewhat	Very Little	Do Not Know
Serve all patients without discrimination	17	10	0	0	
Focus on the welfare and needs of each patient	17	10	0	0	
Maintain honesty in relationships with patients & professionals	19	8	0	0	
Ensure the privacy of patients & patient records	21	6	0	0	

Solve problems and make decisions based on scientific principles	15	12	0	0	
Speak to patients, the public, & professionals	18	9	0	0	
Write in patient records, to other professionals	15	12	0	0	
Interpret & evaluate oral health research	16	10	1	0	
Value the need for life-long learning	19	7	1	0	
Contribute to dental hygiene organizations by membership & service activities	13	12	2	0	
Promote the values of the profession to the public & other non-dental organizations	15	9	2	1	
Promote a healthy lifestyle for yourself & our patients	14	11	1	1	
Assist patients in the development of appropriate self-care regimens	18	9	0	0	
Use educational strategies that promote patient adherence to self-care regimens	18	8	1	0	
Assess, plan, implement, & evaluate community-based programs for oral health	16	9	0	2	
Provide dental hygiene education in a wide variety of community settings	13	9	4	1	
Influence groups & agencies to support health care issues	13	10	2	2	
Obtain a complete medical & dental history	22	5	0	0	
Maintain accurate and consistent patient treatment records	22	5	0	0	
Recognize medical conditions that require special precautions for dental hygiene treatment	23	4	0	0	
Anticipate & manage medical emergencies	18	9	0	0	
Perform an extraoral-intraoral exam & appropriately record the findings	23	4	0	0	
Perform a dental charting & appropriately record the findings	23	4	0	0	
Evaluate the periodontium & record the findings	23	4	0	0	
Identify patients with dietary problems	13	11	1	1	
Determine the need for referral to another health professional(s)	19	7	1	0	
Analyze the assessment data to formulate a dental hygiene diagnosis	20	7	0	0	
Actively involve the patient in establishing oral health	15	12	0	0	
Develop a treatment plan for dental hygiene	21	6	0	0	
Communicate the treatment plan to the dentist & other professionals	17	10	0	0	
Use accepted infection control procedures	21	6	0	0	
Expose & process a complete radiographic survey	19	8	0	0	
Use basic & advanced principles of dental hygiene instrumentation	21	6	0	0	
Control pain & anxiety	18	9	0	0	
Select and administer appropriate chemotherapeutic agents	13	12	2	0	
Minimize occupational hazards in the workplace	20	7	0	0	
Determine the clinical outcomes (success) of dental hygiene interventions	18	9	0	0	
Determine the patient's satisfaction with dental hygiene interventions	18	9	2	0	

Develop and maintain a recall system	18	7	2	0	
Parking	11	13	1	1	0
Library	5	14	4	2	1
Security	4	16	2	0	4
Laboratory	4	15	2	0	5
Clinical	7	16	3	0	0
Dental Hygiene Advising	4	16	4	1	1
Secretary	14	11	0	0	1
Office of Student Services and Counseling	6	13	1	0	7
Office of Admissions, Recruitment & Academic Records	4	16	1	2	4
Office of Student Affairs	5	14	1	0	7
Office of Student Financial Aid	5	15	3	1	3
Office of President, Vice President	5	11	2	1	8
Basic Science faculty	7	17	0	0	3
Dental Hygiene faculty	8	17	0	1	1
Full-time Clinical Dental Hygiene faculty	6	15	4	1	1
Part-time Clinical Dental Hygiene faculty	18	9	0	0	0
Satisfaction with Dental Hygiene faculty's professional & ethical behavior	5	18	1	2	1
Dental offices	11	13	1	0	2
How satisfied are you with your choice of Coastal Bend College?	3	20	4	0	
How satisfied are you with your education at Coastal Bend College?	6	19	2	0	
How well prepared did you feel for the National Examination Board?	5	20	2	0	
How well prepared do you feel for the Western Regional Board Examination or other clinical examination?	6	19	2	0	
How well prepared do you feel for the practice of dental hygiene?	10	16	1	0	

Students seem to always have difficulty the first semester of the program. We constantly are evaluating our syllabus, schedule, and textbooks to try to improve student learning. Preclinic is especially a challenge because the students learn about the “hands-on” portion of dental hygiene. If a student is having difficulty, we do offer remediation sessions to teach the students one-on-one.

Dental Hygiene Program Assessment		
Program Outcome 1		Course: DHYG 2201
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2201 The student will utilize critical thinking to describe and utilize supplemental instrumentation techniques	Assessment for this SLO will be assessed through a power scaler assembly and use competency by the second week of the semester.	90% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
Other page	27/27 students passed with an efficiency of 75% or better.	Different SLO used to assess course
Evaluation and Use of Results for Program Improvement		
2018-2019 Other page Received two Piezo ultrasonic scalers to enhance student’s experience using ultrasonic scalers.		
2019-2020 Based on the data collected, target was met.		
2020-2021 Different SLO used to assess course		
Dental Hygiene Program Assessment		
Program Outcome 1		Course: DHYG 2201
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2201 Utilize social responsibility to assess various patient needs.	This SLO will be assessed through sealant placement on an extracted tooth lab competency form second week of class	85% of the students will pass this SLO with a 75% or greater.
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	27/27 students passed with an efficiency of 75% or better.	25/26 students (97%) passed with an efficiency of 75% or better.
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met.		
2019-2020 Based on the data collected, target was met.		
2020-2021 Based on the data collected, target was met.		

Dental Hygiene Program Assessment

Program Outcome 2		Course: DHYG 2362
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2362 The student will utilize personal responsibility to demonstrate legal and ethical behavior and safety practices.	Assessment of this SLO will be assessed by a group of instructors at the end of 2- hour competency CDR C during midterm. (2019 – 2020) Assessment of all skills, communication and teamwork related to this SLO were assessed through students performing a Full Mouth Series X- ray (FMX) competency. This SLO will be conducted by the eighth week of class.	90% of the class will pass this SLO with a 75%
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	Unable to collect this data due a network disruption then the Covid-19 Pandemic that did not allow students to be in clinic.	29/29 students passed with an efficiency of 75% or better

Dental Hygiene Program Assessment

Program Outcome 1		Course: DHYG 2201
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2201 Utilize social responsibility to assess various patient needs.	This SLO will be assessed through sealant placement on an extracted tooth lab competency form second week of class	85% of the students will pass this SLO with a 75% or greater.
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	Unable to collect this data due a network disruption then the Covid-19 Pandemic that did not allow students to be in clinic.	25/26 students (97%) passed with an efficiency of 75% or better.

Evaluation and Use of Results for Program Improvement

2018-2019

Based on the data collected, target was met.

2019-2020

Unable to collect this data due a network disruption then the Covid-19 Pandemic that did not allow students to be in clinic.

2020-2021

Based on the data collected, target was met.

Dental Hygiene Program Assessment

Program Outcome 2

Course: DHYG 2362

Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
<p>DHYG 2362 The student will utilize personal responsibility to demonstrate legal and ethical behavior and safety practices.</p> <p>(2016-2017) (2018-2019) (2019-2020) Utilize personal responsibility to demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.</p>	<p>Assessment of this SLO will be assessed by a group of instructors at the end of 2- hour competency CDR C during midterm.</p> <p>2016-2017 Assessment for this SLO will be assessed through ultrasonic scaling competency during the sixth week of class</p> <p>(2019 – 2020) Assessment of all skills, communication and teamwork related to this SLO were assessed through students performing a Full Mouth Series X- ray (FMX) competency. This SLO will be conducted by the eighth week of class.</p>	<p>90% of the class will pass this SLO with a 75%</p> <p>90% of the class will pass this SLO with a 75% or better. or better.</p>
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	Unable to collect this data due a network disruption then the Covid-19 Pandemic that did not allow students to be in clinic.	29/29 students passed with an efficiency of 75% or better

Evaluation and Use of Results for Program Improvement

2018-2019

Based on data collected, target was met.

2019-2020

Program received one new Panorex machine, a NOMAD mobile x-ray unit, and two intraoral machines from the Pell Grant which made a significant difference in the room availability and quality of x- rays to the program. Program received 6 new dental units which contributed to student success by having fewer chairs breaking down.

2020-2021

Based on data collected, target was met. Purchased Purevac suction tips to reduce aerosols. Increased PPE due to COVID.

Dental Hygiene Program Assessment

Program Outcome 3		Course: DHYG 1201
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1301 1201 The student will utilize critical thinking skills to contrast the dentition.	Assessment of this SLO will be measured by lab competency evaluation during midterm.	90% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
29/29 students passed with an efficiency of 75% or better	27/27 students passed with an efficiency of 75% or better	29/29 students passed with an efficiency of 75% or better
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met		
2019-2020 Based on the data collected, target was met		
2020-2021 Based on the data collected, target was met. Adopted new textbook to improve learning.		

Dental Hygiene Program Assessment

Program Outcome 4		Course: DHYG 1331
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1331 The student will explain the procedures and rationale for dental hygiene care by utilizing Empirical and Quantitative analysis.	Assessment for this SLO will be a lab competency evaluation of periodontal probing technique by midterm	90% of the class will work on simulation assignment and pass with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
25/27 students (93%) students passed with an efficiency of 75% or better.	19/29 (66%) students passed with an efficiency of 75% or better	29/29 students passed with an efficiency of 75% or better

Evaluation and Use of Results for Program Improvement

2018-2019

Based on the data collected, target was met.

2019-2020

Students that did not pass with a 75 or greater will attend mandatory remediation for 2 hours prior to retesting.

Students have a total of 3 attempts to pass.

Next year the students will be allowed more clinic/lab time to practice probing on each other prior to testing in order to assure goal is met.

2020-2021

Based on data collected, target was met.

Dental Hygiene Program Assessment

Program Outcome 4		Course: DHYG 1331
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1331 Develop critical thinking skills to define ethical principles related to dental hygiene care.	Assessment for this SLO will be conducted using Chapter 1, The Professional Dental Hygienist: Dental Hygiene Process of Care, examination on Treatment planning. This SLO will be completed by the second week of classes.	90% of the students will score 75% or above on the examination.
Findings 18-19	Findings 19-20	Findings 20-21
Different SLO used to assess course	Different SLO used to assess course	Different SLO used to assess course
Evaluation and Use of Results for Program Improvement		
2018-2019 Different SLO used to assess course		
2019-2020 Different SLO used to assess course		
2020-2021 Different SLO used to assess course		

Dental Hygiene Program Assessment

Program Outcome 5		Course: DHYG 1219
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1219 The students will utilize teamwork to differentiate between the various types of dental materials used in dentistry.	Assessment for this SLO will be assessed by Exam 2 during 4 th week of class.	90% of the class will pass this SLO with a 70% or better.
Findings 18-19	Findings 19-20	Findings 20-21
28/28 students passed with an Efficiency of 75% or better	30/30 students passed with an efficiency of 75% or better	14/29 (74%) students passed with an efficiency of 75% or better.
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met.		
2019-2020 Based on the data collected, target was met.		
2020-2021 Due to COVID, course was taught in an online format. Will review online delivery of course in case the course should ever have to be taught exclusively online again.		

Dental Hygiene Program Assessment

Program Outcome 6		Course: DHYG 1227
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
<p>DHYG 1103 1227 Students will use communication to describe the role the dental hygienist as a therapeutic oral healthcare provider.</p>	<p>This SLO will be assessed by competency evaluation rubric during first half of the semester.</p> <p>2016-2017 Assessment of this SLO will be conducted using oral group presentation rubric on different patient situation during the third and fourth week</p>	<p>90% of the class will be able to describe a therapeutic oral health care provider's role with a score of 75% or better.</p> <p>2016-2017 85 % will score 75% or more on evaluation</p>
		Findings 20-21
Data unavailable	30/30 students passed with an efficiency of 75% or better	29/29 students passed with a score of 75% or better.
Evaluation and Use of Results for Program Improvement		
<p>2018-2019 Data unavailable</p>		
<p>2019-2020 Based on data collected, target was met</p>		
<p>2020-2021 Based on the data collected, target was met.</p>		

Dental Hygiene Program Assessment

Program Outcome 7		Course: DHYG 2363
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2363 Students will utilize personal responsibility to demonstrate legal and ethical behavior and safety practices	Assessment for this SLO will be assessed & noted during the first month of semester through the "Professionalism" section on Clinical Student Evaluation Form.	90% of the class will demonstrate legal and ethical behavior and demonstrate safety practices in clinic and will score "Acceptable" on evaluation form 2017-2018 95% of the class will demonstrate legal and ethical behavior and demonstrate safety practices in clinic and will score "Acceptable" on evaluation form.
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	Unable to collect this data due to a network disruption then the COVID-19 pandemic that did not allow students to be in clinic.	29/29 students passed with an efficiency of 75% or better
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met.		
2019-2020 Based on the data collected, target was met. Data not available. Program received one new Panorex machine, a NOMAD mobile x-ray unit, and two intraoral machines from the Pell Grant which made a significant difference in the room availability and quality of x-rays to the program. Program received 6 new dental units which contributed to student success by having fewer chairs breaking down.		
2020-2021 Based on the data collected, target was met. Purchased Purevacs to reduce aerosols and increased amount of personal protection equipment students wear due to COVID.		

Dental Hygiene Program Assessment

Program Outcome 8		Course: DHYG 2153
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2153 Utilize critical thinking to explain the Dental Practice Act governing the dental and dental hygiene profession	Quiz Chapter 7 Society and the State Dental Practice Act on week 5 of course 2017-2018 Assessment for this SLO will be assessed through Exam III Chapters 7 & 8 Society and the State Dental Practice Act on week 5 of course.	95% of the class will be able to explain and identify the Dental Practice Act governing the dental and dental hygiene profession with an 80% or better. 2017-2018 95% of the class will be able to explain and identify the Dental Practice Act governing the dental and dental hygiene profession with an 85% or better.
Findings 18-19	Findings 19-20	Findings 20-21
25/27 (93%) students passed with an efficiency of 75% or better.	27/27 students passed with an efficiency of 75% or better.	Different SLO used to assess course
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met.		
2019-2020 Based on the data collected, target was met.		
2020-2021 Different SLO used to assess course		

Dental Hygiene Program Assessment

Program Outcome 8		Course: DHYG 2153
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2153 Emphasis on the laws governing the practice of dentistry and dental hygiene, moral standards, and the ethical standards established by the dental hygiene profession. Practice settings for the dental hygienist, office operations, and preparation for employment.	Assessment of knowledge for this SLO will be done by written examination Exam 1.	85% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
Different SLO used to assess course	Different SLO used to assess course	29/29 students passed with an efficiency of 85% or better
Evaluation and Use of Results for Program Improvement		
2018-2019 Different SLO used to assess course		
2019-2020 Different SLO used to assess course		
2020-2021 Based on the data collected, target was met. Students interviewed by someone with legal experience to mock a trial. Students participated in mock interview. Students took course in nitrous oxide monitoring and use of lasers and obtained certification for both. When students graduate they will have all extra certifications allowed in Texas for Dental Hygienists.		

Dental Hygiene Program Assessment

Program Outcome 9		Course: DHYG 1260
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
<p>DHYG 1261 1260 The student will utilize communication skills while applying the theory, concepts and skills involving specialized materials, tools, equipment, regulations, laws and interactions among political, economic, environmental, social, and legal systems associated with the occupation.</p> <p>DHYG 1261 1260 (2019-2020) The student will utilize communication skills while applying the theory, concepts and skills involving specialized materials, tools, equipment, regulations, laws and interactions among political, economic, environmental, social, and legal systems associated with the occupation</p>	<p>Assessment of all skills, communication and professional behaviors related to this SLO will be assessed during the CDI-A clinical competency criteria rubric 5th week of semester. 2016-2017-18 This SLO will be evaluated using Treatment Plan Form criteria on week 4 of the course.</p> <p>(2019-2020) will be conducted utilizing a competency rubric. An assessment of all skills, communication and professional behaviors will be measured during the CDR- A clinical competency. This SLO will be completed by 6 weeks into term.</p>	<p>2016-2017 Target: 90% of the students will score with a 75% or above on formulating and relaying a Treatment Plan on a live clinical patient</p> <p>2017-2018 90% of the students will score with an 80% or above on formulating and relaying a Treatment Plan on a live clinical patient</p> <p>(2019-2020) 90% of the class will pass this SLO with a 75% or better.</p>
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	24/29 students (83%) passed with an efficiency of 75% or better.	29/29 students passed with an efficiency of 75% or better.

Evaluation and Use of Results for Program Improvement

2018-2019

Based on the data collected, target was met

2019-2020

Based on the data collected, target was not met.

Students will attend mandatory remediation every Friday.

Instructors will follow a rubric for each skill performed by the students.

Program received 6 new dental units which contributed to student success by having fewer chairs breaking down.

2020-2021

Based on data collected, target was met.

Dental Hygiene Program Assessment

Program Outcome 10		Course: DHYG 2231
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2231 Students will demonstrate social responsibility by formulating/evaluating dental hygiene care plans for the medically and/or dentally compromised patient.	Assessment for this SLO will be done by a written Dental Hygiene Care Plan for a medically compromised patient during the fourth week of the semester.	85% of the class will pass this SLO with a 75% or better. 2017-2018 90% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
25/27 (93%) passed with an efficiency of 75% or better	Different SLO used to assess course	27/27 students passed with an efficiency of 75% or better
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met		
2019-2020 Different SLO used to assess course		
2020-2021 Based on the data collected, target was met.		

Dental Hygiene Program Assessment

Program Outcome 10		Course: DHYG 2231
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 2231 The student will demonstrate teamwork by working in groups with peers to practice using an air powered polisher on each other in order to pass a lab competency demonstrating proper technique.	Assessment of all skills, communication and teamwork related to this SLO will be assessed during an air-powered polishing competency This SLO will be conducted by midterm.	90% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
Different SLO used to assess course	27/27 students passed with an efficiency of 75% or better.	Different SLO used to assess course
Evaluation and Use of Results for Program Improvement		
2018-2019 Different SLO used to assess course.		
2019-2020 Based on the data collected, target was met.		
2020-2021 Different SLO used to assess course		

Dental Hygiene Program Assessment

Program Outcome 11		Course: DHYG 1215
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
<p>DHYG 1215 The students will use teamwork to design a community dental health educational program that meets the needs of a target population.</p>	<p>Assessment for this SLO will be conducted using a criteria rubric to assess student's table clinic presentations during the 7th week of the semester.</p>	<p>90% of the class will design and present a community dental health table clinic educational program with a score of 75% or better.</p> <p>2017-2018, 2020-2021 95% of the class will design and present a community dental health educational program with a score of 85% or Better.</p>
Findings 18-19	Findings 19-20	Findings 20-21
<p>27/27 students passed with an efficiency of 75% or better.</p>	<p>Different SLO used to assess course</p>	<p>27/27 students passed with an efficiency of 75% or better</p>
Evaluation and Use of Results for Program Improvement		
<p>2018-2019 Based on the data collected, target was met. Program awarded Air-n-Go air powder polishing handpiece through the Pell Grant to increase availability of air powder polisher. Also increased student's learning by exposing them to different types of machines.</p>		
<p>2019-2020 Different SLO used to assess course</p>		
<p>2020-2021 Based on the data collected, target was met.</p>		

Dental Hygiene Program Assessment

Program Outcome 11		Course: DHYG 1215
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1215 The student will utilize teamwork by working on a Community rotations and reflections throughout the semester.	will be done at the end of each rotation with a reflection entry and conclusion of Chapter 6. will be conducted with students working on an assignment from modules.	90% of the class will meet goal of work on all community rotations.
Findings 18-19	Findings 19-20	Findings 20-21
Other page	29/29 students passed with an efficiency of 75% or better	Different SLO used to assess course
Evaluation and Use of Results for Program Improvement		
2018-2019 Different SLO used to assess course		
2019-2020 Based on the data collected, target was met.		
2020-2021 Different SLO used to assess course		

Dental Hygiene Program Assessment

Program Outcome 12		Course: DHYG 1207
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
<p>DHYG 1207 The student will use empirical and quantitative skills to analyze dietary records; and apply nutritional strategies to optimize oral health.</p> <p>(2019-2020) The student will utilize teamwork by working on a food diary analysis project and nutrition assignments.</p>	<p>Assessment for this SLO will be conducted by diet evaluation completion form at midterm</p> <p>(2019-2020) Assessment will be done at the conclusion of Chapter 5. Assessment for this SLO will be conducted with students working on assignments from scheduled modules.</p>	<p>100% of the class will learn to calculate acidic load of dietary records with a grade of 75% or greater</p> <p>2017-2018 100% of the class will learn to calculate acidic load of dietary records with a grade of 80% or greater.</p>
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an Efficiency of 75% or better	27/27 students passed with an Efficiency of 75% or better	27/27 students passed with an efficiency of 75% or better
Evaluation and Use of Results for Program Improvement		
<p>2018-2019 Based on the data collected, target was met</p>		
<p>2019-2020 Based on the data collected, target was met</p>		
<p>2020-2021 Based on the data collected, target was met. Class was moved to an online format.</p>		

Dental Hygiene Program Assessment

Program Outcome 13		Course: DHYG 1201
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1201 The student will utilize empirical and quantitative skills to identify the histological and embryological development of the orofacial structures	Assessment of this SLO will be measured by exam Chapter 18 Development of Orofacial Complex in the second week of class	85% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
29/29 students passed with an efficiency of 75% or better.	27/27 students passed with an efficiency of 75% or better.	29/29 students passed with an efficiency of 75% or better.
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met		
2019-2020 Based on the data collected, target was met		
2020-2021 Based on the data collected, target was met. Adopted new textbook to improve student's learning.		

Dental Hygiene Program Assessment

Program Outcome 14		Course: DHYG 1235
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1235 The student will utilize critical thinking skills to identify adverse reactions to medications.	Assessment of this SLO will be measured by assignment Chapter 3	90% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	Different SLO used to assess course	Different SLO used to assess course
Evaluation and Use of Results for Program Improvement		
2018-2019 Based on the data collected, target was met		
2019-2020 Different SLO used to assess course		
2020-2021 Different SLO used to assess course		

Dental Hygiene Program Assessment

Program Outcome 15		Course: DHYG 1235
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1235 The student will utilize critical thinking by working on Pharmacology assignments throughout the semester.	Assessment will be done at the conclusion of Chapter 11. Assessment for this SLO will be conducted with students working on an assignment from each of the modules.	90% of the class will work on pharmacology assignments.
Findings 18-19	Findings 19-20	Findings 20-21
Different SLO used to assess course	29/29 students passed with an efficiency of 75% or better.	27/27 students passed with an efficiency of 75% or better
Evaluation and Use of Results for Program Improvement		
2018-2019 Different SLO used to assess course		
2019-2020 Based on the data collected, target was met.		
2020-2021 Based on the data collected, target was met.		

Dental Hygiene Program Assessment

Program Outcome 16

Course: DHYG 1304

Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
DHYG 1304 Explain the principles of radiation as it relates to physics, biology, hygiene, and safety; produce and interpret diagnostically acceptable radiographs utilizing various radiographic techniques; apply the principles of quality assurance and ethics in dental radiography; and describe the fundamentals of oral radiographic techniques and interpretation.	Assessment of knowledge for this SLO will be done by Radiation Protection & Operation of Equipment Competency 1.	85% of the class will pass this SLO with a 75% or better.
Findings 18-19	Findings 19-20	Findings 20-21
27/27 students passed with an efficiency of 75% or better.	29/29 students passed with an efficiency of 75% or better.	27/27 students passed with an efficiency of 75% or better.

Evaluation and Use of Results for Program Improvement

2018-2019

Based on the data collected, target was met. Program received one new Panorex machine, NOMDAD mobile x-ray unit, and two intraoral machines from the Pell Grant which made a significant difference in the room availability and quality of x-rays to the program.

2019-2020

Based on the data collected, target was met.

2020-2021

Based on the data collected, target was met

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

The biggest strength we have now is dedicated staff that has student success as their first priority. Another strength we have is our application pool which usually is around 90 or above.

2. Areas of Improvement

We have created an inventory database with replacement information to help us in maintaining/replacing equipment in a timely manner. We have expanded our curriculum to include all certifications that a dental hygienist can obtain in the state of Texas, Laser Certification and Nitrous Oxide Monitoring Certification. We also have the students take a course in HIPAA rules and Human Trafficking which are required for licensure. The final exam in Dental Hygiene Practice (Ethics) is the Jurisprudence exam for licensure.

3. Threats (external)

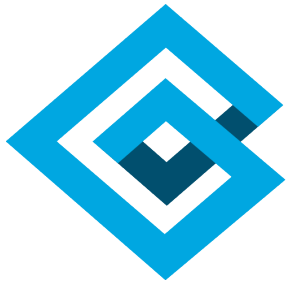
A new dental hygiene program has started a new Dental Hygiene Program in South San Antonio.

4. Opportunities (external)

The Coastal Bend Dental Hygiene Program is also accredited by the Commission on Dental Accreditation (CODA). Our last on-site visit was 2019. CODA made 8 recommendations to the program. We addressed all of the recommendations and on August 6, 2020, we were awarded the accreditation status of "approval without reporting requirements." Our next on-site visit will be 2027.

B. Final Discussion on the merit and worth of the program.

The Dental Hygiene Program has been part of the Coastal Bend College family since 1969. Each year we accept 30 students. We usually have at least 90 applicants for the program. The program is in high demand for students. The services we provide to the public are at a significantly reduced fee for the community. We are constantly examining our program to determine if there are ways for us to improve it for the students and the community.



Coastal Bend COLLEGE

Program Review/Evaluation

Program: Forensic Science

Program Director: Dr. Lisa C. Bowman-Bowen

Dean: Jarod Bleibdrey

Date: April 2022

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Part I: Program Purpose, Description, and Goals

A. Program Purpose

Students will develop a knowledge of the Forensic Science profession and associated industries through learning objectives designed both to expose the student to and engage the student in the theory and practices of various classifications and styles of evidence collection. Classroom instruction is combined with critical thinking exercises, practical skills practice, and demonstration. The student will receive an instructional curriculum within the CBC Forensic Science that meets or exceeds the basic requirements for crime scene tech.

The student will learn based upon a building block strategy which the student will achieve through levels of certification towards the final goal of the Associate of Applied Science in Forensic Science. The skills needed to succeed in Forensics include the ability to properly identify and collect evidence. To achieve that goal, the program requires the student to complete Criminalistics I and II courses offered within the course curriculum. Another learning area of industry priority is to identify the various forms of death and the appropriate actions for each. (These two paragraphs are the current catalog What Will I Learn?) (Aligns with Program Goals {PG} Objective {OB} 6.3 and 5.2 in **Appendix A**)

Narrative:

The Forensic Science program underwent a program change in 2019 designed to place increased emphasis on the necessary skills of on-scene collection of evidence. This change added two courses, Criminalistics III and Death Investigations II intended to have students practice skills in simulated conditions. The change also removed the course of Chemistry, in that this program is not meant to be laboratory focused. It is important for students to be *aware* of the processes that take place in that setting, yet not necessarily proficient in laboratory skills. The laboratory process information is provided throughout the program.

These changes align with the College Mission:

Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves.

The Forensic Science program's purpose is student-centered and reflects the program status before the 2019 changes in the goals and intention of the program. As noted in the subsequent discussions, the 2019 changes were part of the larger planning beginning in 2020. The research and planning specific to resequencing, marketable skills application/outcomes, and program-level objectives have identified areas of refinement focusing on the quality of the program that began in 2020 and is further leading to a technological-based approach. Future references should include "cutting-edge technology" and community collaborations, providing a refined descriptive presentation.

The prior program review, including an update of the program purpose statement, will not be done in comparison as, 1) the details of dates for changes are not available, and 2) the available prior draft combines all three program areas of criminal justice, forensic science, and law enforcement.

B. Program Description

Forensic Science: Crime Scene Investigation and Analysis

This workforce course of study is designed to provide the student with the necessary skills and knowledge to investigate, document, and collect physical evidence at various types of crime scenes. The student will study the science-based disciplines found within the specialized Field of Forensic Science and Criminalistics and will prepare the student for employment as a Crime Scene Technician. Course emphasis will include a combination of criminal justice, natural sciences, psychology, and mathematics, as well as specialized courses concerned with crime scene analysis, documentation, collection techniques, and reconstruction.

Criminalist careers are in high demand. Granted, the popularity of shows like CSI, Law & Order, and Bones brought forensic science into the mainstream. Still, the U.S. Bureau of Labor Statistics (BLS 2021) has also noted an uptick in demand. From 2019 to 2029, forensic science technicians, who share a similar occupational title to criminalists, are projected to grow by 14 percent, a rate that is faster than the average for all occupations at 4 percent. (These two paragraphs are from the CBC Website program page)

The student seeking an AAS in Forensics will receive an industry-driven foundation in contemporary Forensic theory and practices. The student will be provided with knowledge of various techniques used to process crime scenes for Forensic evidence, which are common to the profession. Graduates of the program will be competent in how to secure a crime scene, identification of evidence, proper documentation of a crime scene, evidence collection and packaging, types of evidence to look for in different types of crime, the tests available to analyze evidence, and Forensic laboratories. The program prepares the student to enter the field of Forensics as a crime scene tech at the federal, state, or local levels. Additionally, this field of study also prepares the student for entry and intermediate levels in careers in private laboratories as a lab assistant. (From CBC catalog)

Notation Narrative: This area is the same in notation as the Program Purpose as it is adequately aligned for now. Future changes in the program will prompt revisions in these areas as well. {PG/OB 4.3, 5.2, and 6.3 in **Appendix A**}

C. Program Goals

A strategic plan was created as the result of the planning which builds upon the 2019 changes and was furthered by research implemented in the fall of 2020. The plan, provided in **Appendix A**, brings together a cohesive plan encompassing Program Standards for updating program elements and degree plans to industry standards, resequencing courses, and incorporating industry standards. This portion was completed in May of 2021 but remains under annual review. The second priority goal is a Student Outcomes project utilizing Quality Matters, ONET skills inventories, as well as field specialized standards. A cross-walk matrix was created to assure that these tie to the specified items in the master course syllabus and identified assessment. This initial goal will be completed in the Fall of 2021 and will be reviewed every

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three years as part of the assessment cycle. The third goal is to focus on Accreditation standards, and as noted in the Student Outcomes is part of the project to revise all syllabi, with Student Learning Objectives – Specific (SLOS) from the WECM/AACGM inventories, Student Learning Objectives for Marketable Skills (SLOM) from the ONET and specialized standards, and Program Level Objectives (PLO). The initial updating of all syllabi was completed in May 2021. This is also part of ongoing cycle reviews as courses change because of required educational standards.

The four remaining goals are Community Partnerships, Program Resources, and Future Vision. As the previous projects have been completed through the initial foundation of the program, these remaining goals will become an additional focus for the 2022-2026 cycle.

Notation Narrative: This program review focuses on status, changes, and planning through May 2021. Some of the items, specifically those designated with an asterisk (*), are going through a refinement process in 2022 and beyond due to academic required changes such as master syllabi format, courses capacity standards, and Texas Higher Education Coordinator Board (GIPWE) implementation of Capstone proficiency standards. The stated goals are subject to completion/revisions of those updated standards. The same is true for the technology focus, suggested in the goals, which came to an unexpected and sudden opportunity in the Summer of 2021. This review includes notations of goals and objectives when applicable designated by {}.

D. Program Student Learning Outcomes

The newly implemented Program Level Outcomes are the result of the planning which builds upon the 2019 changes and research implemented in the fall of 2020. (**Appendix B**). The outcomes were created by utilizing the aforementioned sources (ONET, WECM, ACGM, and specialty organizations). Each outcome is cross-referenced across courses to assure that the wholistic approach of the program is met on completion. In the future, these will be the core proficiency assessments for the capstones. In a general review, they cover essential knowledge from the major components of Criminal Justice, the processing of a crime scene, necessary investigative components, suspect identification procedures, including the physical connection to evidence, and necessary documentation and presentations of evidence through the court process.

Notation Narrative:

The stated list of program outcomes is not currently a part of the college catalog. They will be included in upcoming webpage revisions in conjunction with upcoming program changes. Nevertheless, the program learning outcomes align with the published statements of purpose. The PLO's are now part of each master syllabus and in coordination with the learning objectives for each course. {PG 2 all OB **Appendix A**}

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

The Forensic Science Program is currently comprised of one full-time faculty, one shared full-time faculty, and two adjunct faculty members. All the programs' faculty members have strong professional and educational backgrounds that enhance the curriculum and overall student learning. Furthermore, all the faculty members have professional experiences stemming from different branches of the Criminal Justice System or related fields, which include law enforcement services, judicial/prosecution, corrections, and social service agencies.

The current teaching load by annual contract for full-time faculty is a minimum of five courses. The lead faculty for this program also performs the duties of a division coordinator, and therefore receives a one-course release. At the present time, the lead faculty teaches general studies criminal justice courses within the program and three Forensic Science courses. The remaining two Forensic Science courses are taught by the lead faculty of the law enforcement program. Two adjunct faculty presently teach criminal justice courses that exceed the full-time load limitation for the full-time faculty. As part of the future goals, when student numbers increase for the Forensic Science program, additional adjuncts will be utilized accordingly to teach introductory level criminal justice courses, allowing the lead faculty to focus more on the instruction of Forensic Science courses.

b. Strengths

The faculty of the Forensic Science program are dedicated to the college's mission of achieving student success as well as continuous improvement to the program offerings. In addition, all full-time members are one of the college's resources in achieving student success and institutional excellence. Accordingly, members of the program are active in his/her personal faculty development and engaged in the Coastal Bend College community. They actively seek opportunities for community involvement through collaboration and partnerships with various agencies and institutions. The primary leadership position of this program is held by a faculty who has obtained a doctorate degree in criminal justice, as well as post-graduate certification specific to this program. The program procures adjunct faculty who have obtained a master's degree due to the requirements of the university-bound criminal justice courses, but also those that have specific experience in the topic areas in which they teach. These hiring decisions are made in coordination with the lead faculty, the program division coordinator, and the division dean.

i. Professional Development

As previously stated, all Forensic Science instructors have extensive agency-based experience and the majority hold graduate degrees. In addition, many of the instructors taught advanced courses at their respective agencies. Furthermore, the instruction provides real-life experiences that help to reinforce and clarify theories, concepts, and statutes. The majority of instructors have extensive formalized training in teaching methodologies as well as instructional systems design. Due to the changing nature of the criminal justice field, instructors regularly update their knowledge through continuing education, associations, conferences, newsletters, and legal updates. When applicable, instructors seek relevant and updated certifications for higher level knowledge as changes occur within the program and/or course objectives. At this time, the Forensic Science Program does not have any professional development or CEU requirement by which the faculty of the program must maintain, aside from that required by the College.

During the transitional period that the program encountered, there was a total of 95.5 hours of documented professional development. The 2018-2019 period included 6.75 professional industry hours, 32.5 direct supervision Instruction hours, and resulted in one industry recognized certification. The 2020-2021 period included 12.5 professional industry hours, 31.75 direct supervision Instruction hours, and resulted in one industry recognized certification. In addition, this period included 12 hours of Coastal Bend training on course integrity (quality matters) and faculty remained active in industry knowledge and updates through three organizations, two association memberships, and participated in one scholarly review. Data was not available from the 2019-2020 year due to the promotion transition of former lead faculty and the hiring of new lead faculty. (The professional development list of activities for these years is outlined in **Appendix C**)

c. Areas for Improvement

The areas of ratios and faculty needs reflect the impact of decreased student enrollment over the course of the three-year period. (See Section Load and Ratio Data Tables by Year in **Appendix D**)

Faculty to student ratio data	FT Faculty to PT faculty ratio data
2018-2019 4:9	2018-2019 2:2
2019-2020 3:5	2019-2020 1:2
2020-2021 3:2	2020-2021 3:3

Recruitment and retention are critical areas that influence income for resources, proportionality in costs to income, and future need for more faculty, as well as providing increased diversity of experience in faculty. In addition to the decrease in enrollment we incurred during this time, work on the program during the 2019-2020 transition found that most students were taking courses out of progression order from the degree plan. Since then, the faculty has been committed to identifying students choosing to register for classes ahead of their progress. The combination of the resequencing of courses and realigning

student progress created a one-year gap (minimum) in lower numbers, specifically for the second-year courses. This was more noticeable as many students moved from full-time to attending part-time increased during this period. In addition to the aligned degree plans, future changes following the Texas Higher Education Board/GIPWE capstone requirement will add year one and year two proficiency checks, for which pre-requisites will be enacted, and will also assist in limiting the prior issues. {PG 1 all OB, OB 6.1, 6.2, 6.4 **Appendix A**}

d. Future Direction and Budget Implication

Prior to the Fall of 2020, the traditional face-to-face courses of CRIJ changed to a 2-way video mode and thereby utilizing one professor for the two locations of Beeville and Alice. A present focus point is to identify ways to combine course sections (e.g., cross-list online course to face-to-face, 2-way teach of lecture portion for lab-lecture courses) during this time of low enrollment to lessen instruction costs to the program. The future directions of recruitment and program visibility will increase student enrollment, and in turn increase the income-to-cost ratio. {OB 6.1, 6.2, 6.3 in **Appendix A**} Costs for recruitment and program visibility for travel and social media are part of the annual budget. There are also low-cost and no-cost methods of expanding on direct efforts, such as emails to high schools introducing the program, utilizing college marketing such as photographing lab exercises, and keeping dual enrollment sites updated on the progressive changes of the program.

Notation Narrative:

When considering the cost-effectiveness of the program, in terms of instructional staffing costs and proportionality to enrolled students, the Forensic Science program data reflects disproportionality. This is due in part to several courses in the program being shared among the Law Enforcement program and general studies of Criminal Justice. (The presentation of costs and revenue is provided in the Budget section). Because of this, Criminal Justice reflects income from enrollment that are CTE students, and such data is not accounted for in ratios and revenue percentages. These include: CRIJ/CJSA 1301/1322, 1306/1313, 1310/1327, 1313/1317, 2313, 2314/1342, 2323/2300, and 2328/1359 are part of the Forensic Science, Criminal Justice, and Law Enforcement; CRIJ/CJSA 1307/1312, and 2313, are part of both Forensic Science, Criminal Justice; CJSA 2323 and CJLE 1325 are part of both Forensic Science and Law Enforcement; and CJSA 1400, 1401, 1308, and 2332 exclusive to Forensic Science.

Also, pertaining to this Faculty/Staffing section, is the importance of course-specific training. There have been delays in the recommended Professional Development for the specialization courses in Death Investigation and Criminalistics. For 2020-2021, the significant barrier was the national restrictions on travel to training and conferences, whereby many valuable opportunities were canceled. An important training for Death Investigation, the Medicolegal Investigations Certification, was moved to an online format and this enabled Dr. Bowen to take it online, thereby also reducing the cost of accommodations in St. Louis. Alternatively, the SIRCHIE training specific to Evidence Collection and Analysis for the instructor of Criminalistics II, Aniceto Perez, was delayed until 2021-2022.

2. Technology

a. Overview

Throughout recent years, technology-based learning has become a more preferential avenue for learning and the current generation desires the use of technology in conjunction with traditional learning. The Forensic Science department has acknowledged this and utilized the avenue for the program's future. This direction provides the proper resources for skills while utilizing the latest technology to enhance and support student learning.

b. Strengths

The majority of program courses use some type of technology to enhance student learning. The Criminal Justice courses utilize online inclusive access to a textbook in which students have embedded quizzes in their chapter readings. These textbooks materials include industry specialist videos and case studies. Aside from the online courses, face-to-face courses also include a third-party platform reading, as well as technology for the lecture in a two-way setting in which the instructor teaches from one of the two locations twice a week.

For lab-specific classes, virtual tools such as autopsies, courtroom presentations, and crime scene investigations have been utilized in applicable learning. Faculty members have also taken advantage of many of the technology-based workshops and one-on-one training courses offered by the college such as Blackboard training, Lifesize video training, and Polycom training.

c. Areas for Improvement

For program-specific technology, forensic science students need exposure to a wide variety of equipment and technology that varies by agency size, budget, and location. Items for review in the future include creating a small computer lab with many different types of agency-specific software, updating older evidence-related equipment, and adding tools for simple tasks such as digital measures, in addition to the use of tape measures.

d. Future Direction and Budget Implication

The prior stated items are part of the strategic plan (Goal 6: Taking the Crime Scene Analysis Program to the next level), which includes seeking information on existing technologies best suited to the program courses, including but not limited to, Identikit suspect identification, Crime Sketch CAD, and Crime Scene 3D modeling. Also, to research and identify potential grants to create a computer lab within the Industrial Trades/CJ Building to be utilized during instruction times, as well as for courses with an open lab component. The computers contain the noted software technologies.

The cost implications of these goals and objectives are yet to be fully vetted due in part to the unexpected opportunity for the 3d scanner technology opportunity in the Summer of 2021. This new direction incorporates part of these ideas.

Notation Narrative:

Currently, the program's annual proposed budget is kept to items of necessity due to the decrease in enrollment. The successful awarding of grant monies for purchasing significantly advanced technological equipment will be of great benefit to the program (2022 and beyond), whereby investing in the program's future without an additional budget expense. It has also postponed the planned purchases of accessories (e.g., digital measures, digital capture, crime scene sketch software) at this time, and these will be reassessed with priorities for the future.

3. Equipment and Facilities

a. Overview

The Forensic Science Program has diverse needs. In terms of facilities and equipment, the program utilizes regular campus classrooms, lab instruction, and mock-scene instruction. The campus classrooms have instructor computers and digital projection.

b. Strengths

At the main campus, the primary instruction area for Forensic Science is the top level of the Industrial Trades Building. This area includes a dedicated lab room with forensic equipment and supplies, as well as the main instruction classroom. Aside from the previously noted 2-way teaching system, the classroom is adequate in serving the instructional needs at this time. For the Alice campus, the primary instruction area is within the campus facility and is adequate as well, and contains a lab exclusive room within the area of the classroom.

c. Areas for Improvement

The two-way teaching system does not replicate a traditional classroom. The delay time from speaking to receiving communication back is about 3-4 seconds. The cameras are set up to capture the students but fail to capture the instructor in a front-facing view for the opposite site. There is not a viewing screen for the instructor large enough to see the students clearly while presenting PowerPoint, therefore it fails to retain student engagement and the instructor is not able to easily detect it. Room size also hinders a clear view as one room is narrow and long.

The cleanliness of the main campus instruction areas and personal facilities could be improved, and then maintained on a regular basis. Students have noted through comments and evaluations of unsanitary bathrooms and soiled and stained walls and floors. However, the use of areas is messier for forensic

science than typical instruction and the instructors, as well as students, must be mindful of their use of lab areas and be diligent in immediate cleaning when possible.

These areas are part of the plan {OB 5.2, 5.3, and 5.4 **Appendix A**} focused on researching and identifying educational needs, suitable facilities, and technology, as well as making revisions for adequate and appropriate facilities.

d. Future Direction and Budget Implication

Part of the future direction is to identify and request potential areas and items necessary to perform mock crime scenes as it is a noted component of the key forensic courses. The restriction is one of finding an area available and conducive to the objective, more so than a budgetary restriction. Once an area has been identified, the setting up of a residential style room can be done by locating donated free items.

Currently, the program does not have an obsolescent plan for large equipment purchases. It has been a significant amount of time since the last purchase of laboratory equipment (dates unknown), and newer technology of on-scene forensic equipment will move the program away from being laboratory specific. This newer technological equipment will be purchased with long-term contracts and its validity will be reassessed after four years.

For the instructional setup, start by identifying best practices with current equipment and potential low-cost solutions such as the use of an open line telephone for immediate communications, moving existing screens (Beeville has two), and/or equipment. In prior years there was a facilitator in the room at the alternate site. This is cost prohibitive for every multi-site class. An alternative idea is to have one facilitator serve multiple multi-site delivery programs. The facilitator would check in on classes periodically and be available for equipment issues and monitoring classwork/testing.

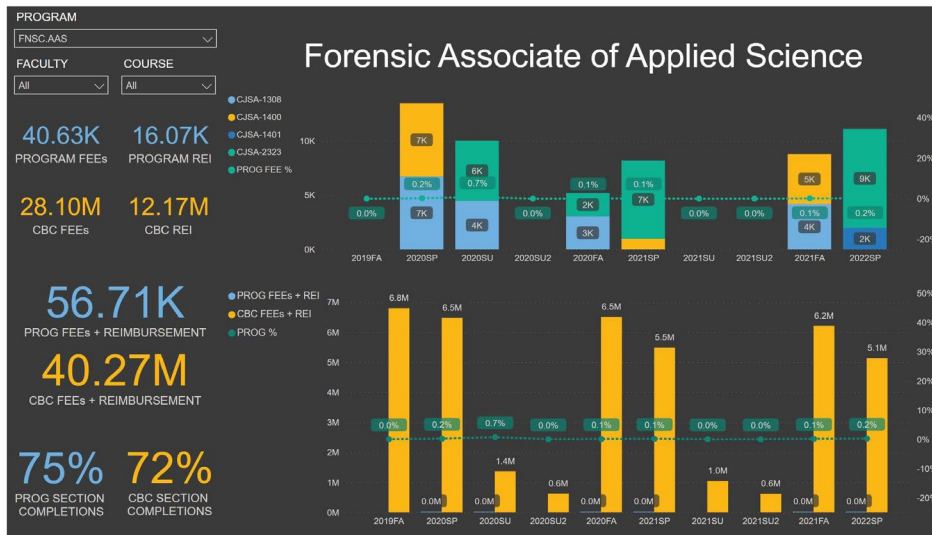
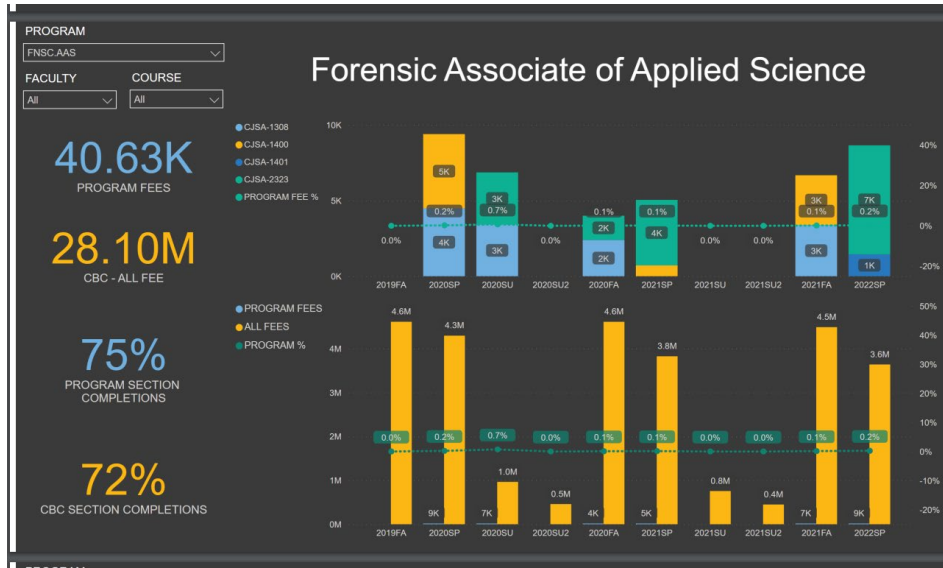
As a final note, the best resolution for many of the items throughout this document (e.g., 2-way equipment challenges, budgetary concerns, etc.) is recruitment and retention. Communications with the IT department, administration, and maintenance department collectively agree that funds spent towards enrollment increase and retention, basically building the program, and in turn with the end goal of meeting enrollment minimums at each of the Beeville and Alice sites. This would resolve many of these issues by no longer requiring currently used systems (e.g., 2-way).

4. Budget

a. Overview

The charts within this section depict data on program fees, comparison to the College average program fees, fee income, budget data, and applicable faculty salaries.

Data: Program Fees



Data: Tuition and Fees

Program Costs

		2018-2019	2020-2021
		2019-2020	2021-2022
In-District Total	30 Hrs.	\$2,196	\$2,646
Books and Supplies Est		\$2,000	\$2,000
	x2	\$8,392	\$9,292
Course Fees		\$75	\$400
Total		\$8,467	\$9,692
Out-of-District Total	30 Hrs.	\$4,056	\$4,506
Book and Supplies Est		\$2,000	\$2,000
	x2	\$12,112	\$13,012
Course Fees		\$75	\$400
Total		\$12,187	\$13,412

Course Fees

CRIJ2314/CJSA 1342 Criminal Invest	\$50	\$50
CJSA 1400 Death Inv	\$50	\$50
CRIJ2323/CJSA 2300 Legal Aspects	\$25	
CJSA 1401 Death Inv II		\$100
CJSA 2323 Criminalistics II		\$100
CJSA 2323 Criminalistics III		\$100

Data: Budget

Overview 2020-2021

Program	Pass Rate	Avg. Enroll Per Sec.	Budget	Revenue	Contact Hour Reimbursement	Hour Total	Combined Total
Forensics	80%	5	\$58,577.35	\$9,050.00	\$4,320.00	-\$45,207.35	\$155,530.84
Law Enforcement	83%	12.82	\$74,551.81	\$206,580.00	\$68,710.00	\$200,738.19	

2020-2021 Salaries Estimated	
One Full-Time Faculty (8 courses)	\$49,082
Overload Pay (4 courses)	\$2,850
Three Adjunct Courses	\$5,400
Cross-Teaching Adjustment*	-\$9,555
Annual Estimated Cost (without benefits)	\$47,777

* 7 Courses taught are shared with the Law Enforcement Program; The Law Enforcement Program faculty salary contains teaching two courses in Forensic Science

2020-2021 Budget (Non-salary)	
Travel - 10-44252-2-65414	1,707.00
Vehicle Repair Account: 10-44252-2-63318	445.00
BVC Supplies Account: 10-44252-1-65502	1,278.00
BVC Course Supplies Account: 10-44252-1-65506	7,500.00
	10,930.00

b. Strengths

The strengths reflected in the preceding data are first, and foremost, the increased emphasis led by the College to provide data for program-level budget and income to the Dean's office which is further distributed to the Division Coordinators and Lead Faculty. This attention to the communication of this data makes budget awareness a focus at every level and assists the program leads in planning and goals.

When comparing current wages for graduating students, the program costs, including applicable fees, are proportionate to the starting wage. Recent employment prospects as exemplified in **Appendix J** are averaging between \$37,000 to \$60,000 by department and responsibility.

In a review of the fees, the program focuses on relevant, justifiable, and necessary fees for the student. The program fees for Spring 2020 9k, Summer 2020 7k, Fall 2020 9k, and Spring 2021 5k, reflect an average of \$14k to \$16k per year. Future fees incorporate inclusive access to textbooks to make sure the student has the necessary information to succeed in the classroom and beyond.

c. Areas for Improvement

A couple of areas of improvement are part of current initiatives and include: {PG 5, OB all **Appendix A**}

Separating out the costs and data of each of the three areas (CRIJ/Forensic Science/Law Enforcement) that have been merged by various processes through the prior years. Progress towards having all Forensic Science costs retained under a structure number (for instance Beeville), and all Law Enforcement under a separate structure number (Alice). The Criminal Justice budget would only contain faculty salaries and those could be proportioned across programs by knowing the number of students in each class and their program (Forensic Science, Law Enforcement, General Studies).

The Student Course Fees noted above are approximated every calendar year, and it is not until enrolment is confirmed after the 12th day that exact numbers related to student numbers can be confirmed. Even with that confirmation, spring numbers are still approximated. It is important that faculty be aware of this as they are ordering supplies tied to the Course Supplies Account.

d. Future Direction and Budget Implication

Part of the projects going forward will focus on a yearly inventory of supplies, and replacement of supplies so that costs are incurred within the year of the student fees. This will avoid the need for significant

restocking every couple of years. This will also reaffirm that the student fees cover the course period, as well as assure that the general College budget is not absorbing part of the cost of the consumable items.

Notation Narrative:

This is one of two areas (Budget and Student Tracking/Employment) that require immediate attention. This requires the programs' lead faculty to better understand and research the degree cost in comparison to the starting wage. In addition, perform an annual pull of actual costs and determine where costs and incomes originate concerning the Forensic Science Program. A key strength is the marketability of the students according to Labor Statistics and prevailing wage rates found in the research of employment opportunities.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

The Forensic Science program is in compliance with requirements as set forth by the College. The program, at this time, does not have an external accreditation body or oversight agency.

b. Strengths

Part of the projects in the 2020-2021 year and forward focus on College compliance with academic standards. Examples of this are the review of all course descriptions, degree plans, and syllabi in comparison to THECB approved plans. This is performed to check for potential errors in the information, as well as to review the ACGM/WECM course standards to assure the information provided in these materials align with the course requirements. {PG 1, 2, and 3; OB all **Appendix A**}

c. Areas for Improvement

An improvement is to continue to stay up to date on directives from the College. Once the past directives have been either reviewed and/or completed, keeping current with requirements will be less time-consuming and allow for further efforts on crucial areas of program growth, as well as seeking potential certifications and/or accreditations for the program.

d. Future Direction and Budget Implication

The program's advisory board held an ad hoc meeting in the Spring of 2021 to review program changes for Fall 2021. This ad hoc format was due to Covid restrictions and concern for in-person contact. The next advisory meeting is in the Spring of 2022. This meeting will include discussions on these compliance areas, as well as much of the information contained in this document, as we work towards focused priorities, academic integrity, and the specialized identity of the program. (See **Appendix E** for agenda and vote)

At this time (March 2022), Forensic Science related organizations offering accreditation are limited to Bachelor's and Master's programs. The reason is twofold: 1) most seeking institutions, as well as the accrediting body, are currently focused on laboratory standards. These focused programs require multiple Biology and Chemistry instruction which is not possible within a two-year degree. The main accrediting body is the American Academy of Forensic Science – Forensic Science Education Programs Accreditation Commission (FEPAC). 2) A new organization – The Organization of Scientific Area Committees for Forensic

Science is working in coordination with the National Institute of Standards for Technology in setting registered protocols as well as education standards. It is expected that at some point within the 13 sub-topics, one of which being Crime Scene Investigation/Analysis, there will be standards and direction for the two-year programs, as well as potential accreditation. However, this is not an area of their focus currently as they too are active in laboratory-based standards.

Notation Narrative:

Part of the current Forensic Program is progressing toward capture and processing technology related to the crime scene. An additional area of focus for the program is property evidence management. Texas has a chapter of an international organization, the Texas Association of Property Evidence Inventory (TAPEIT). This sub-component of the larger field of Forensic Science, as well as Crime Scene Investigation, is a fundamental skill that relates to the Level 1 certificate. Both the capture/processing technology and property evidence management have external training and certificate opportunities that would fit well within the present courses while awaiting any potential future accreditation possibilities by current field accrediting bodies. {OB 6.7 see **Appendix A**}

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

a. 2018-2020 (Two years)¹

During this period, the lead faculty transitioned to the position of Dean of Continuing and Technical Education. His committee assignments included co-chairing the Curriculum and Catalog Committee, as well as the Academic Calendar Committee. After the transition of the Dean, the program was placed under the division of Public Services. The coordinator for the division served as a member of the Curriculum and Catalog Committee.

The Forensic Science degree and associated certificates went through notable changes (under the direction of current Dean Bleibdrey) beginning with the planning stages in 2018-2019 and continuing with implementation for the Fall of the 2019-2020 school year (see **Appendix F** for degree plans). These changes included adding Death Investigations II and Criminalistics III to the A.A.S. degree plan. These additional level courses are a semester-long application of skills, including a comprehensive project. In addition, two courses were removed (photography and chemistry) based on the college availability of instruction, as well as that they are not a necessity as stand-alone courses for this program. The plan seeks to include photography instruction incorporated within courses. The chemistry requirement is specific to students who would be working towards a laboratory-focused position, which is not the direction of the program's future. The other science requirement, the biology course and lab, remains in the program.

¹ The committee information was not found to be available by separate years at this time. The additional activities included herein is what was available in/from self-evaluations and/or human resources files. It was also during this time that the College restructured the committees.

b. 2020-2021

Beginning the Fall of 2020, Lisa C. Bowman-Bowen became the new lead faculty for Criminal Justice and Forensic Science. During the 2020-2021 year, her committee and academic positions included the additional duties of division coordinator for Public and Professional Services and member of the Curriculum Committee. As division coordinator, she assisted in resequencing of offerings, course changes, and the process of the curriculum committee for programs within the division. (See **Appendix G** for a detailed list) The co-participant in teaching Forensic Science, Aniceto Perez, was a member of the Coastal Bend College Safety Committee.

Program-specific activities included re-sequencing all offerings and updating course information within the catalog, submitting changes through the advisory and curriculum committees, creating marketable skills and program-level outcomes aligning with ONET and industry standards for each course-related syllabi, creating a matrix cross reference to all courses for outcomes, creating a new model assessment for the program to align courses and assessments with outcomes, updating 22 administrative master syllabi, and creating the Forensic Science Program’s Strategic Plan. During this period a partnership project began for pathways with Texas A&M University - Kingsville and recruitment activities included visits to Pleasanton High School, Karnes City High School, and Poth High school, as well as a letter of introduction of the lead faculty and program overview was sent to 36 area high schools.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

Data: Number of Student Served

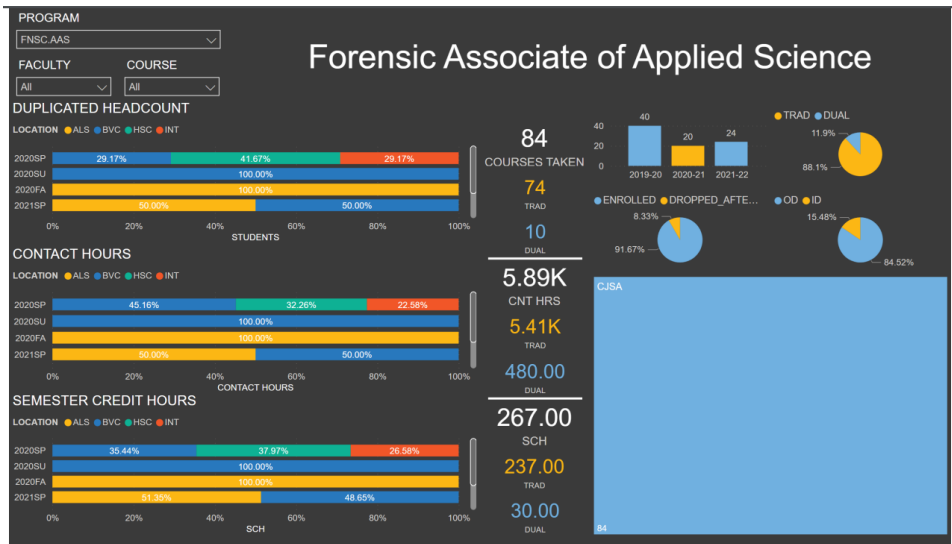
The following charts depict student course completion rates and retention rates specifically for FTIC (First time in college). The first chart shows the percentage of course completion rates by Face-to-Face mode versus the Internet courses. The FTF courses also include the use of the 2-way instruction from Beeville to Alice in all Criminal Justice courses (CRIJ). All the Forensic Science (CJSA) are traditional FTF. As noted, the FTF has a much higher completion rate, and this was especially notable in the year of the pandemic. The second chart shows the enrollment and retention rates over the past 4 years for FTIC.

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	45	69	68	99%	65	94%	3	4%	1	1%
FTF	45	69	68	99%	65	94%	3	4%	1	1%
2019-20	31	40	38	95%	38	95%	1	3%	2	5%
FTF	26	33	32	97%	32	97%	1	3%	1	3%
INT	7	7	6	86%	6	86%	0	0%	1	14%
2020-21	19	20	17	85%	16	80%	2	10%	3	15%
FTF	14	15	15	100%	14	93%	1	7%	0	0%
INT	5	5	2	40%	2	40%	1	20%	3	60%
2021-22	9	11	10	91%	9	82%	1	9%	1	9%
FTF	5	5	5	100%	4	80%	1	20%	0	0%
INT	6	6	5	83%	5	83%	0	0%	1	17%
Grand Total	90	140	133	95%	128	91%	7	5%	7	5%

ENROLLMENT & RETENTION				
Distinct Students	2018-19	2019-20	2020-21	2021-22
FTIC - 2018FA	9	4	5	2
FTIC - 2019FA		5		1
FTIC - 2020FA			2	2
NOT FTIC	36	22	12	4

The preceding chart reflects the noted challenges of enrollment. In review, the decline of student enrollment was significantly impacted from various areas, one of which was the result of the 2020 virus outbreak and subsequent classroom restrictions. In the process of this our program had a change in lead faculty. As the hiring of a replacement was uncertain, extra courses were offered in spring and summer of 2020 assured student graduation. In addition, throughout the 2019-2020 transition, we found that most students were taking courses out of progression order from the degree plan. The faculty have been committed to identifying students choosing to register for classes ahead of their progress. The combination of the resequencing and realigning student progress created a one-year gap (minimum) in lower numbers (longer for most students are part-time).

Data: Contact Hours/Credit Hours



The preceding chart provides data on contact hours for the 2020-2021 period. This also reflects the noted scheduling of students taking extra courses during the year 2020, as the newer schedule does not have

courses during the summer for CJSA courses in the Forensic Program. In addition, the contact hours and credit hours are relatively equal; future data will reflect more Alice/Beeville balance of 70% (Beeville) to 30% (Alice). Currently the ratio from CBC students to High School students remains the same.

Data: Surveys/Evaluations

The Student Survey and Evaluation information specific to this program, and during this cycle, is limited to the year of this review. Information from an overall review of the College survey reflects applicable information and is reviewed in the next paragraph. Future reviews will contain evaluations by semester performed through the college process, as well as course survey information from an instructor-provided questionnaire that opens after the final exam.

Students state that location (41%) and cost (40%) are the two primary reasons that they chose the College. Notably, it is important to be aware of all program costs, such as discussed prior in assuring that fees are relevant and necessary, and held to a minimum. In a recent Google Analytics report, persons visiting the Criminal Justice Science, Forensic Science, and Law Enforcement page were local, as well as further away from the college location than expected: Beeville (11.6%), San Antonio (8%), and Houston (11.5%). The demographics of page visitors were Female (72%) and Male (28%), ages 25-34 (29.3%) and 35-44 (26.5%). This demographic information has not been the targeting method used previously by the program but will be addressed in future strategic planning.

Expressed in the comments is the desire for more on-campus events, specifically club meetings, program-student interaction, and potential virtual program/club meetings. This is a key strategic goal in making students more connected, not just to the College, but just as importantly the program. {OB 6.9 **Appendix A**} Survey comments also expressed concern over inclusive costs, textbook fees, and shipping costs. At the present time, the Forensic Science program (as well as the Criminal Justice classes) utilize inclusive access to assure that students have received the necessary materials to be successful in the classes/programs. Online eBooks are much less costly than physical textbooks. Yet, the face-to-face students in the Forensic Science program have expressed the desire to receive the physical textbooks so that they have them available not only during class time and lab time but assist when they have times in their work/personal life to review material. This change of eBook (for Online) and a physical book (for FTF) will be addressed in the future course assessment plans.

The student evaluation for the lead faculty (Dr. Bowen) was completed by 6 students. The responses were mainly positive feedback on the faculty's assistance, response, feedback, and fair grading. Also, for providing helpful activities and materials. One student marked an "unwillingness to meet outside of class," although the remaining 5 strongly agreed that the instructor was accessible. **Appendix H** is the exemplified survey response. Although all positive, the program endeavors towards increased numbers of student feedback and therefore more data and comments.

Notation Narrative:

Aside from the preceding data, transfer data is not available. This is due in part to 1) the lower numbers of the program and 2) as the Criminal Justice, Law Enforcement, and Forensic Science programs have been combined in the past for almost all reporting purposes. As part of the 2020 changes, the process has been to separate each program area for a better analysis of changes and outcomes. This has brought challenges due in part to the multiple sharing of courses across programs. In addition, the enrolment for this period ended at an extremely difficult low. After the Spring of 2021, interest in the program is significantly increasing, and enrollment is slowly rising. The planned changes in technology focus, program visibility, and targeted program targeted are part of the overall strategic goals for the program that are already seeing a positive effect.

C. Outcomes (Immediate, intermediate, long-term and ultimate)

Several changes have been implemented in the curriculum since the last program review cycle. These include new field-specific courses, removal of multiple certificate offerings, and sequencing of degree plans for consistency to course offerings and student success. Historically Forensic Science courses had higher enrollment in the early part of the student entering the program. These changes intend to curb the taking of second-year courses before fundamentals such as English and Science which ultimately would otherwise assist the writing assignments and a general understanding of the science-based program. The changes included are: (see **Appendix F** for catalog copies)

2018-2019 to 2019-2020

- A.A.S.in Forensic Science – No change
- Certificate Options: Forensic Science Level I Degree Plan (21SCH)
 - Renamed – removed “Certificate Options”
- Certificate Options: Fundamentals of Forensic Theory Level I Degree Plan (15SCH)
 - Renamed – removed “Certificate Options”
- Certificate Options: Marketable Skills Achievement Award Forensic Science Degree Plan (12Sch)
 - Renamed – Occupational Skills Award Forensic Science

2019-2020 to 2020-2021

- A.A.S. in Forensic Science
 - Removed Chemistry, English 1302 (2nd English)
 - Added new courses Criminalistics II and Death Investigations II
 - Made Crime in America an alternate to Police Systems and Practices
 - Added Criminal Justice Survey (existing LE course) and alternate of new course Practicum for Field Experience
 - Added Correctional Systems and Practices (as summer course requirement)
 - Dropped the Language, Philosophy, Creative Arts – (this is an error and corrected with Fall 2021 implementation)
- New Degree Plan: Crime Scene Investigation Level II Certificate (44SCH) **Implemented**
- Forensic Science Level I Degree Plan (21SCH)
 - “Degree Plan” replaced with “Certificate”

- Notation that the degree plan has 2 errors in catalog: 1) Police Systems and Practices listed twice and 2) Hour's total 24, when plan is still 21 – both corrected with Fall 2021 implementation
- Fundamentals of Forensic Theory Level I Degree Plan (15SCH) – **Plan Deleted**
- Marketable Skills Achievement Award Forensic Science Degree Plan (12Sch) – **Plan Deleted**

2020-2021 to Fall 2021 implementation

- Revise noted errors
- Resequencing across all offerings for course offering alignment

The rationales and/ or justifications for these changes are primarily employment and industry standards focused. The addition of the additional level of specialization courses allows for a semester-long project/case-based performance utilizing multiple skills learned in prior classes. As a secondary focus, creating degree plans that, when possible, transition to higher learning. Although currently, the Forensic Science program does not have articulation agreements, the College is in the process of general pathways, and that has opened discussion for Bachelor of Applied Arts and Sciences (B.A.A.S.) transfer opportunities. At this time, it is best to focus on the first of the priorities as well as projects in the process such as THECB and GIPWE required changes, prior to seeking any agreements, mainly due to the refinement of current degree plans currently in process.

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

In prior years, Student Learning Outcomes as specified by WECM were the primary method for measuring and gauging Program effectiveness. (**Appendix I1**) The Program has a general performance standard of 70/70, which means that 70% of students are targeted to reach a minimum 70% proficiency level. Beginning in 2021, skills-related assessments were part of a project that started with using the skills from relevant sources (NIJ, TCOLE, OSAC, and Onet) to determine the specific tasks and skills for the position targeted by the Forensic Science Program – Crime Scene Technician (**Appendix I2**). Once those were put into a matrix, a general compilation was created to outline Program Level Outcomes, and furthermore map where these outcomes would be implemented within the applicable courses (**See Appendix I3**). Furthermore, the Marketable Scans skills were aligned with specific skills and tasks from the prior matrix. These SCAN skills have become the overall focus for course-specific assessments. Five courses were identified as the key areas of importance to the program. Those are the items used in the new model assessment. They are noted within each syllabus, as well as items of assessment are provided in the fourth part of the matrix documents (**Appendix I4**). Because PLO/SLO/SCAN assessment is in its infancy stages, minimum benchmarks and measurements will need to be adjusted as more data becomes available on a regular cycle, as well as current projects of GIPWE requirement implementation. {PG 1, 2, and 3; OB all **Appendix A**}

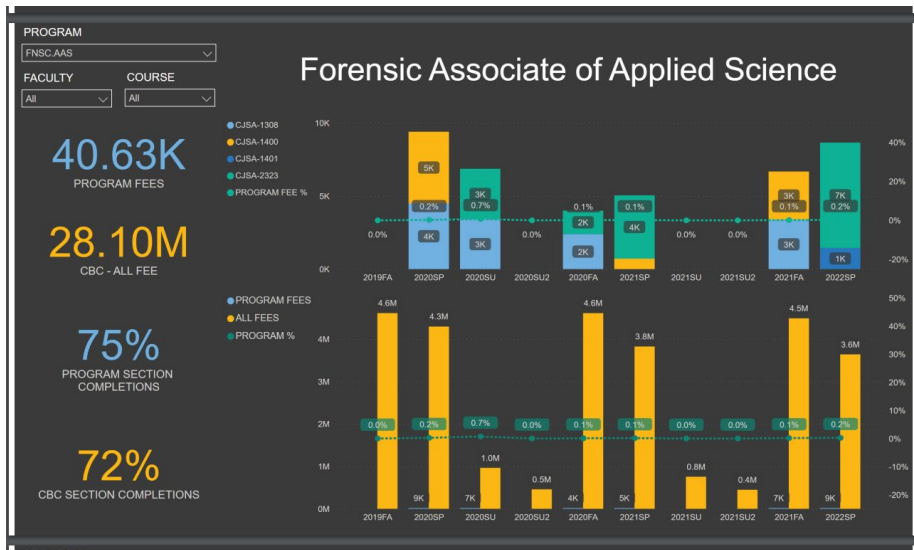
General notations on assessments include:

- Fall 2021 Virtual Lab - Criminal Investigations: The necessity to avoid a laboratory setting, as well as the restrictions from enlisting public officials for procedures typically included in this learning was a significant influencer on student completion of assignments. This is in addition to requiring a shift in focus on assignments the students could perform on their own, with items available to them at home.
- Changes made after the fall semester for CRIJ/CJSA Courses: All courses now have inclusive access textbooks. Blackboard layouts were changed to have weekly folders within Course Content - and within the folders links to assignments. Third-party test pools were brought over to Blackboard to be able to edit and revise questions, as well as run detailed item analyses of questions. An introductory survey of understanding on reviewing the class policies and syllabus was placed under a Start Here tab. An online "Town Hall" meeting was scheduled for all online courses early in the semester to review the expectations of the course.
- Changes to be made for 2021-2022: Divide Course Content into Modules of 2-3 weeks each and add applicable objectives from new master syllabi of Program Level, Student Level, and SCAN objectives. Continue with changes made for the spring 2021 semester. Review course rosters of classes to be taken in the second year to identify students who have not taken prior introductory-level courses. Separate out grading on assignments as noted to identify proficiency of specific learning objectives.

While intended to academically prepare students to work in the Forensic Science field, the Program also strives to develop students holistically by focusing on program core competencies (program learning outcomes) such as effective communication, critical inquiry, research literacy, social and cultural awareness, and ethical maturity. It is through these learning outcomes that students are best prepared to advance their knowledge, work in their desired career field, and/or serve their community in whatever capacity they ultimately choose. Also, in the future, to create a Program Level Outcome matrix identifying the key components overall, that is the basis for a competency assessment in the last semester of each degree/level certificate plan.

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The presented tables depict general section completion, and distinct and modality course completions. Over the stated period the average section completions for the program was 75% in relation to slighter higher than the 72% of the College.



In the following table, when viewing distinct students further separated by modality, the FTF students (95%-100%) had a significantly higher course completion than internet courses (40% - 83%). This could be due in part to the influence of societal challenges during this period as well as prior stated accelerated offerings in 2020. In addition, internet courses in the Forensic Science program are few (Criminalistics I and CJ Survey course). Criminalistics I is sometimes taken by high school students, who to date have had a lower completion rate for specialized online courses. This one course does not appear to have a significant effect on the program overall unless the trend were to continue in the future with higher enrollment numbers.

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	45	69	68	99%	65	94%	3	4%	1	1%
FTF	45	69	68	99%	65	94%	3	4%	1	1%
2019-20	31	40	38	95%	38	95%	1	3%	2	5%
FTF	26	33	32	97%	32	97%	1	3%	1	3%
INT	7	7	6	86%	6	86%	0	0%	1	14%
2020-21	19	20	17	85%	16	80%	2	10%	3	15%
FTF	14	15	15	100%	14	93%	1	7%	0	0%
INT	5	5	2	40%	2	40%	1	20%	3	60%
2021-22	9	11	10	91%	9	82%	1	9%	1	9%
FTF	5	5	5	100%	4	80%	1	20%	0	0%
INT	6	6	5	83%	5	83%	0	0%	1	17%
Grand Total	90	140	133	95%	128	91%	7	5%	7	5%

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

This area of graduation rates and job placement rates is a significant and immediate need of the program. Currently, the job placement data is not available for those who graduated during this period. However, the Crime Scene Technician field is cited as one of the fastest grown and with a bright outlook²

Criminalist careers are in high demand. Granted, the popularity of shows like CSI, Law & Order, and Bones brought forensic science into the mainstream. Still, the U.S. Bureau of Labor Statistics (BLS 2021) has also noted an uptick in demand. From 2019 to 2029, forensic science technicians, who share a similar occupational title to criminalists, are projected to grow by 14 percent, a rate that is faster than the average for all occupations at 4 percent.

Notation Narrative: These items reflect the second goal in that it is an immediate need for focus. Part of the revisions to the former program strategic plan includes, compiling agency contacts and hiring employment openings for student reference and program promotion mailings; retaining contact with graduating students with the use of a program Access database for tracking students from the time of enrollment; utilizing networking opportunities with agencies; increasing program visibility – for prospective students, but also for hiring agencies; and track students who do not complete the program and assess needs if warranted as noted in the retention rates within the following two tables. The budget for these items, as noted earlier, is the annual travel expense as part of the yearly budget. Secondly focusing on low or non-cost items such as social media, college marketing, direct email, and direct communications.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

In review of the material herein and narratives previously provided:

1. Strengths

- The Program Purpose and Description are a relevant and evolving fit that is reflected by the redesign, resequencing, and integrity standards of academic and field requirements.
- The Labor Data supports the future of the field per the Bureau of Labor Statistics.³
- The Program Goals have been well-detailed and are part of the ongoing growth and success of the standards-related items completed to this point, with cycle reviews for refinement.
- The faculty experience and continuing professional development are well addressed within the intent of the program and will proceed with delayed training.

² Forensic Colleges, and ONET Online

³ From 2019 to 2029, forensic science technicians, who share a similar occupational title to criminalists, are projected to grow by 14 percent, a rate that is faster than the average for all occupations at 4 percent. U.S. Bureau of Labor Statistics (BLS 2021)

- The inclusion of technology within a focus wholly on the crime scene focus provides an identity for the program without being too specific to restrict employment and internship opportunities.
- The compliance of College directives and projects has made notable completions.
- The Student Output has provided noteworthy feedback such as the much higher completion rate for traditional classes over internet classes, and the media data reflecting the interest of the 24-44 female population, and more so towards the central Texas area rather than areas that have been recruited in the past of the lower South Texas region.
- The Course success rates are well within the desired ratios.

2. Areas of Improvement

- It is essential that the changes to this point are continually reviewed and applicable revisions are made on Program Purpose and Description throughout this process. Also, that the College catalog and website be revised to include updated progress of the program that has been made during this time.
- Begin action on an Increased and continued focus in student recruitment and retention, as well as program visibility to the public, especially social media.
- Expand on technology as it is a primary focus for upcoming opportunities, including, but limited to, student computers and crime scene-related software.
- Incorporate insight into best practices related to 2-way instruction into professional development planning, in addition to crime scene skills for faculty.
- Upon immediate completion of the first three goals and this review, the lead faculty should focus on understanding cost and income details in relation to the program budget to assist in unit planning and best use practices of resources.
- Create additional strategic goals of 1) target marketing, and 2) student tracking through post-graduation to review their progress and avoid out-of-sequence course taking, as well as remain current on their employment status after program completion.
- Continue to review and revise industry-related matrix for skills, class inclusion of said skills, lessen areas of the program that include concentration on laboratory skill , and overall continued updates of assessment artifacts in relation to industry standards.

3. Threats (external)

- None known.

4. Opportunities (external)

The incorporation of industry experts for assistance, such as in guest speakers, agency networking, community events, and program presentations, was delayed during this time, mainly due to the Covid restrictions. Reengaging the planning of these areas started at the end of this review cycle.

The advisory committee consists of five law enforcement and investigations specialists, one corrections specialist, and one courts/probations specialist. Their names and agencies are listed after the agenda review (**Appendix E**)

B. Final Discussion on the merit and worth of the program.

This program review indicates notable potential for the future of the program, its contribution to the College, and most importantly, our students. The numerous strengths reflect the hard work and direction of all involved in the program. Recent GIPWE changes resulted in all but one other community college deleting their forensic science degrees/certificates rather than doing the intensive work to meet all the outlined requirements. This provides an exceptional opportunity for the program to become an A.A.S Forensic Science model for the future. With all the foundational work having been completed, there is much work yet to be done. Those areas are honestly reflected in this review. In conclusion, we hope that this review shows the true potential of this program in relevancy, competency, and value, and maybe even to be a leader in reimagining the role of a two-year program within the Forensic Science field, as well as its contribution to the civilian positions and private contract positions that are projected for need through the year 2029.⁴

⁴ From 2019 to 2029, forensic science technicians, who share a similar occupational title to criminalists, are projected to grow by 14 percent, a rate that is faster than the average for all occupations at 4 percent. U.S. Bureau of Labor Statistics (BLS 2021)

Appendix Attachments

A. Program Strategic Plan – created and implemented in 2020.

Forensic Science Strategic Plan

Priority: Program Standards

Status: Prepared for Review as of January 24, 2021; April 2022

Goal 1: Update program elements and degree plans to current industry standards, academic requirements, and to accommodate offering of Level I certificate at the high school level in locations with facilitators. This process will also include resequencing of course rotation to further maximize course offerings.

Objective 1.1: Review and include recommended standards from National Institute of Justice (NIJ)

Objective 1.2: Review and include recommended standards from Organization of Scientific Area Committees for Forensic Science (OSAC)

Objective 1.3: Review and include Marketable Skills Standards using ONET Skills relating to appropriate career description.

Objective 1.4: Create appropriate curriculum change and publication change forms as necessary to further process.

Timeline Estimated Completion: Completed May 2021*

Priority: Student Outcomes

Status: Prepared for review – February 21, 2021

Goal 2: Implement Quality Matters Standards, within the descriptions and assessments at both the program and skills levels as in relation to the Texas Higher Education Board ACGM/WECM provided SLO's.

Objective 2.1: Create a matrix of the ONET skills and program courses, and further identify components within each course that apply to the skills.

Objective 2.2: Create a matrix outlining the key components for the Program Level Objectives (PLO) by reviewing THECB, NIJ, and OSAC; and further identify components within each course that align with PLO key elements.

Objective 2.3: For assessment purposes, create a matrix identifying the foundational five courses in the degreed program. Align each course with noted assessments within the course in application of SCAN skills – noting the ones that have been chosen for the current annual assessment.

Objective 2.4: Create an Assessment table specifically for Student Learning Outcomes (SLOM) for the annual assessment including Objectives above, Expected Outcome, Resulting Outcomes, and future Recommendations.

Timeline for Full Completion: Completed Fall 2021*

Priority: Accreditation

Status: Drafts completed for review February 21, 2021

Goal 3: Ensure quality programming in all modes of instruction through the implementation of quality standards into programming (CBC Strategic Plan)

Objective 3.1: Revise all syllabi to meet accreditation standards, including but not limited to:

- WECM/ACGM course standards of descriptions, hours, and Student Learning Objectives – Specific (SLOS)
- Create Student Learning Objectives for Marketable Skills (SLOM) as outlined in Program Standards Priority
- Include Program Level Objectives (PLO) as outlined in Student Outcomes Priority
- Inclusion of required stated elements of course outlined subject matter, instructor information, attendance policy, assessment categories with percentages.

Objective 3.2: Perform comparisons to former master syllabi and college catalog.

Objective 3.3: Create appropriate curriculum change and publication change forms as necessary to further process.

Objective 3.4: Submit syllabi for advisory review, academic review, curriculum committee approval, and online catalog.

Timeline Estimated Completion: Completed May 2021*

Priority: Community Partnerships

Status: Developing initial contacts and information base as of January 24, 2021

Goal 4: Coastal Bend College will identify and develop focused initiatives and activities supporting cultural, workforce, and economic development to improve quality of life. (CBC Strategic Plan); including the following objective: Fully implement a pathways framework that supports a student from matriculation to graduation, transfer or workforce entry.

Objective 4.1 Engage and collaborate with community partners. (CBC Strategic Plan)

Objective 4.2 Increase inclusive cultural enrichment opportunities through community projects designed to create a sense of belonging for all the diverse communities. (CBC Strategic Plan)

Objective 4.3 Build upon current information of Texas Licensing, Association Certification for students (IAI and ABFT), and build placement contact pool among state and local agencies, private contract services, and related civil positions.

Timeline for Estimated Completion: In fluid process May 2022

Priority: Program Resources

Status: Planning has not been initiated as of 2021

Goal 5: Coastal Bend College will effectively and efficiently use resources to maximize student, community, employee, and fiscal efficacy. (CBC Strategic Plan)

Objective 5.1: Review current budget and present use of fees.

Objective 5.2: Determine educational needs according to current industry trends.

Objective 5.3: Provide and implement a plan for suitable student facilities, technology, and supplies.

Objective 5.4: Identify and promote programming has adequate and appropriate facilities.

Timeline for Expected Completion: May 2022(Revised to May 2023 to accommodate further research and planning 2021-2022)

Priority: Future Vision

Goal 6: Taking the Crime Scene Analysis Program to the next level.

Objective 6.1: Develop partnerships at High Schools through onsite presentations.

Objective 6.2: Enhance partnerships with agencies, medical examiner offices, to foster guest speakers, internship opportunities, career events, and joint community events.

Objective 6.3: Enhance current program publications of brochures and website to include completed strategic plan items.

Objective 6.4: Meet with college advisors on a semester basis to clarify student challenges and align understanding with program goals.

Objective 6.5: Seek information on existing technologies best suited to the program courses, including but not limited to, Identikit suspect identification, Crime Sketch CAD, and Crime Scene 3D modeling.

Objective 6.6: Research and identify grant potential, with emphasis on STEM, to possibly create a computer lab within the Industrial Trades/CJ Building. This lab could be utilized for lab specific courses during instruction times, as well as for courses with a lab component that do not have an identified time. The area targeted is the former simulation room and would require electrical and computer system wiring, possibly an alternate door, as well as tables, chairs, and repainting. Ultimately the above stated technologies would be accessed from these computers.

Objective 6.7: Remain current with the OSAC development. Although the information is academically detailed, and supportive of an Associate's Degree for the position of Crime Scene Technician, it does not appear that there is a plan at this time to offer an accreditation process. Although the OSAC does have such partnerships in other areas. OSAC does review site information and "recognize" locations that implement processes within their guidelines.

Objective 6.8: Create Blackboard courses in alignment with Quality Matters standards and provide shells to all applicable instructors.

Objective 6.9: Engage student participation outside of the classroom by club organization and community engagement; with particular emphasis on program student bi-annual meetings.

B. Program Level Outcomes – created and implemented in 2020.

On the newly revised Administrative Master Syllabi: Program Level (PLO)

1. Define the functions and roles of all the major components (police, courts, corrections) of the U.S. Criminal Justice System, with emphasis on professional standards of ethical behavior.
2. Demonstrate the ability to process a crime scene pursuant to evidentiary standards with emphasis on collecting, packaging, chain of custody, and evidence control.
3. Outline inductive/deductive reasoning processes and communication techniques utilized in interviewing of witnesses, interrogation of suspects, and consulting of victims and their families.

4. Perform relevant and specific laboratory tests with scientific industry standard techniques as related to the forensic science of crime scene investigation, analysis, and interpretation.
5. Provide detailed reporting documents and related legal procedural forms as related to the forensic science of crime scene investigation and analysis.
6. Prepare testimonial evidence and demonstration of physical evidence for criminal and civil court processes.
7. Demonstrate an understanding of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security and safety operations for the protection of people, data, property, and institutions.
8. Demonstrate knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process, with emphasis on Federal and State constitutions.
9. Demonstrate the ability to present technical information, without bias, in a manner suitable for various targeted audiences, in written form and/or oral presentation as related to event reconstruction.
10. Apply the history and basic theory of crime scene investigation (e.g., Locard's Theory, use of evidence, defining a crime scene) using relevant and current literature in review of methodologies and validation studies (e.g., documentation, search, enhancement, collection, packaging, preservation)

C. Faculty Professional Development for review years

- **2018-2019:**
 - **Jarod Bleibdrey, Lead Faculty**
 - Professional Industry
 - Benefit: Course Instruction
 - Name: IPTES Series: Ballistics in Forensics (1 hour 2/20/2019) Forensic Technology Center of Excellence, National Institute of Justice/RTI
 - Name: IPTES Series: Latent Prints & Transparency (1 hour 2/20/2019) Forensic Technology Center of Excellence, National Institute of Justice/RTI
 - Name: IPTES Series: Ensuring Viability of Trace Evidence (2 hours 2/20/2019) Forensic Technology Center of Excellence, National Institute of Justice/RTI
 - Name: IPTES Series: Toolmarks, Photos & Teeth A Forensic Trio (1 hour 2/20/2019) Forensic Technology Center of Excellence, National Institute of Justice/RTI
 - Name: 2016 NIJ R&D Series: Forensic Biology & DNA (1.75 hour 2/20/2019) Forensic Technology Center of Excellence, National Institute of Justice/RTI
 - Directed by Supervisory Instruction
 - Benefit: Course Instruction
 - Name: St. Louis University - Medicolegal Death Investigation (32.25 Hours 08/13/2018-08/17/2018)
 - Medicolegal Death Investigators Certification Training Course

- **2019-2020 - --None on file**
- **2020-2021:**
 - **Lisa C. Bowman-Bowen, Ph.D. Lead Faculty**
 - Online Webinars
 - Benefit: Course Instruction
 - Name: Starlite Recovery Center / McCain Institute (4 Hours 10/29/2020) Human Trafficking, Child Exploitation, Victim Resources
 - Name: Office of Justice: Juvenile Justice and Delinquency Prevention (4.5 Hours 11/3/2020)
 - Corroborating Evidence: For Prosecutors, Law Enforcement, Forensic Interviewers, and other MDT members (1.5 Hours 11/23/2020)
 - A Body of Evidence: Measures to Improve Collection & Reduce Contamination (1.5 Hours 11/19/2020)
 - A Very Particular Set of Skills: Investigating Human Trafficking (1.5 Hours 11/19/2020)
 - Directed by Supervisory Instruction
 - Benefit: Course Instruction
 - Name: St. Louis University - Medicolegal Death Investigation (31.75 Hours 01/04/2021 to 01/08/2021)
 - Medicolegal Death Investigators Certification Training Course – with associated Graduate Course Credential
 - Coastal Bend Faculty Training
 - Benefit: Blackboard design and best practices for student learning
 - Name: Quality Matters Training (6 Hours 8/18/2020)
 - Professional Industry
 - Ongoing informational updates: Police One, National Institute of Justice, and Organization of Scientific Area Committees of Forensic Sciences
 - Associations: Texas Police Chiefs Association: Associate member of Legal Aspects Section
 - Scholarship: Peer reviewer for the *International Journal of Environmental Research and Public Health* and *Journal of Children*
 - **Aniceto Perez, Faculty**
 - Professional Industry
 - Coastal Bend College Full Time Police Officer
 - Reserve Deputy Constable Pct. 1
 - Texas Commission on Law Enforcement (TCOLE) State Instructor
 - Associations: Law Shielded Retired Police Chiefs and Texas Police Chiefs Association.
 - Coastal Bend Faculty Training
 - Benefit: Blackboard design and best practices for student learning
 - Name: Quality Matters Training (6 Hours 8/18/2020)

D. Section Load and Ratio Data Tables by Year

SECTION LOAD			
	Duplicated Students	Distinct Sections	Student Per Section
2018-19	69	8	8.63
2019-20	40	5	8.00
2020-21	20	4	5.00
2021-22	11	3	3.67
Grand Total	140	15	9.33

- Faculty to student ratio data

- 2018-2019 4:9
- 2019-2020 3:5
- 2020-2021 3:2

FACULTY	
	Distinct Faculty
2018-19	4
FT	2
PT	2
2019-20	3
FT	1
PT	2
2020-21	3
FT	3
2021-22	2
FT	2
Grand Total	7

- FT Faculty to PT faculty ratio data

- 2018-2019 2:2
- 2019-2020 1:2
- 2020-2021 3:3

E. Advisory Committee Agenda and Vote Response (2021)

COASTAL BEND COLLEGE
Criminal Justice/Law Enforcement/Forensics
ADVISORY COMMITTEE MEETING
Friday, February 12, 2021 Lifesize 2 p.m.

Call to Order		Committee Chair
Welcome and Introductions		Lisa C. Bowman-Bowen
Review Previous Minutes		Committee
Old Business		
	Degree Plans	Lisa C. Bowman-Bowen
	Open Items From Past Meetings (e.g. effects of CBC PD)	Committee
Reports		
	Enrollment Statistics	Lisa C. Bowman-Bowen
New Business	(Shared Folder Available)	Lisa C. Bowman-Bowen
	Brief Introduction of Material	
	Reviews	
	Proposed Degree Plan Changes	
	Proposed Work/Life Inclusion	
	Proposed Miscellaneous Catalog Error	
	Proposed Syllabi Changes and Related Publication Forms	
	Request for cursory approval	
Discussion		Lisa C. Bowman-Bowen
	Strategic Plan	
	Matrices - PLO, SLOS, SLOM	
	OSAC Standards	
	Technology Suggestions	
Comments and Suggestions		Committee
	Additional Requests for Discussion and/or Input	
	Call for Vote and Discussion Items	
	Note Approved Items	
	Note Approved upon Revision Items	
	Note Tabled Items	

Meeting Conclusion

Original online meeting cancelled due to scheduling conflicts and attenders did not meet the quorum

A follow-up ad hoc was done by email.

The responses of approval for all proposed changes were received:

Charity Franco, Derek Franco, Joe Mata, Larry Busby, and Ronnie Jones - Approved

Richard Torres and Jaime Garza - No Response

Advisory Committee Members Names and Agencies:

- 1. Charity Franco, 36th District Juvenile Probation**
- 2. Derek Franco, Bee County Sheriff's Office**
- 3. Joe Mata, Department of Corrections**
- 4. Larry Busby, Live Oak County Sheriff's Office**
- 5. Ronnie Jones, Bee County Sheriff's Office**
- 6. Richard Torres, Kingsville Police Department**
- 7. Jaime Garza, Kleberg County Sheriff's Office**

F. Degree Plan Catalog Pages by Year

1. 2018-2019

Forensics

Name _____ Student ID _____

Catalog Year _____

**Associate of Applied Science in Forensics
Degree Plan**

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
EDUC 1300 Learning Frameworks (My Cougar Course)	3			ENGL 1302 Composition II	3		
ENGL 1301 Composition I	3			Language, Philosophy and Culture or Creative Arts (Core Course)	3		
CRJU 1301 Introduction to Criminal Justice Or CJSA 1322 Introduction to Criminal Justice	3			CHEM 1311 CHEM 1111 LAB	4		
CJSA 1308 Criminalistics I	3			CRJU 1310 Fundamentals of Criminal Law Or CJSA 1327 Fundamentals of Criminal Law	3		
BCIS 1305 Business Computer Application	3			CRJU 2323 Legal Aspects of Law Or CJSA 2300 Legal Aspects of Law	3		
Total hours	15			Total hours	16		

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
CRJU 1306 Courts Systems and Practices Or CJSA 1313 Courts Systems and Practices	3			CRJU 2328 Police Systems and Practices Or CJSA 1359 Police Systems and Practices OR	3		
CRJU 2314 Criminal Investigation Or CJSA 1342 Criminal Investigation	3			CRJU 1307 Crime in America Or CJSA 1312 Crime in America	3		
CJSA 2323 Criminalistics II	3			CJSA 1400 Death Investigation I	4		
BIOL 1408 General Biology	3			CJLE 1325 Criminal Justice Survey	3		
Mathematics (Core Course)	3			PYSC 2301 General Psychology	3		
Total hours	15			Total hours	16		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
*EDUC 1300 is required for all first-time in college students attending Coastal Bend College.
**BCIS 1305 is required for all college students, a test out option of 70% in computer literacy is available

I understand that any deviation from this plan may result in some courses not applying toward the stated requirements or delay in graduation. I also understand the courses in this curriculum may not apply towards a bachelor's degree.

Student Signature/Date _____

Advisor Signature/Date _____

Forensics

Name _____ Student ID _____

Catalog Year _____

Certificate Options: Forensic Science Level I Degree Plan

Freshman Year

First Semester

Second Semester

COURSES	CR	GR	YR	COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks (My Cougar Course)	3			CRJU 1310 Fundamentals of Criminal Law Or CJSA 1327 Fundamentals of Criminal Law	3		
CRJU 1301 Introduction to Criminal Justice Or CJSA 1322 Introduction to Criminal Justice	3			CRJU 2323 Legal Aspects of Law Enforcement Or CJSA 2300 Legal Aspects of Law Enforcement	3		
CJSA 1308 Criminalistics I	3			CRJU 2328 Police Systems and Practices Or CJSA 1359 Police System and Practices	3		
				**BCIS 1305 Business Computer Applications	3		
Total hours	9			Total hours	12		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in college students attending Coastal Bend College.
 **BCIS is required for all college students, a test out option of 70% in computer literacy is available

Forensics

Name _____ Student ID _____

Catalog Year _____

Certificate Options: Fundamentals of Forensic Theory Level I Degree Plan

Freshman Year

First Semester

COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks (My Cougar Course)	3		
CJSA 1308 Criminalistics I	3		
CRJU 1301 Introduction to Criminal Justice Or CJSA 1322 Introduction to Criminal Justice	3		
CJSA 1306 Court Systems and Practices Or CRJU 1306 Court Systems and Practices (Formerly Courts & Criminal Practices)	3		
CRJU 1310 Fundamentals of Criminal Law Or CJSA 1327 Fundamentals of Criminal Law	3		
Total hours	15		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in college students attending Coastal Bend College.

Forensics

Name _____ Student ID _____

Catalog Year _____

Certificate Options: Marketable Skills Achievement Award Forensic Science Degree Plan

Freshman Year
First Semester

COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks (My Cougar Course)	3		
CJSA 1322 Introduction to Criminal Justice	3		
CJSA 1308 Criminalistics I	3		
CJSA 1327 Fundamentals of Criminal Law	3		
Total hours	12		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.

**BCIS 1305 is required for all college students, a test out option of 70% in computer literacy is available

2. 2019-2020

Forensic Science

Name _____ Student ID _____

Catalog Year _____

**Associate of Applied Science in Forensic Science
Degree Plan**

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
EDUC 1300 Learning Frameworks (My Cougar Course)	3			ENGL 1302 Composition II	3		
ENGL 1301 Composition I	3			Language, Philosophy and Culture or Creative Arts (Core Course)	3		
CRIJ 1301 Introduction to Criminal Justice Or CJSA 1322 Introduction to Criminal Justice	3			CHEM 1311 CHEM 1111 LAB	4		
CJSA 1308 Criminalistics I	3			CRIJ 1310 Fundamentals of Criminal Law Or CJSA 1327 Fundamentals of Criminal Law	3		
BCIS 1305 Business Computer Application	3			CRIJ 2323 Legal Aspects of Law Or CJSA 2300 Legal Aspects of Law	3		
Total hours	15			Total hours	16		

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
CRIJ 1306 Courts Systems and Practices Or CJSA 1313 Courts Systems and Practices	3			CRIJ 2328 Police Systems and Practices Or CJSA 1359 Police Systems and Practices OR	3		
CRIJ 2314 Criminal Investigation Or CJSA 1342 Criminal Investigation	3			CRIJ 1307 Crime in America Or CJSA 1312 Crime in America	3		
CJSA 2323 Criminalistics II	3			CJSA 1400 Death Investigation I	4		
BIOL 1408 General Biology	3			CJLE 1325 Criminal Justice Survey	3		
Mathematics (Core Course)	3			PVSC 2301 General Psychology	3		
Total hours	15			Total hours	16		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in college students attending Coastal Bend College.
 **BCIS 1305 is required for all college students, a test out option of 70% in computer literacy is available

I understand that any deviation from this plan may result in some courses not applying toward the stated requirements or delay in graduation. I also understand the courses in this curriculum may not apply towards a bachelor's degree.

Forensic Science

Name _____ Student ID _____

Catalog Year _____

Forensic Science Level I Certificate

Freshman Year
First Semester

Second Semester

COURSES	CR	GR	YR	COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks (My Cougar Course)	3			CRU 1310 Fundamentals of Criminal Law Or CISA 1327 Fundamentals of Criminal Law	3		
CRU 1301 Introduction to Criminal Justice Or CISA 1322 Introduction to Criminal Justice	3			CRU 2323 Legal Aspects of Law Enforcement Or CISA 2300 Legal Aspects of Law Enforcement	3		
CISA 1308 Criminalistics I	3			CRU 2328 Police Systems and Practices Or CISA 1359 Police System and Practices	3		
				**BCIS 1305 Business Computer Applications	3		
Total hours	9			Total hours	12		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in college students attending Coastal Bend College.
 **BCIS is required for all college students, a test out option of 70% in computer literacy is available

Forensic Science

Name _____ Student ID _____

Catalog Year _____

Fundamentals of Forensic Science Theory Level I Certificate

Freshman Year

First Semester

COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks (My Cougar Course)	3		
CISA 1308 Criminalistics I	3		
CRU 1301 Introduction to Criminal Justice Or CISA 1322 Introduction to Criminal Justice	3		
CISA 1306 Court Systems and Practices Or CRU 1306 Court Systems and Practices (Formerly Courts & Criminal Practices)	3		
CRU 1310 Fundamentals of Criminal Law Or CISA 1327 Fundamentals of Criminal Law	3		
Total hours	15		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in college students attending Coastal Bend College.

Forensic Science

Name _____ Student ID _____

Catalog Year _____

Occupational Skills Award Forensic Science

Freshman Year
First Semester

COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks (My Cougar Course)	3		
CJSA 1322 Introduction to Criminal Justice	3		
CJSA 1308 Criminalistics I	3		
CJSA 1327 Fundamentals of Criminal Law	3		
Total hours	12		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.
 **BCIS 1305 is required for all college students, a test out option of 70% in computer literacy is available

3. 2020-2021

Forensic Science

Name _____ Student ID _____

Catalog Year _____

**Associate of Applied Science in Forensic Science
Degree Plan**

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
EDUC 1300 My Cougar Course	3			BCIS 1305 Business Computer Applications (3 SCH version)	3		
ENGL 1301 Composition I	3			CISA 2323 Criminalistics II	3		
CRIJ 1301 Introduction to Criminal Justice Or CISA 1322 Introduction to Criminal Justice	3			PSYC 2301 General Psychology	3		
CISA 1308 Criminalistics I	3			CRIJ 2314 Criminal Investigation Or CISA 1342 Criminal Investigation	3		
BIOL 1408 Biology for Non-Science Majors I (lecture + lab)	4			CRIJ 2323 Legal Aspects of Law Enforcement Or CISA 2300 Legal Aspects of Law Enforcement	3		
Total hours	16			Total hours	15		

Summer II Session

COURSES	CR	GR	YR	COURSES	CR	GR	YR
CRIJ 2313 Correctional Systems & Practices	3						

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
CRIJ 1306 Courts Systems and Practices or CISA 1313 Court Systems and Practices (Formerly Courts and Criminal Procedures)	3			CRIJ 2328 Police Systems and Practices Or CISA 1359 Police System and Practices Or CRIJ 1307 Crime in America Or CISA 1312 Crime in America	3		
CISA 1400 Death Investigation I	4			MATH 1332 Contemporary Mathematics (Quantitative Reasoning)	3		
CISA 2332 Criminalistics III	3			CISA 1401 Death Investigations II	4		
CRIJ 1310 Fundamentals of Criminal Law Or CISA 1327 Fundamentals of Criminal Law	3			CJLE 1325 Criminal Justice Survey or CISA 2364 Practicum (or Field Experience) - Criminal Justice/Safety Studies	3		
Total hours	13			Total hours	13		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.
 *EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.
 **BCIS is required for all college students, a test out option of 70% in computer literacy is available

Forensic Science

Name _____ Student ID _____

Catalog Year _____

Crime Scene Investigation Level II Certificate**Freshman Year**

First Semester

COURSES	CR	GR	YR	Second Semester	COURSES	CR	GR	YR
EDUC 1300 Learning Frameworks (My Cougar Course)	3			CISA 1400 Death Investigation I	4			
CISA 1308 Criminalistics I	3			PHYC 1311 Fundamentals of Photography	3			
CRJI 1306 Court Systems and Practices or CISA 1313 Court Systems and Practices (Formerly Courts and Criminal Procedures)	3			CRJI 1310 Fundamentals of Criminal Law OR CISA 1327 Fundamentals of Criminal Law	3			
CRJI 1301 Introduction to Criminal Justice OR CISA 1322 Introduction to Criminal Justice	3			CRJI 2323 Legal Aspects of Law Enforcement OR CISA 2300 Legal Aspects of Law Enforcement	3			
CRJI 2314 Criminal Investigation OR CISA 1342 Criminal Investigation	3			CRJI 2328 Police Systems and Practices OR CISA 1359 Police System and Practices	3			
Total hours	15			Total hours	16			

Sophomore Year

First Semester

COURSES	CR	GR	YR
CILE 2445 Vice and Narcotics Investigation	4		
CISA 2323 Criminalistics II	3		
BCIS 1305 Business Computer Applications	3		
CRJI 1307 Crime in America OR CISA 1312 Crime in America	3		
Total hours	13		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.

**BCIS is required for all college students, a test out option of 70% in computer literacy is available

Forensic Science

Name _____ Student ID _____

Catalog Year _____

Forensic Science Level I Certificate**Freshman Year**

First Semester

COURSES	CR	GR	YR	Second Semester	COURSES	CR	GR	YR
EDUC 1300 My Cougar Course	3			CRJI 1310 Fundamentals of Criminal Law OR CISA 1327 Fundamentals of Criminal Law	3			
CRJI 1301 Introduction to Criminal Justice OR CISA 1322 Introduction to Criminal Justice	3			CRJI 2323 Legal Aspects of Law Enforcement OR CISA 2300 Legal Aspects of Law Enforcement	3			
BCIS 1305 Business Computer Applications	3			CRJI 2328 Police Systems and Practices	3			
CISA 1359 OR Police System and Practices	3							
CISA 1308 Criminalistics I	3							
Total hours	15			Total hours	9			

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.

**BCIS is required for all college students, a test out option of 70% in computer literacy is available

G. Activities – Curriculum, Committees, and Relevant Involvement

Category: Division and Faculty

Lisa C. Bowman-Bowen, Lead Faculty

Name: Committees and Academic Positions

- Spring 2021 Awarded Division Coordinator position
- Spring 2021 Assigned to Curriculum Committee
- Spring 2021 Assisted division faculty on resequencing of offerings, course changes, and process of curriculum committee
- Spring 2021 Held monthly meetings to review projects (curriculum, assessments)
- Spring 2021 Collaborated with division team in creating Division Unit plan

Name: Program Standards {PG 1, 2, and 3, OB all}

- Spring 2021 Re-sequenced all offerings and course information within catalog, submitted changes through advisory and curriculum committee
- Spring 2021 Created SCAN and program level outcomes aligning with ONET and industry standards
- Spring 2021 Created matrix cross reference to all courses for outcomes
- Spring 2021 Created new model assessment for program aligning with outcomes
- Spring 2021 Updated 22 syllabi for preparation of administrative master syllabi, presented to curriculum committee
- Spring 2021 Created Program Strategic Plan

Name: Program Partnerships

- Spring 2021 Attendance of meeting and prepared pathway drafts and submitted to Texas A&M University - Kingsville

Name: Recruitment {OB 6.1, 6.2}

- Fall 2020 Dual Enrollment Instructor Visits/Evaluations and presented on programs (Pleasanton H.S. and Karnes City H.S.)
- Fall 2020 Initiated introductory letter and submitted to high school counselors
- Spring 2021 Presentation of programs at Poth H.S.

Aniceto Perez, Faculty

Name: Committees and Academic Positions

- Coastal Bend Safety Committee

H. Faculty Evaluation Fall 2020

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor helps me understand the material.	100.00% 6	0.00% 0	0.00% 0	0.00% 0	6
My instructor responds with 24 - 48 hours to an email or phone request.	100.00% 6	0.00% 0	0.00% 0	0.00% 0	6
My instructor is willing to assist me outside of class.	83.33% 5	0.00% 0	16.67% 1	0.00% 0	6
My instructors treats students with respect.	100.00% 6	0.00% 0	0.00% 0	0.00% 0	6
My instructor regularly provides me with feedback on my work.	100.00% 6	0.00% 0	0.00% 0	0.00% 0	6
My instructor grades my work fairly.	100.00% 6	0.00% 0	0.00% 0	0.00% 0	6
Accessing materials online using Blackboard is easy.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
The required software has helped me be successful in this course.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
I am comfortable using Blackboard technology.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5
I regularly check my emails for communication.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

I. Assessments Specific to Forensic Science Courses

1. Former 5 Column Model

Forensics Program Assessment		
Program Outcome 1:		Course: CJSA 1308 Criminalistics I
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CJSA 1308 The student will describe the care required in identifying, collecting, and preserving evidence for scientific examination; and explain the significance of field and laboratory findings. The student will demonstrate the ability to apply Critical Thinking techniques to concepts and problems collecting evidence. They will apply Personal Responsibility skills in applying safe practices in the processing of crime scenes in a laboratory setting. The student will demonstrate Social Responsibility skills in applying safe practices in the processing of crime scenes and in laboratory setting.	conducted at mid-term on Week 8	90% of the class will pass the written test and practical exercise with a 70% or better.
Findings 15-16	Findings 16-17	Findings 17-18
		33/34 (97.06%) students passed the written test and practical exercise with a 70% or better.

		Alice- 33 passed / 1 failed
Findings 18-19	Findings 19-20	Findings 20-21
		This assignment is no longer part of the course
Evaluation and Use of Results for Program Improvement		
2015-2016		
2016-2017		
2017-2018 Current evaluation of the SLO indicates 34 students were tested for this course, of which 33 passed equating to 97.06%. This indicates no need for intervention is needed, target met.		
2018-2019		
2019-2020		
2020-2021 The program specific assessed outcomes were changed beginning Spring 2021. The following includes the prior objectives but are separated out for methods of assessment: Reporting assessment are in bold; instructors have been updated on the information to assess. Indicate <u>critical thinking skills</u> by utilizing logic and reasoning in discussions on the significance of field and laboratory findings in relation to the overall success of a case conclusion. (In-class activities/discussions) Present effective <u>written communications</u> outlining the chain of custody process from detecting evidence, through processes of collecting, preserving, and submitting for testing. (Mock Case Simulation) Employ <u>complex problem-solving skills</u> to reflect an understanding of foundational court decisions pertaining to the evidence process and their effect on today's standards. Recognize the <u>scientific reasoning</u> for the handling processes of various types of evidence. (Periodic quizzes, Exam) Demonstrate <u>judgement and decision-making skills</u> in identifying options, solutions, and potential consequences for various examination procedures within various categories of evidence. (Mock Case Simulation) Identify procedures appropriate for the situation and environment using <u>learned strategies</u> when approaching a new crime scene.		

Forensics Program Assessment		
Program Outcome 1:		Course: CJSA 2323 Criminalistics II
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CJSA 2323 Criminalistics II 2015-2016 Students will demonstrate ability to work with others in a team effort processing fingerprints.	written examination and practical exercise at midterm.	Target: 90% of the students will pass with an efficiency of 70% or better

2017-2018 The student will utilize communication skills to explain the various aspects of theory and practice related to crime scene investigation. Students will utilize Teamwork Skills in demonstrating the proper way to lift fingerprints. Students will use Empirical and Quantitative skills to properly measure out a crime scene.		
Findings 15-16	Findings 16-17	Findings 17-18
Total Students – 13 of 14 passed (90%) Alice: 17 Passed Alice: 13 passed 1 Failed (93%)		35/36 (97.22%) students passed the written test and practical exercise with a 70% or better. Alice- 35 passed/ 1 failed
Findings 18-19	Findings 19-20	Findings 20-21
		Written examination with practical exercise combination is no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016 Based upon data collected, training for this outcome was determined to be sufficient. There is still a need to give students further time in practical application within team building exercises. This will increase the student's abilities in this area to exceed industry standards. A modification will be placed within the courses to build team unity and cohesiveness. This will require the use of more expendable supplies. Forensic equipment needs to be added to improve this course. Instructors need to attend update training on new equipment and techniques.		
2016-2017		
2017-2018 Current evaluation of the SLO indicates 36 students were tested for this course, of which 35 passed equating to 97.22%. This indicates no need for intervention is needed, target met.		
2018-2019		
2019-2020		
2020-2021 The program specific assessed outcomes were changed beginning Spring 2021: Reporting assessment are in bold; instructors have been updated on the information to assess. Utilize scientific rules and methods for laboratory tests on impressions (e.g., fingerprint, ballistics, footwear, tread) and documents. (Mock simulation assignment(s)) Display monitoring and time management skills through assessing performance of self and other team participants during laboratory projects. (In-class activities/discussion) Demonstrate <u>active learning skills</u> by identifying the appropriate reporting documents and/or procedural forms throughout the criminalistic process. Indicate <u>critical thinking skills</u> of inductive and deductive reasoning in the application of knowledge related to quality assurance and professional standards involved in evidence management. Exhibit effective speaking skills by conveying laboratory interpretations and conclusive results in a manner appropriate to the audience. (Presentation) Employ complex problem-solving skills to reflect an understanding of the analysis and interpretation required for evidentiary findings. (Quizzes/Exam)		

Forensics Program Assessment		
Program Outcome 1:		Course: CJSA 1400 Death Investigation I
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CJSA 1400 The student will use Critical and Communication skills to exhibit proficiency in scene protection and investigation; complete written reports related to state regulations. Students will use Social Responsibility skills to identify the types of serial killers.	conducted by written examination at midterm	90% of the students will pass with an efficiency of 70% or better
Findings 15-16	Findings 16-17	Findings 17-18
		5/5 (100%) students passed with an efficiency of 70% or better
Findings 18-19	Findings 19-20	Findings 20-21
		This assignment is no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016		
2016-2017		
2017-2018 Target was met based on the data collected.		
2018-2019		
2019-2020		
2020-2021 The program specific assessed outcomes were changed beginning Spring 2021. The following includes the prior objectives but are separated out for methods of assessment: Reporting assessment are in bold; instructors have been updated on the information to assess.		

Display active listening skills applicable to the interview process in understanding, documenting, and relaying relevant points from a field specialist. (Topic paper)

Exhibit reading comprehension skills in applying scientific understanding to work-related medicolegal documents related to death investigations. (Case-based assignment)

Present effective written communications within a narrative summary of the DOJ guidelines for death investigations, standard reporting documents, and applicable statute regulations.

Indicate the necessary complex problem-solving skills to evaluate and implement procedures throughout crime scene protection, investigation and on to case summary conclusion.

Demonstrate scientific knowledge of the various modes, manners, and causes of death as assessed within industry standards and methods.

Determine proper judgement and decision-making application in selecting appropriate theories as related to death investigation, including Locard's theory of transfer and for homicide crime scene searches. (Case-based assignment)

Exhibit social perceptiveness skills for death identification and notification procedures with emphasis on survivor reaction and grief process. (Final exam component)

Demonstrate system analysis skills by the recognition of proper operations and conditions for potential effects within the autopsy process and relevant policies for response, safety, and security. (Periodic quizzes, exam)

Forensics Program Assessment		
Program Outcome 1:		Course: CJLE 1325 Criminal Justice Survey
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
Criminal Justice Survey CJLE 1325 Use Communication skills to demonstrate ability to communicate orally and in writing with others. 2017-2018 The student will utilize Critical Thinking and Communication skills to demonstrate their ability to conduct research and then communicate orally and in writing with others. Empirical and Quantitative skills to demonstrate the ability to find the law enforcement agency that meets their individual qualifications.	done during the Mid-Term examination of the semester 2017-2018 Assessment will be conducted at mid-term on Week 8	90% of the class will pass this SLO with a 70% or better
Findings 15-16	Findings 16-17	Findings 17-18
Beeville – (28/28) 100% Alice – (20/20) 100%	Beeville – (18/18) 100%	25/25 (100%) students passed with an efficiency of 70% or better Alice- 25 passed
Findings 18-19	Findings 19-20	Findings 20-21
		The average grade was 79.4%. 71.4% of the students scored above a 65%. (Capstone Writing Assignment – Oral Component)

Evaluation and Use of Results for Program Improvement
2015-2016 Based on the data collected, this SLO was met. Current evaluation of SLO indicates that the curriculum is adequately taught.
2016-2017 Based on the data collected, this SLO was met. Current evaluation of SLO indicates that the curriculum is adequately taught.
2017-2018 Target was met based on the data collected.
2018-2019
2019-2020
2020-2021 The mid-term examination was not assessed. Beginning in 2021, the course has redesigned assessments and outcomes. In addition, as of Fall 2022 this course will no longer be part of the Forensics Program as it is a general overview of law enforcement topic outcomes and does not serve the needs of the Forensic program per authoritative agencies.

Forensics Program Assessment		
Program Outcome 1:		Course: CRIJ 1301/CJSA 1322
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CRIJ 1301/CJSA1322 Student will utilize skills to describe the history and philosophy of the American criminal justice system.	written examination (midterm)	90% of students will pass with a 70% or better.
Findings 15-16	Findings 16-17	Findings 17-18
	135/143 Demonstrated the skill successfully: Alice 16/16 Beeville 29/28 AC Jones HS -17/16 San Diego HS -17/17 Mercedes HS -38/40 Internet -24/23	44/47 (93.62%) Students passed with an efficiency of 70% or better. Alice – 25 Passed/ 2 Failed Beeville – 13 Passed/2 Failed Pleasanton – 2 Passed / 0 Failed Kingsville – 6 Passed / Failed
Findings 18-19	Findings 19-20	Findings 20-21
	109 /115 Demonstrated the skill successfully: Beeville 30/30 Pleasanton HS -31/33 Internet - 48/52	Mid-Term written examination is no longer in course
Evaluation and Use of Results for Program Improvement		

2015-2016
2016-2017 Current evaluation of SLO indicates 143 students were tested for this course, of which 135 passed, equating to 94.4% passing. This indicates no need for intervention at this time.
2017-2018 Current evaluation of the SLO indicates 47 students were tested for this course, of which 44 passed equating to 93.62%. This indicates no need for intervention is needed, target met.
2018-2019
2019-2020 Current evaluation of SLO indicates 115 students were tested for this course, of which 109 passed, equating to 94.78% passing. This indicates no need for intervention at this time.
2020-2021 This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene/Evidence skills.

Forensics Program Assessment		
Program Outcome 1:	Course: CRJ 1306 Court Systems and Practices	
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CRIJ 1306/ CISA 1313 Court Systems and Practices 2015-2016 Students will demonstrate an ability to apply Critical Thinking skills in determining appropriate jurisdiction for a specified criminal offense. 2016-2017 The students will demonstrate Personal Responsibility skills by written examination. 2017-2018 2019 The student will utilize communication skills to describe significant Constitutional Amendments, doctrines, and other sources of law in the American judicial system.	conducted by written examination within first eight weeks.	Target: 90% of the students will pass with an efficiency of 70% or better
Findings 15-16	Findings 16-17	Findings 17-18
Alice 16 passed 4 failed (80%) Beeville 30 passed/ 3 failed (91%) AC Jones 9 passed/ 2 failed (82%) San Diego 25 passed/ 0 failed (100%)	60/62 demonstrated the skills successfully. AC Jones HS – 17/17 San Diego HS – 16/18 Beeville – 27/27	40/42 (95.24%) students passed with an efficiency of 70% or better. Alice – 26 Passed/ 2 failed Beeville – 4 Passed/ 0 Failed Pleasanton – 4 Passed/ 0 failed Kingsville – 6 passed/ 0 failed
Findings 18-19	Findings 19-20	Findings 20-21

	51/55 demonstrated the skill successfully Pleasanton HS 17/17 Beeville - 13/14 Internet - 21/24	Assignment is no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016 Data collected training for this outcome was determined to be sufficient.		
2016-2017 Current evaluation of SLO indicates 62 students were tested for this course, of which 60 passed, equating to 96.7% passing. This indicates no need for intervention at this time.		
2017-2018 Current evaluation of the SLO indicates 42 students were tested for this course, of which 40 passed equating to 95.24%. This indicates no need for intervention is needed, target met.		
2018-2019		
2019-2020 Current evaluation of SLO indicates 55 students were tested for this course, of which 51 passed, equating to 92.72% passing. This indicates no need for intervention at this time.		
2020-2021 This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene skills.		

Forensics Program Assessment		
Program Outcome 1:		Course: CRIJ 2314 Criminal Investigation
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CRIJ 2314 The student will demonstrate Teamwork skills by their ability to work with others in a team effort to process a crime scene. They will demonstrate Communication skills in the preparing case paperwork for processing of a crime scene. They will demonstrate Critical thinking skills in which order to accomplish tasks to process a	written examination, class engagement and practical exercise at mid-term	90% of the class will pass the written test and practical exercise with a 70% or better.

crime scene.		
Findings 15-16	Findings 16-17	Findings 17-18
	31/36 Demonstrated the skill successfully. Alice: 11/16 Beeville: 20/20	30/31 (96.77%) students passed with an efficiency of 90% or better. Alice – 30 Passed/ 1 failed
Findings 18-19	Findings 19-20	Findings 20-21
	35/38 Demonstrated the skill successfully Internet 14/15 Beeville 17/19	Written examination with practical exercise combination is no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016		
2016-2017 Current evaluation of SLO indicates 36 students were tested for this course, of which 31 passed, equating to 86.1% passing. The students who failed this exercise, failed to appear for the test itself, thus indicating a deficiency in the scoring and leads us to acknowledge 100% of the students tested received a passing score.		
2017-2018 Current evaluation of the SLO indicates 31 students were tested for this course, of which 30 passed equating to 96.77%. This indicates no need for intervention is needed, target met.		
2018-2019		
2019-2020 Current evaluation of SLO indicates 34 students were tested for this course, of which 31 passed, equating to 91.17% passing. This indicates no need for intervention at this time.		
2020-2021 The program specific assessed outcomes were changed beginning Spring 2021. The following includes the prior objectives but are separated out for methods of assessment: Reporting assessment are in bold; instructors have been updated on the information to assess. *Effectively utilize critical thinking skills to identify the goals, objectives, and preliminary procedures of a criminal investigation. (Periodic quizzes, exam, mock exercise) Demonstrate <u>scientific knowledge</u> of the forensic process, particularly evidence types and forms, and the methods and reasoning of evidence control and crime scene procedures. Display <u>active listening skills</u> applicable to the process of interviewing witnesses and interrogating potential suspects by understanding relevant points, appropriate questions, and appropriate fostering of information. *Exhibit reading comprehension skills, applying the Locard's principle of exchange and note its potential effect by applying it to the detail within laboratory reports. (Mock Simulation) *Display active learning skills related to an understanding of the importance in documenting and note taking and their role within maintaining a legal record. (Periodic quizzes, exam, mock exercise)		

***Employ learned strategies in the proper method selection and procedures in relation to crime scene sketches and reconstruction. (Periodic quizzes, exam, mock exercise)**

Determine proper judgment and decision-making as related to the legal execution of a warrant and other related statutory warnings.

***Present effective written communications within a narrative summary utilizing inductive and deductive reasoning in interpretations and conclusions of a case. (Periodic quizzes, exam, mock exercise)**

Demonstrate effective complex problem-solving skills within a comprehensive case project including detailed reporting documents, regulated forms, and narrative deposition.

In addition, this course is now based on a specific case throughout the semester, instead of many different vignettes.

Forensics Program Assessment		
Program Outcome 1:		Course: CRIJ 2313 Correctional Systems/Practices
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CRIJ 2313 The student will demonstrate Critical Thinking techniques to concepts and problems of correctional institutions. The student will demonstrate Personal Responsibility in understanding the levels of corrections and how that affects officer safety. The student will use Social Responsibility in understanding that inmates have certain rights.	conducted by written examination at midterm	90% of the students will pass with an efficiency of 70% or better
Findings 15-16	Findings 16-17	Findings 17-18
		10/10 (100%) students passed with an efficiency of 70% or better.
Findings 18-19	Findings 19-20	Findings 20-21
		Assignment is no longer part of course
Evaluation and Use of Results for Program Improvement		
2015-2016		
2016-2017		

2017-2018 Target was met based on the data data
2018-2019
2019-2020
2020-2021 This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene skills.

Forensics Program Assessment		
Program Outcome 1:		Course: CRIJ 1313 Juvenile Justice
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
CRIJ 1313 Juvenile Justice Demonstrates ability to apply Social Responsibility techniques in determining if and offense is a status offense or child in need of supervision offense or delinquent conduct as defined in accordance with Texas law.	The assessment for this SLO will be conducted by Written examination after chapters 1 -3.	90% of the students will pass with an efficiency of 70% or better.
Findings 15-16	Findings 16-17	Findings 17-18
Total Students: 25 of 31 passed(80%) Alice: 9 passed 2 Failed 82% Beeville: 11 passed 2 failed 85% Kingsville: 5 passed 2 failed 71%		
Findings 18-19	Findings 19-20	Findings 20-21
		This assignment is no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016 Based upon data collected, training for this outcome was determined to be sufficient. Of those who failed three of the six did not attempt the test even when given several opportunities. This was a distance learning with testing being done on-line.		
2016-2017		

2017-2018
2018-2019
2019-2020
2020-2021 This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene skills.

Forensics Program Assessment		
Course: CRIJ 2328 (CJSA 1359) Police Systems and Practices		
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
POLICE SYSTEMS AND PRACTICES CRIJ 2328 (CJSA 1359) Use Critical Thinking skills to compare and contrast organizational structures, policies, strategies and tactics employed to ensure police effectiveness, efficiency and Equity 2017-2018 The student will utilize Critical thinking skills to compare and contrast organizational structures, policies, strategies and tactics employed to ensure police effectiveness, efficiency and equity. Students will utilize Social Responsibility to understand the police role in our communities. Students will utilize Personal Responsibility to understand how ethics effects their career.	Mid-term examination.	Target: 90% of the class will pass this SLO with a 70% or better.
Findings 15-16 Beeville – (34/36) 94.4% Alice – (17/17) 100% Pleasanton – (1/1) 100% Kingsville – (14/14) 100% A.C. Jones H.S. – (10/10) 100% Skidmore H.S. – (13/13) 100% San Diego H.S. – (4/5) 80%	Findings 16-17 Beeville – (32/33) 96.96% Alice – (19/20) 95% Kingsville – (6/6) 100% A.C. Jones (14/14) 100% Mercedes H.S. – (36/38) 94%	Findings 17-18 36/ 33 (91.6%) students passed with an efficiency of 90% or better. Alice – 27 Passed/ 2 failed/ 1 Incomplete Kingsville – 8 passed Pleasanton – 1 passed
Findings 18-19	Findings 19-20	Findings 20-21 Assignment is no longer part of course
Evaluation and Use of Results for Program Improvement		
2015-2016 Based on the data collected, target was predominantly met. Current evaluation of SLO indicates that the unit is adequately taught.		

2016-2017 Based on the data collected, target was predominantly met. Current evaluation of SLO indicates that the curriculum is adequately taught.
2017-2018 Target was met based on the data collected.
2018-2019
2019-2020
2020-2021 This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene skills.

Forensics Program Assessment		
Program Outcome 1:		Course: CRIJ 1310 (CJSA1327) Fundamentals Of Law
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
FUNDAMENTALS OF LAW CRIJ 1310 (CJSA1327) Demonstrate ability to apply empirical and quantitative skills to identify the elements of crimes and defenses under Texas statutes, Model Penal Code, and case law.	Mid-term examination	Target: 90% of the class will pass this SLO with a 70% or better
Findings 15-16	Findings 16-17	Findings 17-18
Beeville – (35/38) 92.1% Alice (20/20) 100% Pleasanton (2/2) 100% Kingsville –(5/5) 100%	Beeville – (35/38) 92.1% Alice –(20/20) 100% Pleasanton –(2/2) 100% Kingsville –(5/5) 100%	
Findings 18-19	Findings 19-20	Findings 20-21
		Assignment no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016 Based on the data collected, target was predominantly met. Current evaluation of SLO indicates that the curriculum is adequately taught.		
2016-2017 Based on the data collected, target was predominantly met. Current evaluation of SLO indicates that the curriculum is adequately taught.		

2017-2018
2018-2019
2019-2020
2020-2021 This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene skills.

Forensics Program Assessment		
Program Outcome 1:		Course: CRIJ 2323 (CJSA 2300) Legal Aspects of Criminal Justice
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
LEGAL ASPECTS OF CRIMINAL JUSTICE CRIJ 2323 (CJSA 2300) Demonstrate social responsibility in following 4th amendment requirements for search and seizure 2017-2018 The student will utilize communication skills to explain the various aspects of theory and practice related to crime scene investigation. Students will utilize Teamwork Skills in demonstrating the proper way to lift fingerprints. Students will use Empirical and Quantitative skills to properly measure out a crime scene.	Mid-Term examination of the semester	90% of the class will pass this SLO with a score of 70% or better
Findings 15-16	Findings 16-17	Findings 17-18
Beeville – (14/14) 100% pass rate A.C. Jones H.S. – (10/10) 100% Skidmore H.S. – (13/13) 100% San Diego H.S. – (14/14) 100%	Beeville (32/34) 94.11% A.C. Jones (13/14) 92.85% Alice (18/20) 90% Pleasanton (2/2) 100% Kingsville (2/2) 100%	35/36 (97.22%) students passed the written test and practical exercise with a 70% or better. Alice- 35 passed/ 1 failed
Findings 18-19	Findings 19-20	Findings 20-21
		Assignment is no longer part of this course
Evaluation and Use of Results for Program Improvement		
2015-2016 Based on the data collected, target was met. Current evaluation of SLO indicates that the curriculum is adequately taught.		
2016-2017 Based on the data collected, target was met. Current evaluation of SLO indicates that the curriculum is adequately taught.		

<p>2017-2018 Current evaluation of the SLO indicates 36 students were tested for this course, of which 35 passed equating to 97.22%. This indicates no need for intervention is needed, target met.</p>
<p>2018-2019</p>
<p>2019-2020</p>
<p>2020-2021 Course changes include application of necessary proficiencies by now including a Mock Trial with weekly interactive work, and in-class relevant prepared discussion assignments, aside from periodic quizzes and comprehensive final exam. This course is no longer assessed on specific proficiencies as it is not part of the fundamental targets for Crime Scene skills at this time. The 4th Amendment outcome was being assessed in CJLE 1325 Survey and will need to be included in the new Forensic Capstone course Fall 2022.</p>

2. New Combined Targeted Assessment

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
Goal 1 Active Listening					
1.1 SLOM (SCAN) 1. Display active listening skills applicable to the interview process in understanding, documenting, and relaying relevant points from a field specialist.	CJSA1400 Death Investigation I	Interview Assignment	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	This course was an independent study needed for graduation
	Spring 2021				
1.2 SLOM (SCAN) 1. Display active listening skills in peer review of presentation assessment for points made and interactive feedback.	CJLE 1325 Criminal Justice Survey	Research Presentation - Peer Reviewed Component	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	
	Spring 2021				
Goal 2 Critical Thinking					
2.1 SLOM (SCAN) 1. Effectively utilize critical thinking skills to identify the goals, objectives, and preliminary procedures of a criminal investigation.	CRIJ 2314 / CJSA 1342 Criminal Investigation	Tests/Lab Journal Assgn - Brief Case Investigation	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 93.8%. 100% of the students scored above a 65%.	See Fall Virtual Lab Notation in Comments
	Fall 2020				
2.2 SLOM (SCAN) 1. Indicate critical thinking skills by utilizing logic and reasoning in discussions on the significance of field and laboratory findings in relation to the overall	CJSA 1308 Criminalistics I	Shared Writing Assignments	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment	The average grade was 62.5%. 50% of the students scored above a 65%.	Reassess upon a larger data pool of students (this course contained 2 students)
	Fall 2020				

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
success of a case conclusion.			will receive above 65%		
Goal 3 Reading Comprehension					
3.1 SLOM (SCAN) 4. Exhibit reading comprehension skills, applying the Locard's principle of exchange and note its potential effect by applying it to the detail within laboratory reports.	CRIJ 2314 / CJSA 1342 Criminal Investigation	Lab Journal - Evidence Control in Relation to Interpretating Lab Results	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 73.5%. 50% of the students scored above a 65%.	See Fall Virtual Lab Notation in Comments
	Fall 2020				
3.2 SLOM (SCAN) 2. Exhibit reading comprehension skills in applying scientific understanding to work-related medicolegal documents related to death investigations.	CJSA1400 Death Investigation I	Forensic Findings Assignment	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	This course was an independent study needed for graduation
	Spring 2021				
Goal 4 Speaking					
4.1 SLOM (SCAN) 5. Exhibit effective speaking skills by conveying laboratory interpretations and conclusive results in a manner appropriate to the audience.	CJSA 2323 Criminalistics II	Presentation (Class Participation Discussion)	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	
	Spring 2021				
4.2 SLOM (SCAN) 3. Effectively employ relevant speaking skills in presentation of a	CJLE1325 Criminal Justice Survey	Capstone Writing Assignment -	Average grade of selected assignment will be above	The average grade was 79.4%. 71.4% of the students	This assignment was graded and entered comprehensively -

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
comprehensive research project containing relevant and current literature.	Spring 2021	Oral Component	70%; at least 65% of students who complete assignment will receive above 65%	scored above a 65%.	in future will be broken out by 17 WEMC stated topics
Goal 5 Writing					
5.1 SLOM (SCAN) 8. Present effective written communications within a narrative summary utilizing inductive and deductive reasoning in interpretations and conclusions of a case.	CRIJ2314 / CJSA1342 Criminal Investigation	Lab Journal Assgn - Narrative Summary	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 67.2%. 55.6% of the students scored above a 65%.	See Fall Virtual Lab Notation in Comments
	Fall 2020				
5.2 SLOM (SCAN) 2. Present effective written communications outlining the chain of custody process from detecting evidence, through processes of collecting, preserving, and submitting for testing.	CJSA1308 Criminalistics I	Final Course Project	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	Reassess upon a larger data pool of students (this course contained 2 students). Also in future grading, split final course project grading into 2 components (writing and judgement/decision making)
	Fall 2020				
Goal 6 Complex Problem Solving					
6.1 SLOM (SCAN) 6. Employ complex problem-solving skills to reflect an understanding of the analysis and interpretation required for evidentiary findings.	CJSA2323 Criminalistics II	Lab Assignments (Final Scenario)	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment	The average grade was 100%. 100% of the students scored above a 65%.	
	Spring 2021				

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
			will receive above 65%		
6.2 SLOM (SCAN) 4. Indicate the necessary complex problem-solving skills applicable to a thorough criminal investigation resulting in a successful conclusion.	CJLE1325 Criminal Justice Survey Spring 2021	Capstone Writing Assignment 15 Criminal Investigation	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 79.4%. 71.4% of the students scored above a 65%.	This assignment was graded and entered comprehensively - in future will be broken out by 17 WEMC stated topics
Goal 7 Science					
7.1 SLOM (SCAN) 4. Recognize the scientific reasoning for the handling processes of various types of evidence.	CJSA1308 Criminalistics I Fall 2020	Multiple Choice Exam Questions	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 69.7%. 50% of the students scored above a 65%.	Reassess upon a larger data pool of students (this course contained 2 students). Also in future grading, split final course project grading into 2 components (writing and judgement/decision making)
7.2 SLOM (SCAN) 1. Utilize scientific rules and methods for laboratory tests on impressions (e.g., fingerprint, ballistics, footwear, tread) and documents.	CJSA2323 Criminalistics II Spring 2021	Lab Assignments (Final Scenario)	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
Goal 8 Active Learning					
8.1 SLOM (SCAN) 5. Display active learning skills related to an understanding of the importance in documenting and note taking and their role within maintaining a legal record.	CRIJ2314 / CJS1342 Criminal Investigation	Tests/Lab Journal Assgn - Documentation & Note Taking	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 73.8%. 50% of the students scored above a 65%.	See Fall Virtual Lab Notation in Comments
	Fall 2020				
8.2 SLOM (SCAN) 9. Demonstrate active learning skills reflected by knowledge of the Texas Penal Code and its application to current and future problem-solving and decision-making.	CJLE1325 Criminal Justice Survey	Capstone Writing Assignment #1 Texas Penal Code	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 79.4%. 71.4% of the students scored above a 65%.	This assignment was graded and entered comprehensively - in future will be broken out by 17 WEMC stated topics
	Spring 2021				
Goal 9 Judgment and Decision Making					
9.1 SLOM (SCAN) 5. Demonstrate judgement and decision-making skills in identifying options, solutions, and potential consequences for various examination procedures within various categories of evidence.	CJSA1308 Criminalistics I	Final Course Project	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	Reassess upon a larger data pool of students (this course contained 2 students)
	Fall 2020				
9.2 SLOM (SCAN) 6. Determine proper judgement and decision-making application in selecting appropriate theories as related to death investigation, including Locard's theory of transfer and for homicide crime scene searches.	CJSA1400 Death Investigation I	Case Simulation	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	
	Spring 2021				

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
Goal 10 Monitoring					
10.1 2. Display monitoring and time management skills through assessing performance of self and other team participants during laboratory projects.	CJSA2323 Criminalistics II	Partnered Lab Assignments	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	This was not part of this semester assignment grading	
	Spring 2021				
Goal 11 Social Perceptiveness					
11.1 SLOM (SCAN) 7. Exhibit social perceptiveness skills for death identification and notification procedures with emphasis on survivor reaction and grief process.	CJSA1400 Death Investigation I	Multiple Choice Exam Questions	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 99.8%. 100% of the students scored above a 65%.	This course was an independent study needed for graduation
	Spring 2021				
11.2 SLOM (SCAN) 2. Provide evidence of social perceptiveness skills as related to understanding of the interrelational dynamics of family violence.	CJLE1325 Criminal Justice Survey	Capstone Writing Assignment - #13 Family Violence	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 79.4%. 71.4% of the students scored above a 65%.	
	Spring 2021				
Goal 12 Time Management					
12.1 SLOM (SCAN) 2. Display monitoring and time management skills through assessing performance of self and other team participants during laboratory projects.	CJSA2323 Criminalistics II	Partnered Lab Assignments	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment	This was not part of this semester assignment grading	
	Fall 2020				

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
			will receive above 65%		
Goal 13 Learning Strategies					
13.1 SLOM (SCAN) 6. Employ learned strategies in the proper method selection and procedures in relation to crime scene sketches and reconstruction.	CRIJ2314 / CJSA1342 Criminal Investigation	Lab Journal Assgn - Crime Scene Final Sketch & Reconstruction	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 77.1%. 57.1% of the students scored above a 65%.	See Fall Virtual Lab Notation in Comments
	Fall 2020				
13.2 SLOM (SCAN) 5. Apply learned strategies skills for the proper method, selection, and procedures related to a crime scene search.	CJLE1325 Criminal Justice Survey	Capstone Writing Assignment - #16 Crime Scene Search	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 79.4%. 71.4% of the students scored above a 65%.	
	Spring 2021				
Goal 14 Systems Analysis					
14.1 SLOM (SCAN) 8. Demonstrate system analysis skills by the recognition of proper operations and conditions for potential effects within the autopsy process and relevant policies for response, safety, and security.	CJSA1400 Death Investigation I	Autopsy Review Paper	Average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%	The average grade was 100%. 100% of the students scored above a 65%.	This course was an independent study needed for graduation
	Starting Fall '21				
14.2 SLOM (SCAN) 6. Demonstrate system analysis skills by identifying the key	CJLE1325 Criminal Justice Survey	Capstone Writing Assignment - #5 Civil and	Average grade of selected assignment will be above	The average grade was 79.4%. 71.4% of the students	

Marketable Skills Specific Student Learning Outcomes (SLOM (SCAN))					
Program: A.A.S Forensic Science - Crime Scene Analysis			Year: 2020-2021	Department: Public Services	
SLOM (SCAN)	Course and When Assessed	Assessment Method	Expected Outcome / Measure	Results	Recommendations
operational elements and environmental concepts throughout the civil and criminal process.	Spring 2021	Criminal Process	70%; at least 65% of students who complete assignment will receive above 65%	scored above a 65%.	
IMPORTANT:					
<i>Note any special circumstances that may have unexpectedly impacted your assessment outcomes.</i>					
<p>Fall 2021 Virtual Lab - Criminal Investigations: The necessity to avoid a laboratory setting, as well as the restrictions from enlisting public officials for procedures typically included in this learning was a significant influencer on student completion of assignments. This is in addition to requiring a shift in focus on assignments the students could perform on their own, with items available to them at home.</p> <p>Changes made after fall semester for CRIJ/CJSA Courses: All courses now have inclusive access textbook. Blackboard layouts were changed to have weekly folders within Course Content - and within the folders links to assignments. Third party test pools were brought over to Blackboard as to be able to edit and revise questions, as well as run detailed item analysis of questions. An introductory survey of understanding of review of policy and syllabus placed under a Start Here tab. An online "Town Hall" meeting was scheduled for all online courses early in the semester to review the expectations of the course.</p> <p>Changes to be made for 2021-2022: Divide Course Content into Modules of 2-3 weeks each and add applicable objectives from new master syllabi of Program Level, Student Level, and SCAN objectives. Continue with changes made for the spring 2021 semester. Review course rosters of classes to be taken in the second year to identify students who have not taken prior introductory level courses. Separate out grading on assignments as noted above to identify proficiency of specific learning objectives.</p>					

4. Basis of Assessment Project

Courses chosen for Annual Student Learning Assessment	(Other) Program Specific Courses	Remainder of Courses
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A.A.S. Forensic Science Crime Scene Analysis

CRIJ2314 / CISA1342	CISA1308	CISA2323	CISA1400	CIE1325	CISA 2332	CISA 1401	CRIJ 2323 / CISA 2300	CRIJ 1301 / CISA 1322	CRIJ 1306 / CISA 1313	CRIJ 1313 / CISA 1317	CRIJ 1310 / CISA 1327	CRIJ 2328 / CISA 1359	CRIJ 1307 / CISA 1312	CISA 2364	CRIJ 2313
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Program Level Objectives

Course Crosswalk

	Criminal Inv.	Criminalistics I	Criminalistics II	Death Investigation I	CJ Survey*	Criminalistics III	Death Investigation II	Legal Aspects LE	Intro to CJ	Court Sys & Prac	Juvenile Justice	Fund of Criminal Law	Police Sys/Prac	Crime in America	Practicum	Correctional Systems
1. Define the functions and roles of all the major components (police, courts, corrections) of the U.S. Criminal Justice System, with emphasis on professional standards of ethical behavior.					X				X	X	X	X	X	X		X
2. Demonstrate the ability to process a crime scene pursuant to evidentiary standards with emphasis on collecting, packaging, chain of custody, and evidence control.		X				X	X									
3. Outline inductive/deductive reasoning processes and communication techniques utilized in interviewing of witnesses, interrogation of suspects, and consulting of victims and their families.	X			X	X	X	X						X			
4. Perform relevant and specific laboratory tests with scientific industry standard techniques as related to the forensic science of crime scene investigation, analysis and interpretation.			X			X										

Course Crosswalk

	Criminal Inv.	Criminalistics I	Criminalistics II	Death Investigation I	CJ Survey*	Criminalistics III	Death Investigation II	Legal Aspects LE	Intro to CJ	Court Sys & Prac	Juvenile Justice	Fund of Criminal Law	Police Sys/Prac	Crime in America	Practicum	Correctional Systems
5. Provide detailed reporting documents and related legal procedural forms as related to the forensic science of crime scene investigation and analysis.	X	X	X	X			X									
6. Prepare testimonial evidence and demonstration of physical evidence for criminal and civil court processes.	X					X	X	X								
7. Demonstrate an understanding of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security and safety operations for the protection of people, data, property, and institutions.	X	X		X			X	X	X	X		X	X			X
8. Demonstrate knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process, with emphasis on Federal and State constitutions.			X		X			X	X	X	X		X			X
9. Demonstrate the ability to present technical information, without bias, in a manner suitable for various targeted audiences, in written form and/or oral presentation as related to event reconstruction.	X			X		X	X	X			X	X				
10. Apply the history and basic theory of crime scene investigation (e.g., Locard's Theory, use of evidence, defining a crime scene) using relevant and current literature in review of methodologies and validation studies (e.g., documentation, search, enhancement, collection, packaging, preservation)		X	X	X												

Specific Program Standards

Course Crosswalk

	Criminal Inv.	Criminalistics I	Criminalistics II	Death Investigation I	CJ Survey*	Criminalistics III	Death Investigation II	Legal Aspects LE	Intro to CJ	Court Sys & Prac	Juvenile Justice	Fund of Criminal Law	Police Sys/Prac	Crime in America	Practicum	Correctional Systems
National Institute of Justice (NIJ) Report* (not inc. Chemistry and Human Biology)																
Recognition, identification, individualization, and evaluation of physical evidence in legal proceedings, in part of the following:																
Impression analysis - fingerprints and other impressions (such as footwear and tire tracks);		X	X													
Identification analysis - e.g., toolmark and firearms			X													
Document examination - e.g., questioned documents, handwriting, counterfeit money			X													
Reconstruction - Documentation and analysis of patterns to perform representation of past events in times and space	X					X	X				X					
Quality assurance and professional standards of behavior	X	X	X			X	X	X	X	X		X	X	X	X	X
Evidence control	X	X	X			X	X									
Report writing	X		X	X	X	X				X	*			X		
Applicable scientific methods	X	X	X	X		X	X						X			
Inductive and deductive reasoning	X	X		X	X	X	X	X			X	X	X			

**Organization of Scientific Area Committee for Forensic Science
Crime Scene Investigator Training Standards**

	Criminal Inv.	Criminalistics I	Criminalistics II	Death Investigation I	CJ Survey*	Criminalistics III	Death Investigation II	Legal Aspects LE	Intro to CJ	Court Sys & Prac	Juvenile Justice	Fund of Criminal Law	Police Sys/Prac	Crime in America	Practicum	Correctional Systems
6.3.1 Minimum crime scene investigation elements shall include the following:																
6.3.1.1 history and basic theory of crime scene investigation (e.g., Locard's Theory, use of evidence, defining a crime scene)	X	X	X	X												
6.3.1.2 relevant and current literature		X		X	X									X		
6.3.1.3 nature and properties of evidence types and forms in which it may be discovered	X	X	X				X				X					
6.3.1.4 response (e.g., safety, security, scene logs, legal considerations)	X	X	X	X				X								
6.3.1.5 methodologies and validation studies (e.g., documentation, search,		X	X	X		X										

Course Crosswalk

	Criminal Inv.	Criminalistics I	Criminalistics II	Death Investigation I	CJ Survey*	Criminalistics III	Death Investigation II	Legal Aspects LE	Intro to CJ	Court Sys & Prac	Juvenile Justice	Fund of Criminal Law	Police Sys/Prac	Crime in America	Practicum	Correctional Systems
enhancement, collection, packaging, preservation)																
6.3.1.6 associated tools, equipment, and instrumentation		X	X			X										
6.3.1.7 interpretations	X	X	X	X		X										
6.3.1.8 knowledge of related fields					X		X		X	X	X	X	X	X		
6.3.1.9 reporting and testimony	X					X	X	X			R	R				
Assessment mechanisms shall be chosen to reflect the job duties of the practitioner to include:																
6.3.2.1 oral exams					X	X										
6.3.2.2 written exams					X	X										
6.3.2.3 exercises with emphasis on those that reflect actual casework situations and levels of difficulty	X	X	X	X	X	X	X	X				X				
6.3.2.4 review of mock casework			X	X	X	X	X	X			X	X				
6.3.2.5 mock trials or oral board					X	X	X	X								

4. Targeted Assessment in Use 2021

19-4092.00 Forensic Science Technician, and 33-3021.02 Police Identification and Records Officers Skills List	CRIJ2314 / CISA1342 Criminal Investigation	CISA1308 Criminalistics I	CJSA2323 Criminalistics II	CJSA1400 Death Investigation I	CILE1325 Criminal Justice Survey
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	Lab Journal Assgn - Observation/Interview			Interview Assignment	Research Presentation - Peer Reviewed Component

19-4092.00 Forensic Science Technician, and 33-3021.02 Police Identification and Records Officers Skills List	CRIJ2314 / CISA1342 Criminal Investigation	CISA1308 Criminalistics I	CISA2323 Criminalistics II	CISA1400 Death Investigation I	CILE1325 Criminal Justice Survey
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	Tests/Lab Journal Assgn - Brief Case Investigation	Shared Writing Assignments	Assessments		Capstone Writing Assignment - #8 Use of Force
Reading Comprehension — Understanding written sentences and paragraphs in work related documents.	Lab Journal - Evidence Control in Relation to Interpreting Lab Results			Forensic Findings Assignment	
Speaking — Talking to others to convey information effectively.			Presentation		Research Presentation - Oral Component
Writing — Communicating effectively in writing as appropriate for the needs of the audience.	Lab Journal Assgn - Narrative Summary	Final Course Project		DOJ & State Reg Assignment	Capstone Writing Assignment (overall grade covering all 17 key topic areas)
Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	Comprehensive Journal	Shared Writing Assignments	Test Assessments	Case Study Assignments	Capstone Writing Assignment - #15 Criminal Investigation
Science — Using scientific rules and methods to solve problems.	Lab Journal Assgn/Tests - Types of Forensic Evidence	Multiple Choice Exam Questions	Lab Assignments	Multiple Choice Exam Questions	

19-4092.00 Forensic Science Technician, and 33-3021.02 Police Identification and Records Officers Skills List	CRIJ2314 / CISA1342 Criminal Investigation	CISA1308 Criminalistics I	CISA2323 Criminalistics II	CISA1400 Death Investigation I	CILE1325 Criminal Justice Survey
Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.	Tests/Lab Journal Assgn - Documentation & Note Taking		Lab Assignments		Capstone Writing Assignment - #1 Texas Penal Code
Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.	Lab Journal Assgn - Search Warrant	Final Course Project		Case Simulation	Capstone Writing Assignment - #4 Arrest Search and Seizure
Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.			Partnered Lab Assessment		
Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.				Multiple Choice Exam Questions	Capstone Writing Assignment - #13 Family Violence
Time Management — Managing one's own time and the time of others.			Partnered Lab Assessment		
Learning Strategies — Selecting and using training/instructional methods and procedures	Lab Journal Assgn - Crime Scene Final Sketch & Reconstruction	Final Exam	Test Assessments		Capstone Writing Assignment - #16 Crime Scene Search

19-4092.00 Forensic Science Technician, and 33-3021.02 Police Identification and Records Officers Skills List	CRIJ2314 / CISA1342 Criminal Investigation	CISA1308 Criminalistics I	CISA2323 Criminalistics II	CISA1400 Death Investigation I	CILE1325 Criminal Justice Survey
appropriate for the situation when learning or teaching new things.					
Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.				Autopsy Review Paper	Capstone Writing Assignment - #5 Civil and Criminal Process

J. Employment Examples

1. Crime Lab Evidence Technician; Texas Department of Public Safety; (2021) \$46,034 - \$56,076
2. Crime Scene Technician; Galveston Police Department (2021) \$41,248 - \$ 61,871
3. Property & Evidence Technician, Addison Police Department; (2021) \$37,035 - \$46,293
4. Crime Scene Technician; Richmond Police Department (2021); \$60,320

K. Supplemental Overview – Distinct and Non-Distinct Student and Contract Hours

PROGRAM: FNISC.AAS

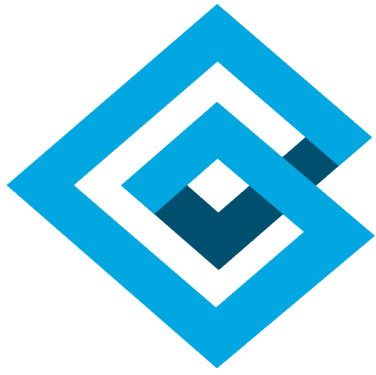
FACULTY: All

COURSE: All

TERMS SELECTED: 2020FA 2020SP 2020SU 2021FA 2021SP 2022SP

Forensic Associate of Applied Science

84 NON-DISTINCT STUDENTS	74 TRAD	46 FT	84 CLASSES TAKEN	63 COMPLETIONS
10 DUAL	38 PT		75% COMPLETIONS	2.61 AVG GPA
59 DISTINCT STUDENTS	33 MALE	26 FEMALE	7.64 AVG STUDENTS per SECTION	1.42 AVG SECTIONS per STUDENT
48 HISPANIC	5 WHITE		267.00 SCH	4.53 AVG SCH per STUDENT
0 BLACK	1 ASIAN	2 AMER / IND	5.89K CONTACT HOURS	99.80 AVG CNT HRS per STUDENT
1 TWO OR MORE	0 HAW / PI	2 UNKNOWN	40.63K PROG FEES	688.66 AVG FEES per STUDENT



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: AA and AS General Studies

Program Director: Mark L. Secord

Dean: Mark L. Secord

Date: 03/01/2021

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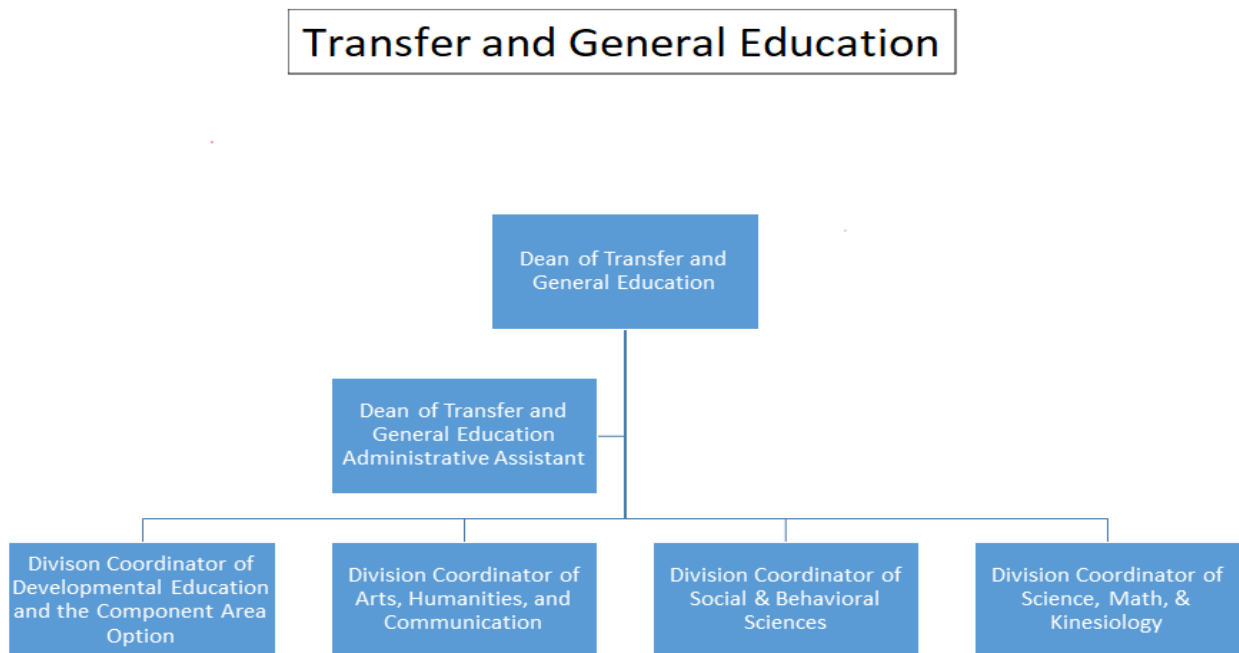
Part I: Program Purpose, Description and Goals

A. Program Purpose

The General Studies Instructional Unit provides freshman and sophomore level transfer and general education courses that apply towards an AA, AS, or AAS degree. Courses are delivered face to face, by internet, distance learning, and on-sight at various ISDs. Developmental education courses in English and mathematics are also offered. This program is directly linked to Coastal Bend College's 2020 – 2025 Strategic Plan and CBC's Institutional Goal #1: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."

B. Program Description

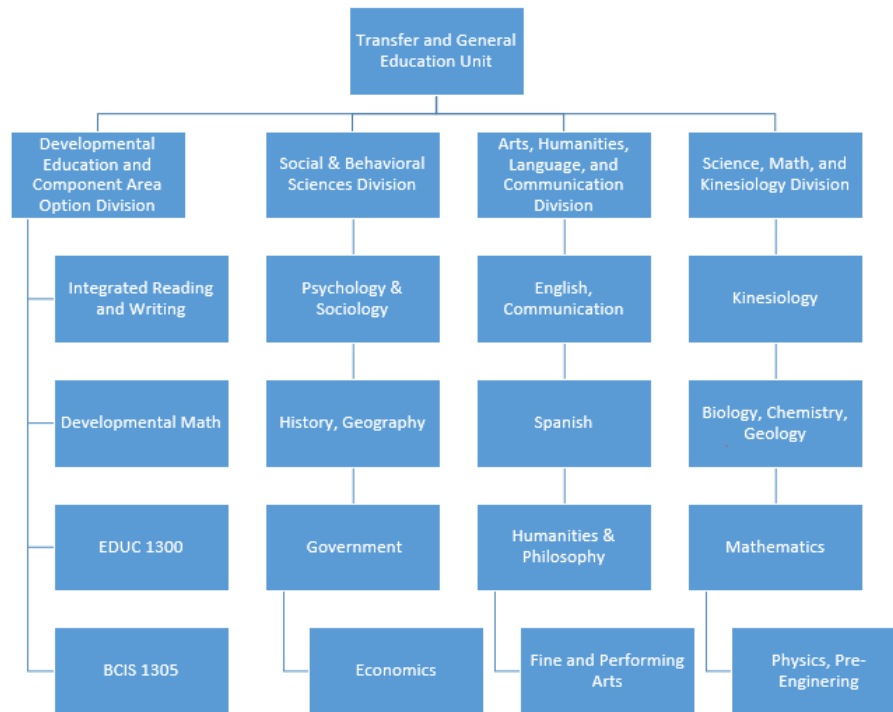
The General Studies Instructional Unit is comprised of 4 divisions; the Mathematics, Science and Kinesiology Division (MSK), the Social and Behavioral Sciences Division (SBS), the Arts, Humanities, and Communication Division (AHC), and the Developmental Education and Component Area Option Division (Dev. ED./CAO).



Each instructional division is comprised of numerous departments. The MSK division oversees mathematics, kinesiology, and the life and physical sciences. The SBS division provides oversight of psychology, sociology, government, history, and economics. The AHC division encompasses English, speech, foreign language, humanities, philosophy, and the creative arts. The Dev. Ed./CAO division includes integrated reading and writing, developmental math, EDUC 1300, and BCIS 1305. Each division is managed by a division coordinator that oversees the hiring of faculty, scheduling and assessment of courses, and the day to day operation. All division coordinators report directly to the dean of transfer

and general education. The organizational structure of the Transfer and General Education Instructional Unit is illustrated in the following diagram.

Transfer and General Education Unit Departmental Organization



Mathematics, Science and Kinesiology Division (MSK)

The Math & Science Division is comprised of the Life & Physical Sciences (biology, chemistry, & geology), Mathematics (mathematics), and Kinesiology (kinesiology) departments. The primary purpose of the MSK Division is to provide CBC students with a quality educational experience, to support workforce instructional programs, and to provide innovative instruction. The Life & Physical Sciences program serves an integral role in the mission of the college by providing academic courses that are required in vocational, technical, and academic certification and degree plans. The Life and Physical Sciences department currently provides freshman and sophomore level courses in biology and geology. All AA & AS degree plans require 6 hours of core science credit, many of the biology, and some chemistry and geology, courses can be applied towards this requirement. Many courses are also prerequisites for the Radiographic Technician, Nursing, and Dental Hygiene programs (BIOL 2301, 1101, 2302, 1102, 2320, 2120).

The primary purpose of the Mathematics Department is to provide clear pathways in mathematics for incoming students, provide developmental and college-level instruction in mathematics, and support workforce instruction programs. CBC partnered with the UT Austin Dana Center New Mathways Project (NMP*) to provide a systemic approach to improving student success and completion through the implementation of processes, strategies, and structures built around three mathematics

pathways. These pathways are the algebraic, statistics, and contemporary math options. Currently, CBC is offering these pathways and is incorporating various NCBM (non-course based math options) into the pathways to provide developmental education support to students that are not college-ready.

The Mathematics, Science and Kinesiology Division currently offers the following Core courses:

Life & Physical Sciences Department CORE Offerings

Rubric	Course #	Title	SCH
BIOL	1306	Biology for Science Majors (Lecture)	3
BIOL	1106	Biology for Science Majors (Laboratory)	1
BIOL	1308	Biology for Science Non-Majors (Lecture)	3
BIOL	1108	Biology for Science Non-Majors (Laboratory)	1
BIOL	1322	Nutrition & Diet Therapy	3
BIOL	2301	Anatomy and Physiology I (Lecture)	3
BIOL	2101	Anatomy & Physiology I (Laboratory)	1
BIOL	2302	Anatomy and Physiology II (Lecture)	3
BIOL	2102	Anatomy & Physiology II (Laboratory)	1
BIOL	2320	Microbiology for Non-Science Majors (Lecture)	3
BIOL	2120	Microbiology for Non-Science Majors (Laboratory)	1
BIOL	2306	Environmental Biology	3
CHEM	1306	Introductory Chemistry 1 (Allied Health Emphasis) (Lecture)	3
CHEM	1106	Introductory Chemistry 1 (Allied Health Emphasis) (Laboratory)	1
GEOL	1305	Environmental Science	3

Mathematics Department CORE Offerings

Rubric	Course #	Title	SCH
MATH	1314	College Algebra	3
MATH	1324	Mathematics for Business & Social Sciences	3
MATH	1332	Contemporary Mathematics I	3
MATH	1442	Elementary Statistical Methods	4
MATH	2412	Pre-Calculus Mathematics	4

Social and Behavioral Sciences Division (SBS)

The Social and Behavioral Sciences Division is comprised of the social and behavioral sciences department (economics, psychology and sociology) and the history and government departments.

The Social and Behavioral Sciences department offers courses in economics, psychology and sociology, and provides educational courses of collegiate rigor to develop a full, well-rounded individual, and engages students and staff in support of our communities via service learning projects and community involvement.

Courses taught in economics include ECON 2301- Principles of Macroeconomics and ECON 2302- Principles of Microeconomics. Courses taught in psychology include: 2301-General Psychology; 2314- Human Growth and Development; 2315-Psychology of Adjustment; 2317-Educational Statistics; 2319- Social Psychology; and 2389-Cooperative in Psychology. Courses taught in sociology include: 1301- Principles of Sociology; 1306-Social Problems; 2301-Marriage and the Family; 2319-American Minorities; and 2389-Cooperative in Sociology. In the future, these course options will be reduced and the focus shifted to high demand courses.

The Government/Political Science and History Departments are an integral part of the Social and Behavioral Sciences Division. They are two of the larger departments in terms of student enrollment and contact hours. Courses taught in Government include GOVT 2305- American Government and GOVT 2306- Texas Government. Courses taught in History include: HIST 1301- United States History I; HIST 1302- United States History II; HIST 2301- Texas History; HIST 2321 World Civilizations I; HIST 2322 World Civilizations II; HIST 2327- Mexican-American History I; and HIST 2328 Mexican-American History II.

The Social and Behavioral Sciences Division currently offers the following Core courses:

Social and Behavioral Sciences Department CORE Offerings

Rubric	Course #	Title	SCH
ECON	2301	Principles of Macroeconomics	3
ECON	2302	Principles of Microeconomics	3
PSYC	2301	General Psychology	3
PSYC	2314	Lifespan Growth and Development	3
SOCI	1301	Introduction to Sociology	3
SOCI	2301	Marriage & the Family	3

Government/Political Science Department CORE Offerings

Rubric	Course #	Title	SCH
GOVT	2305	Federal Government	3
GOVT	2306	Texas Government	3

History Department CORE Offerings

Rubric	Course #	Title	SCH
HIST	1301	United States History I	3
HIST	1302	United States History II	3

Arts, Humanities, and Communication Division (AHC)

The Arts, Humanities and Communication Division is comprised of the creative arts (arts, music, and drama), communication (English and speech), language (Spanish), and culture (humanities and philosophy) departments.

This division provides course offerings that apply towards the Communications Foundational Component Area and the Language, Philosophy, and Culture Foundational Component Area.

The Creative Arts department currently offers primarily ARTS 1301, ARTS 1303, and MUSI 1306; these three classes are the only classes that satisfy the Creative Arts Foundational Component Area at Coastal Bend College (CBC). The following arts classes are also offered periodically: ARTS 1304, 1311, 1312, 1316, 1317, 2316, 2317, 2346, 2347, 2366, and 2367. These classes can be used to satisfy the elective requirements for an AA or AS degree at CBC. Likewise, DRAM 1310, 1351, and 1352 can also be used to fulfill elective requirements.

The primary purpose of the Communications, Language, Philosophy, and Culture departments is to offer classes that help students become better communicators, thinkers, readers, writers, and speakers, preparing our students for both academic and professional success.

This division delivers all of the classes that satisfy the 6 credit hour requirement of the Coastal Bend College (CBC) Communications Foundational Component Area, meaning almost all students pursuing an AA or AS degree, or planning to transfer to a four-year institution, take at least two classes in this division. This unit also delivers all of the classes that satisfy the 3 credit hour requirement of the CBC Language, Philosophy, and Culture Foundational Component Area. In addition, the Unit provides numerous elective options to help students satisfy the elective requirements to complete AA and AS degrees.

Outside of Foundational Component Areas, this division also offers the IRW curriculum, consisting of IRW 0311 and IRW 0312, to help prepare students for the rigors of college reading and writing. After completing these courses, students are ready to begin fulfilling their core requirements.

This division offers the only foreign language classes at CBC, Spanish. The Spanish curriculum consists of SPAN 1411, SPAN 1412, SPAN 2311, and SPAN 2312. After successfully completing these courses, students can take three-hundred level Spanish classes at a four-year school.

The Arts, Humanities, and Communication Division currently offers the following Core courses:

Creative Arts Department CORE Offerings

Rubric	Course #	Title	SCH
ARTS	1301	Art Appreciation	3
ARTS	1303	Art History I	3
MUSI	1306	Music Appreciation	3

Communications CORE Offerings

Rubric	Course #	Title	SCH
ENGL	1301	Composition I	3
ENGL	1302	Composition II	3
ENGL	2311	Technical and Business Writing	3
SPCH	1311	Introduction to Speech Communication	3
SPCH	1315	Public Speaking	3

Language, Philosophy, & Culture Department CORE Offerings

Rubric	Course #	Title	SCH
ENGL	2322	British Literature I	3
ENGL	2323	British Literature II	3
HUMA	1301	Introduction to Humanities I	3
PHIL	1301	Introduction to Philosophy	3
PHIL	2306	Introduction to Ethics	3
SPAN	2311	Intermediate Spanish I	3

Developmental Education and Component Area Option Division (Dev. Ed/CAO)

The Developmental Education and Component Area Option Division oversees developmental courses taught in Math (MATH 0321) and English (IRW 0311), as well as all courses in the Component Area Option of the Core Curriculum (currently EDUC 1300 and BCIS 1305). This division is also instrumental in working with the state to implement the Pathways initiative.

House Bill 2223 mandates that the co-requisite model for math and English must be at 75% implementation by the Fall of 2020. CBC is at, or above, that level. NCBM 0124 is currently being offered as the co-requisite to MATH 1314 and NCMB 0132 is currently being offered as the co-requisite to MATH 1332. These co-requisite models have taken the place of MATH 0322. NCBW 0112 is currently being offered as a co-requisite to ENGL 1301 and replaces IRW 0312.

Component Area Option CORE Offerings

Rubric	Course #	Title	SCH
EDUC	1300	Learning Frameworks	3
BCIS	1305	Business Computer Applications	3

C. Program Goals

The short term and long term goals of the Transfer and General Education Instructional Unit are as follows:

1. **Short-Term Goals (within the FY22 planning cycle):**
 - a. **Correct assessment deficiencies and put a functional assessment model in place.**
 - b. **Review existing transfer agreements and update as needed.**
 - c. **Re-establish partnerships with partner universities.**
 - d. **Hire additional full-time faculty members to address areas with critical needs.**
 - e. **Standardize all course syllabi and include a well-defined course content and instructional sequence (included in unit plan for FY22).**

2. **Long-Term Goals:**
 - a. **Refine the assessment process to ensure higher quality outcomes.**
 - b. **Expand STEM offerings, especially in the physical sciences.**
 - c. **Establish new articulation agreements with partner universities.**
 - d. **Align academic course offerings with CTE degree plan requirements.**
 - e. **Establish protocols, procedures, and templates to improve the quality of online instruction.**

D. Program Student Learning Outcomes

The Transfer and General Education Instructional Unit restructured its assessment of Student Learning Outcomes in the Fall of 2020. Historically this instructional unit focused on the evaluation of the following **General Education Competencies (GECs)**:

- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

The following **Program Student Learning Outcomes (PSLOs)** were developed in the Fall of 2020:

Personal Awareness: Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.

Societal Awareness: Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society

Health & Wellness: Recognize the importance of maintaining health and wellness

Science & Technology Literacy: Develop a capacity to use knowledge of how technology and science affect their lives

Ethics: Develop personal values for ethical behavior

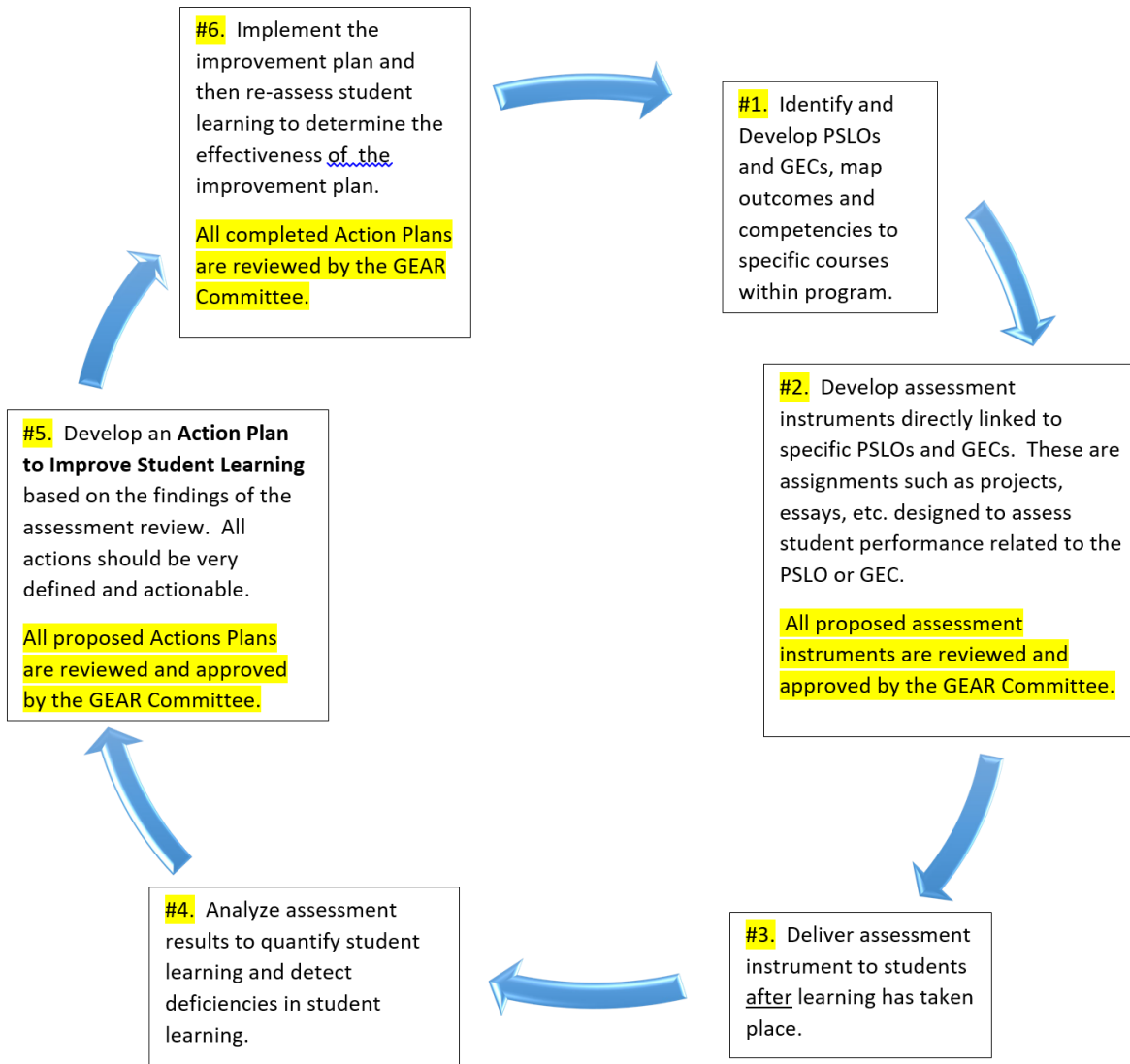
Aesthetics: Develop the ability to make aesthetic judgments

Analytical Reasoning: Use logical reasoning in problem solving

Conceptualization: Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Currently both GECs and PSLOs are being assessed throughout all TGE Instructional Divisions and a more structured process has been put in place to ensure comprehensive assessment is taking place. In addition, the General Education Assessment Review (GEAR) Team comprised of the Dean of TGE and all TGE Division Coordinators is serving a more integrated role to help ensure compliance. At this time the TGE Instructional Unit is following a one year assessment cycle. Assessment instruments are developed and first implemented in the Fall of the academic year. The results are collected and reviewed at the end of the Fall semester and action plans for improvement are developed. In the Spring semester these action plans for improvement of student learning outcomes are implemented. Spring assessments are given following the implementation of the action plans to determine their effectiveness. Following the Spring semester, the GEAR Committee reviews all assessments results for the academic year and produces their annual “closing the loop” assessment report. The following diagram illustrates the assessment process.

Student Learning Outcome Assessment Process



The first “Closing the Loop” annual assessment report will be drafted in May of 2021. This comprehensive report will detail all facets of the TGE assessment process and will document the effectiveness of all Action Plans for Improvement of Student Learning Outcomes. Both GECs and PSLOs will be represented.

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

The TGE Instructional Unit currently employs 20 full-time employees that are dedicated solely to this unit. Numerous adjuncts are also employed. A large number of instructors teach in the dual-credit program, but these individuals are not listed below. Dual-credit instructors are employed by their respective ISDs and typically teach at those locations. The MSK Division currently employs 7 full-time faculty, 4 in biology, 2 in mathematics, and 1 in kinesiology. The SBS Division currently employs 5 full-time faculty members, 2 instruct psychology and sociology, 2 instruct history and government, and 1 covers economics and government. The AHC Division currently employs 8 full-time faculty, 1 in creative arts, 5 in English, 1 in Spanish, and 1 in speech. The Developmental Education/Component Area Option Division employs 11 full-time faculty members. These faculty all teach in other disciplines or have other responsibilities and teach developmental education or component area option courses as part of their teaching load.

Math, Science, & Kinesiology Division: Full-Time Faculty			
First	Last	Status	Discipline
Richard	Cowart	FT - Alice	BIOL/GEOL
Joel	Lopez	FT - Beeville	BIOL
Ronika	Williams	FT - Kingsville	BIOL
Xiao	Ma	FT - Pleasanton	BIOL
Curt	Villarreal	FT - Beeville	MATH
Michael	Wang	FT - Kingsville	MATH
Darlene	Stockton	FT - Beeville	KINE

Math, Science, & Kinesiology Division: Part-Time Faculty			
First	Last	Status	Discipline
Elizabeth	Ahern	PT - Alice	BIOL
Leslie	Gragg	PT	BIOL
Nathan	Purswell	PT - Beeville	MATH – Dev. Ed.
Mary Kay	Best	PT	MATH

Social and Behavioral Sciences Division: Full-Time Faculty			
First	Last	Status	Discipline
Lavinia	Issasi	FT - Alice	PSYC/SOCI
Angelica	Rea	FT - Beeville	PSYC/SOCI
Rebekah	Cuyler	FT - Beeville	GOVT/HIST
George	Guidry	FT - Beeville	ECON/GOVT
James	Clark	FT - Alice	GOVT/HIST

Social and Behavioral Sciences Division: Part-Time Faculty			
First	Last	Status	Discipline
Leslie	McCaleb-Dillion	PT	PSYC
Kirk	Richard	PT	PSYC
Roman	Smith	PT	SOCI
Ronald	Johnson	PT	ECON
John	Corkhill	PT	GOVT
Barry	Wolfe	PT	HIST
Joseph	Lebouff	PT	HIST
Neal	Tolbert	PT	HIST
Preston	Hastings	PT	HIST
Sharon	Wilson	PT	HIST/SPCH
William	Geisler	PT	GOVT/HUMA/PHIL
Larry	Wade	PT	GEOG

Arts, Humanities, and Communication Division: Full-Time Faculty			
First	Last	Status	Discipline
Jayne	Duryea	FT - Beeville	ARTS
Christie	Morgan	FT - Alice	ENGL
James	Cornelius	FT - Beeville	ENGL
Kathleen	Cuyler	FT - Beeville	ENGL
Lewis	Jaimes	FT - Kingsville	ENGL
Anna	Hazelrigg	FT - Pleasanton	ENGL
Luz	Miranda	FT - Beeville	SPAN
Trey	Fricks	FT - Beeville	SPCH

Arts, Humanities, and Communication Division: Part-Time Faculty			
First	Last	Status	Discipline
Maria	Alcoser	PT	ARTS
Luis	Pena	PT	ARTS
Laura	Yeck	PT	ENGL
William	Geisler	PT	HUMA/PHIL
Holly	Stein	PT	HUMA
James	Lee	PT - Beeville	MUSI
Lewis	Pilot	PT	MUSI
Danai	Strother	PT	SPCH

Developmental Education/Component Area Option Division: Full-Time Faculty			
First	Last	Status	Discipline
Christie	Morgan	FT - Alice	Dev. Ed. IRW/EDUC/ENGL
Kathy	Cuylar	FT - Beeville	Dev. Ed. IRW/ENGL
Lewis	James	FT - Kingsville	Dev. Ed. IRW/ENGL
Anna	Hazelrigg	FT - Pleasanton	Dev. Ed. IRW/ENGL
Luz	Miranda	FT - Beeville	EDUC
Nathan	Purswell	FT - Beeville	Dev. Ed. MATH/Coach
Marcus	Thompson	FT - Beeville	BCIS/Coach
Mark	Carabajal	FT - Alice	BCIS/CTE
Jack	Young	FT - Beeville	BCIS/CTE
Curt	Villarreal	FT - Beeville	Dev. MATH/MATH
Michael	Wang	FT - Kingsville	Dev. MATH/MATH

Developmental Education/Component Area Option Division: Part-Time Faculty			
First	Last	Status	Discipline
Yvette	DeLeon	PT	EDUC
Jason	Childers	PT	EDUC
Bobbie	Hill	PT-CBC	DevEd Math, MATH
Bradley T.	Norquist	PT-DC-CBC	EDUC
Daniel D.	Rea	PT-CBC	EDUC

b. Strengths

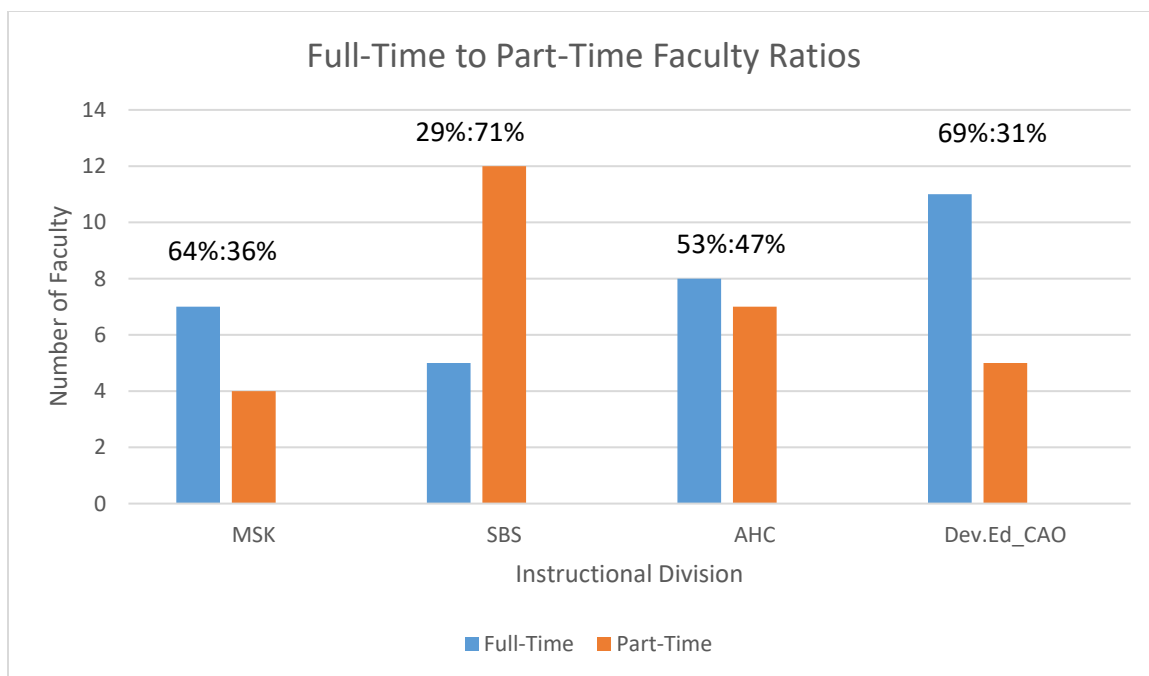
The strengths of the faculty at CBC are as follows:

All faculty go through a rigorous credentialing process to ensure they are qualified to teach within their respective discipline. Faculty have historically been very resilient and adapt well to change. Numerous initiatives have been implemented throughout the years and CBC faculty have adjusted well. Mandates are typically carried out with little overall resistance. The current organizational structure is working very well and the strong, experienced Division Coordinators help maintain a relatively streamlined process.

The new assessment process implemented in the Fall of 2020 is going well. There was some initial resistance, but the Division Coordinators were very efficient at bringing their faculty onboard. This was a very significant transition that was implemented in a very short period of time and yet it has been proceeding very satisfactorily. This speaks well of the faculty's adjustment to change.

c. Areas for Improvement

As shown in the Full-Time to Part-Time faculty Ratios Chart, there is a need for additional full-time faculty in some areas. I will address these on a divisional basis.



MSK Division:

The current full-time to part-time faculty ratio of this division is 64% FT to 36% PT. Adjunct faculty in the sciences are typically hard to obtain and the majority of the science courses are taught by full-time faculty. The division lost a full-time biology instructor in Beeville in Spring 2020 and that individual was never replaced. Due to COVID-19 all instruction was moved online and there was a drop in enrollment. If the pre-covid enrollment patterns would have persisted, the need for biology courses could not have been met. Pre-nursing courses typically have a very robust enrollment with anatomy and physiology (BIOL 2301/2302) being in high demand. Currently we are relying on an adjunct, Leslie Gragg, to provide enough online sections to cover the demand. If demand returns to pre-covid levels, our existing faculty will not be able to meet the demand. In addition, Mary Ma, the full-time biology instructor in Pleasanton, is retiring in the Spring of 2021.

There are currently 2 full-time mathematics instructors, 1 in Beeville, and 1 in Kingsville. Historically CBC has employed 3 to 5 full-time math faculty. Adjunct faculty have been able to provide enough support to meet enrollment demands, but if enrollment increases we will likely not be able to provide adequate courses to cover student demand for mathematics.

We currently employ only 1 full-time kinesiology instructor. Kinesiology is not part of the core curriculum and meeting student demand has thus far not been a problem. The state has made a move away from activity courses and encouraged the use of more theory based courses such as Concepts of Physical Fitness (KINE 1338) and Drug Use and Abuse (KINE 1346).

ENROLLMENT TRENDS IN MATH & KINESIOLOGY: 2019 – 2020, 2020 – 2021

Math, Science, & Kinesiology Division: Mathematics & Kinesiology Faculty					
First	Last	Status	Discipline	Fall 2019 LOAD	Spring 2020 LOAD
Curt	Villarreal	FT - Beeville	MATH	24.5 TCH / 589 CH	28 TCH / 612 CH
Michael	Wang	FT - Kingsville	MATH	33 TCH / 685 CH	29 TCH / 662 CH
Darlene	Stockton	FT - Beeville	KINE	23 TCH / 570 CH	26 TCH / 774 CH

Math, Science, & Kinesiology Division: Mathematics & Kinesiology Faculty					
First	Last	Status	Discipline	Fall 2020 LOAD	Spring 2021 LOAD
Curt	Villarreal	FT - Beeville	MATH	20.5 TCH / 596 CH	21.5 TCH / 501 CH
Michael	Wang	FT - Kingsville	MATH	22.5 TCH / 691 CH	23 TCH / 694 CH
Darlene	Stockton	FT - Beeville	KINE	16 TCH / 609 CH	20 TCH / 840 CH

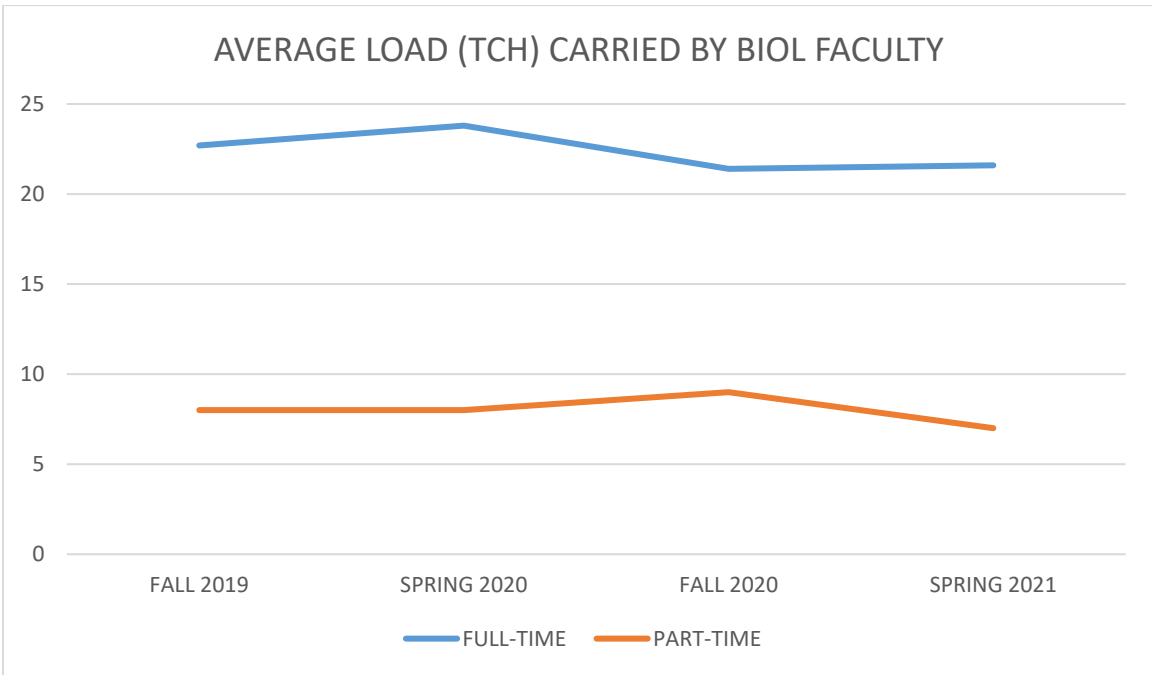
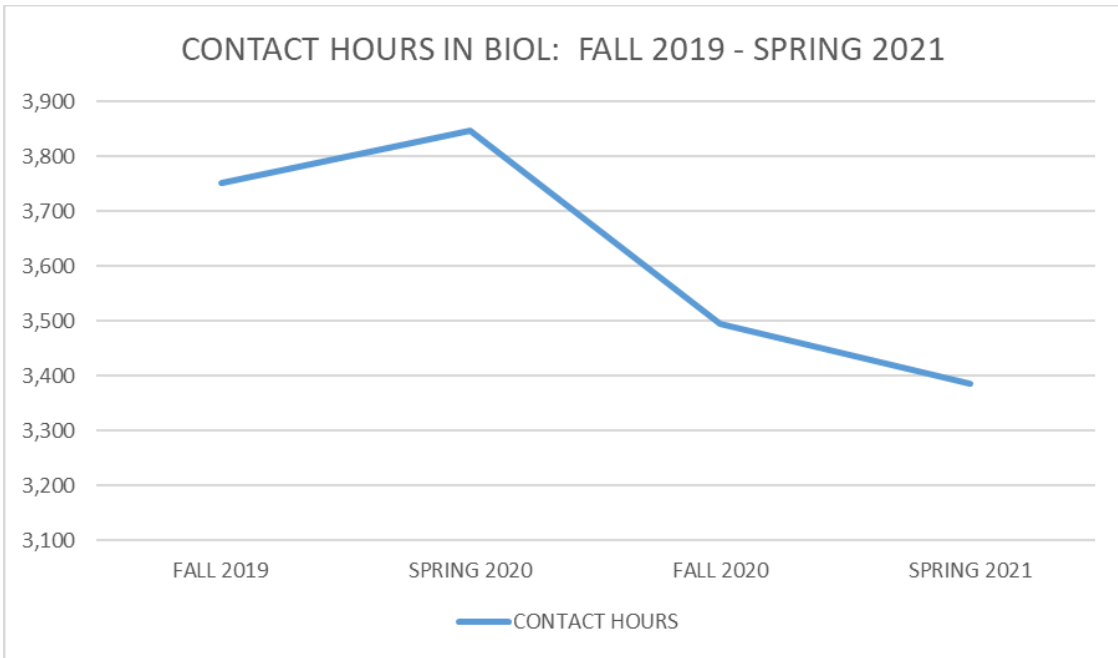
ENROLLMENT TRENDS IN THE BIOLOGICAL SCIENCES: 2019 – 2020, 2020 – 2021

Math, Science, & Kinesiology Division: Biology Faculty					
First	Last	Status	Discipline	Fall 2019 LOAD	Spring 2020 LOAD
Richard	Cowart	FT - Alice	BIOL/GEOL	21 TCH / 610 CH	21 TCH / 663 CH
Joel	Lopez	FT - Beeville	BIOL	23.5 TCH / 836 CH	24 TCH / 756 CH
Tara	Hansler	FT - Beeville	BIOL	25 TCH / 806 CH	25 TCH / 827 CH
Ronika	Williams	FT - Kingsville	BIOL	17 TCH / 540 CH	22 TCH / 586 CH
Xiao	Ma	FT - Pleasanton	BIOL	27 TCH / 667 CH	27 TCH / 684 CH
Elizabeth	Ahern	PT - Alice	BIOL	8 TCH / 292 CH	8 TCH / 332 CH

Hansler was replaced by Burgos who was not renewed

Math, Science, & Kinesiology Division: Biology Faculty					
First	Last	Status	Discipline	Fall 2020 LOAD	Spring 2021 LOAD
Richard	Cowart	FT - Alice	BIOL/GEOL	21 TCH / 722 CH	21 TCH / 744 CH
Joel	Lopez	FT - Beeville	BIOL	20.5 TCH / 673 CH	20.5 TCH / 699 CH
Ronika	Williams	FT - Kingsville	BIOL	24 TCH / 675 CH	23 TCH / 579 CH
Xiao	Ma	FT - Pleasanton	BIOL	20 TCH / 844 CH	22 TCH / 826 CH
Elizabeth	Ahern	PT - Alice	BIOL	6 TCH / 256 CH	6 TCH / 288 CH
Leslie	Gragg	PT	BIOL	12 TCH / 324 CH	8 TCH / 250 CH

Ma is retiring in the Spring of 2021



SBS Division:

The current full-time to part-time faculty ratio of this division is 29% FT to 71% PT. This is one of the larger division and covers a wide range of disciplines. CBC currently employs 2 psychology/sociology instructors, however 1 will be retiring in the Spring of 2021. Only 1 full-time economics professor is currently employed and is located on the Beeville campus. All students completing the core curriculum must take either ECON, PSYC, or SOCI. If enrollment patterns improve, there will be a strong need for another full-time psychology and/or sociology instructor.

Social and Behavioral Sciences Division: Full-Time Faculty					
First	Last	Status	Discipline	Fall 2019 LOAD	Spring 2020 LOAD
Lavinia	Issasi	FT - Alice	PSYC/SOCI	24 TCH / 714 CH	27 TCH / 717 CH
Angelica	Rea	FT - Beeville	PSYC/SOCI	21 TCH / 738 CH	24 TCH / 672 CH
Rebekah	Cuylar	FT - Beeville	GOVT/HIST	21 TCH / 639 CH	24 TCH / 675 CH
George	Guidry	FT - Beeville	ECON/GOVT	24 TCH / 540 CH	27 TCH / 849 CH
James	Clark	FT - Alice	GOVT/HIST	27 TCH / 780 CH	27 TCH / 996 CH

Social and Behavioral Sciences Division: Full-Time Faculty					
First	Last	Status	Discipline	Fall 2020 LOAD	Spring 2021 LOAD
Lavinia	Issasi	FT - Alice	PSYC/SOCI	21 TCH / 768 CH	21 TCH / 816 CH
Angelica	Rea	FT - Beeville	PSYC/SOCI	18 TCH / 720 CH	21 TCH / 651 CH
Rebekah	Cuylar	FT - Beeville	GOVT/HIST	18 TCH / 636 CH	18 TCH / 582 CH
George	Guidry	FT - Beeville	ECON/GOVT	21 TCH / 771 CH	21 TCH / 633 CH
James	Clark	FT - Alice	GOVT/HIST	21 TCH / 834 CH	21 TCH / 783 CH

Issasi is retiring in Spring 2021

This division currently employs 2 full-time government/history faculty members, 1 in Beeville and 1 in Alice. The division relies heavily on adjuncts to cover the student need for these courses. All core completers must have two history course and 2 government courses. As shown by the presented data, faculty loads and contact hours clearly indicate the need for an additional history/ government instructor. This would also help improve the FT:PT ratio.

Social and Behavioral Sciences Division: Part-Time Faculty					
First	Last	Status	Discipline	Load – Fall 2019	Load – Fall 2020
Leslie	McCaleb-Dillion	PT	PSYC	9 TCH	N/A
Roman	Smith	PT	SOCI	3 TCH	N/A
Ronald	Johnson	PT	ECON	3 TCH	N/A
Barry	Wolfe	PT	HIST	3 TCH	6 TCH
Joseph	Lebouff	PT	HIST	DC	9 TCH
Neal	Tolbert	PT	HIST	9 TCH	9 TCH
Preston	Hastings	PT	HIST	6 TCH	6 TCH
Larry	Wade	PT	GEOG	3 TCH	3 TCH
William	Geisler	PT	GOVT/HUMA/ PHIL	9 TCH - PHIL	6 TCH
John	Corkhill	PT	GOVT	12 TCH	9 TCH

AHC Division:

The current full-time to part-time faculty ratio of this division is 53% FT to 47% PT. This division has the greatest number of discipline specific full-time faculty members (ENGL). CBC currently employs only 1 full-time art instructor and 1 full-time speech instructor, both located in Beeville. There are 5 full-time English instructors and they are represented at all sites.

Arts, Humanities, and Communication Division: Full-Time Faculty					
First	Last	Status	Discipline	Fall 2019 LOAD	Spring 2020 LOAD
Jayne	Duryea	FT - Beeville	ARTS	14 TCH / 354 CH	14 TCH / 318 CH
Christie	Morgan	FT - Alice	ENGL	25.5 TCH / 869 CH	22 TCH / 599 CH
James	Cornelius	FT - Beeville	ENGL	21 TCH / 552 CH	21 TCH / 592 CH
Kathleen	Cuyler	FT - Beeville	ENGL	18 TCH / 458 CH	22 TCH / 632 CH
Lewis	Jaimes	FT - Kingsville	ENGL	25 TCH / 510 CH	25 TCH / 407 CH
Anna	Hazelrigg	FT - Pleasanton	ENGL	24 TCH / 622 CH	21 TCH / 316 CH
Luz	Miranda	FT - Beeville	SPAN	26.5 TCH / 390 CH	24 TCH / 400 CH
Trey	Fricks	FT - Beeville	SPCH	24 TCH / 666 CH	21 TCH / 603 CH

Arts, Humanities, and Communication Division: Full-Time Faculty					
First	Last	Status	Discipline	Fall 2020 LOAD	Spring 2021 LOAD
Jayne	Duryea	FT - Beeville	ARTS	15 TCH / 564 CH	15 TCH / 498 CH
Christie	Morgan	FT - Alice	ENGL	21 TCH / 675 CH	20.5 TCH / 616 CH
James	Cornelius	FT - Beeville	ENGL	17.5 TCH / 540 CH	21 TCH / 464 CH
Kathleen	Cuyler	FT - Beeville	ENGL	20 TCH / 492 CH	17.5 TCH / 385 CH
Lewis	Jaimes	FT - Kingsville	ENGL	18 TCH / 406 CH	21 TCH / 496 CH
Anna	Hazelrigg	FT - Pleasanton	ENGL	15 TCH / 468 CH	16 TCH / 475 CH
Luz	Miranda	FT - Beeville	SPAN	17.5 TCH / 559 CH	18 TCH / 420 CH
Trey	Fricks	FT - Beeville	SPCH	24 TCH / 711 CH	21 TCH / 615 CH

Arts, Humanities, and Communication Division: Part-Time Faculty					
First	Last	Status	Discipline	Load – Fall 2019	Load – Fall 2020
Maria	Alcoser	PT	ARTS	12 TCH (459 CH)	12 TCH (483 CH)
Luis	Pena	PT	ARTS	12 TCH (333 CH)	3 TCH (117 CH)
Laura	Yeck	PT	ENGL	6 TCH (228 CH)	10 TCH (333 CH)
William	Geisler	PT	HUMA/PHIL	3 TCH (117 CH)	12 TCH (411 CH)
Holly	Stein	PT	HUMA	12 TCH (474 CH)	6 TCH (243 CH)
Lewis	Pilot	PT	MUSI	9 TCH (276 CH)	12 TCH (483 CH)
Danai	Strother	PT	SPCH	12 TCH (477 CH)	12 TCH (336 CH)

The caps on ENGL courses are typically 30 and all instructors generally carry overloads. In addition, the adjunct Ms. Yeck typically carries a full adjunct load. Currently we only have 1 full-time speech instructor and 1 adjunct speech instructor, they both carry maximum loads. An increase in enrollment could potentially be problematic with the current staffing in place.

Dev. Ed./CAO Division:

The current full-time to part-time faculty ratio of this division is 69% FT to 31% PT. There are no full-time faculty that are specifically dedicated to this division. Instructors from other divisions teach these courses as part of their loads. This explains the FT to PT ratio.

d. Future Direction and Budget Implication

The addition of new faculty will have a significant budgetary impact. A list of hiring recommendations is provided below. These proposed positions are listed as either critical or desired. **Critical Need** positions will result in a failure to meet student demand if not filled. **Strong Need** positions are supported by a strong need, however adjunct faculty may be able to meet student demand if these positions are not filled. **Moderate Need** positions would be viable, but are not critical at this time. **Legend:** * Replacement ** Position Posted

REQUEST FOR ADDITIONAL FULL-TIME FACULTY			
TGE DIVISION	DEPARTMENT	POSITION	NEED
MSK ***	Biology	Beeville	Critical Need to meet demands of Face to Face Instruction and potential enrollment rebound
MSK ***	Biology	Beeville	Critical Need to meet demands of Face to Face Instruction and potential enrollment rebound
MSK ***	Mathematics	Alice	Critical Need to meet demands of Face to Face Instruction and potential enrollment rebound
SBS ***	Psychology	Kingsville	Critical Need to meet demands of Face to Face Instruction and potential enrollment rebound
SBS	History/Govt.	Kingsville	Strong Need to meet demands of Face to Face Instruction and potential enrollment rebound. Very heavy reliance on adjuncts, skewed FT:PT ratio.
AHC	Speech	Alice/Kings	Strong Need to meet demands of Face to Face Instruction and potential enrollment rebound. Very heavy reliance on single adjunct.
AHC	Art	Alice/Kings	Moderate Need to meet demands of Face to Face Instruction and potential enrollment rebound. Heavy reliance on virtual adjuncts.

Budget implications:

Considering a \$40,000 base for instructors, and not taking into consideration the cost of benefits, the budget implications are as follows:

Critical Need: \$40,000 * 4 positions (w/out bene. Added) = \$160,000 (minimum).

Strong Need: \$40,000 * 2 positions (w/out bene. Added) = \$80,000 (minimum).

Moderate Need: \$40,000 * 1 position (w/out bene. Added) = \$40,000 (minimum).

Total minimum cost before benefits = \$280,000

2. Technology

a. Overview

The technology currently available to TGE faculty appears to be adequate. This includes both computer hardware and software in their personal offices and in the computer labs.

b. Strengths

TGE faculty are well trained in the use of our LMS and attend professional development as required. With the advent of covid-19 protocols, all courses were moved online during the Spring of 2020. This transition went amazing well considering the scope of the transition and the short time period allowed to complete it.

c. Areas for Improvement

In the future CBC might consider adding a writing laboratory to better assist students. In addition, there is a strong need to hire an instructional designer to assist faculty with course redesigns and the implementation of new technology into their courses.

d. Future Direction and Budget Implication

The future direction is to move towards “Quality Matters” and implement more structured course platforms and more effective online instruction. This will involve numerous areas of the college and will not include numerous budgeting entities.

3. Equipment and Facilities

a. Overview

The present equipment and facilities are adequate for the TGE instruction currently being carried out. If additional programs are added, then additional equipment and facilities may be required.

b. Strengths

Approximately 6 years ago the college was well-funded through a multimillion dollar STEM grant. Every lab space at every location was renovated and new equipment was purchased.

With the move to online instruction as a result of covid, face to face instruction requiring equipment and facilities has not been fully implemented. As CBC transitions back to more face to face delivery, the necessary facilities and equipment will be available.

c. Areas for Improvement

There are no specific areas for improvement at this time.

d. Future Direction and Budget Implication

If the college moves to incorporate a writing lab or adds additional programs, there will be budget implications. There are no immediate plans to expand or add programs. There is a possibility of expanding STEM offerings to include more physical sciences such as physics and/or geology. If this occurs, additional resources will be required. There has been a preliminary discussion regarding the establishment of an agriculture program. This will require a great deal of planning, a through viability study, and a significant investment in capital.

4. Budget

a. Overview

The TGE Instructional Unit has an expansive budget that incorporates close to 350 separate General Ledger items. Starting in FY21, a zero based budget was implemented. Actual expenditures have been greatly skewed due to the covid-induced move to online instruction.

b. Strengths

The large number of GL codes does allow for greater fidelity in the budgeting process. The increased use of adjuncts and greater oversight in the scheduling process has resulted in an increase in contact hour generated revenue. Based on actual expenditures, the TGE Instructional Unit has been very cost-effective.

c. Areas for Improvement

In the Spring of 2020 a standardized budgeting template was provided. There were GL codes that needed to be deleted and others that needed to be created. These changes were made in the FY21 planning cycle. In the FY22 planning cycle the same template from Spring 2020 was distributed. The changes, deletions, and additions from the FY21 planning cycle were not carried over. Therefore, many of the problem areas previously present have returned.

d. Future Direction and Budget Implication

A process needs to be implemented that will retain the GL code corrections that are implemented. These changes should not be ephemeral. Until additional programs are implemented, I do not anticipate any short-term budget implications.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

The TGE Instructional Unit is currently in compliance with State, Regional, and Federal accreditors/agencies. The most significant areas of concern are the full-time to part-time ratios in some instructional areas and the need to produce a comprehensive, complete assessment cycle.

b. Strengths

The TGE Instructional Unit is progressively becoming more structured and better organized. In Fall 2020 the TGE Unit was restructured and Division Coordinators were put in place. This created more program level oversight and provided faculty with an administrative liaison. All Division Coordinators are full-time, experienced instructors with credentials relevant to the division they oversee. This provides a great benefit when implementing new policies and practices, as faculty tend to develop closer working relationships with their peers.

The shift from an autocratic leadership style to a democratic leadership approach is also helping to move the unit forward. Faculty are more likely to play an active role in compliance-related activities when they participate in a shared governance model.

The current Provost has a strong background in compliance and brings a wealth of applied experience to the college. Numerous initiatives have been put in place to help ensure the instructional unit reaches a state of compliance. There is a strong team effort among upper and mid-level administrators and this has been vital in moving compliance initiatives forward.

c. Areas for Improvement

The college continues to move forward but still has areas that need improvement. Many policies and procedures are outdated and need to be revised. This is an evolutionary process that takes time and great strides have been made to date. The credentialing process has been greatly improved as has the assessment process.

Distance learning is one area that needs significant improvement. There is a strong need for an instructional designer and a comprehensive distance learning plan. At this time there is little standardization and some courses may have ADA concerns.

The assessment of student learning outcomes has improved to a large degree and a comprehensive plan has been put in place. However, this is a new process and it will need time to improve and mature. Assessment instruments and actions plans need to become more refined, display more fidelity, and produce maximum results.

d. Future Direction and Budget Implication

There are no immediate budgetary impacts in this area at this time.

B. Program Output

1. Activities conducted by or engaged in by program faculty

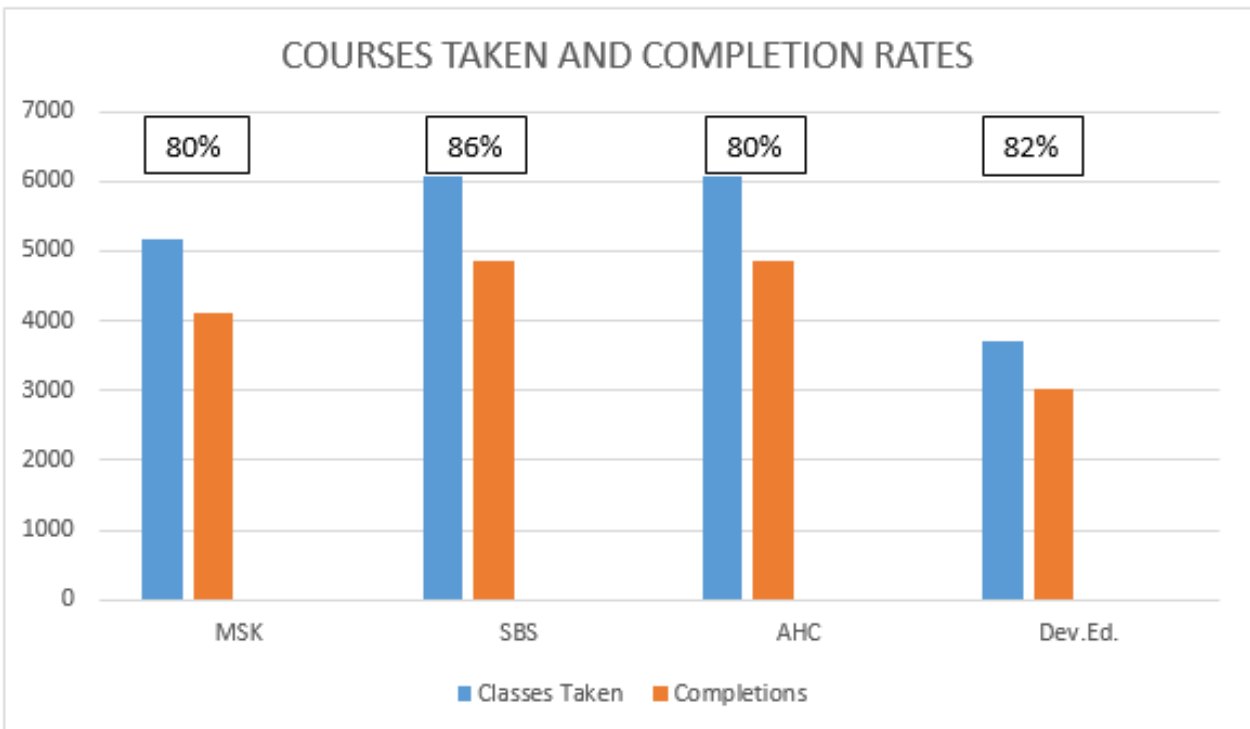
TGE faculty are involved in numerous activities that contribute to the overall success of the unit and the college as a whole. Faculty members serve on the Curriculum Committee and have direct input into all curricular changes, additions, and deletions. Faculty members also serve on the President's Advisory Committee (PAC) and contribute through shared governance. Unit Plans which are tied directly to the strategic plan are developed with faculty input and directly tie to the college's overall mission. The General Education Assessment Review Committee that oversees assessment is comprised of TGE Division Coordinators. This ensures a faculty-driven approach. Faculty also serve on the Catalog Committee, Distance Learning Committee, and all other college committees. This ensures shared governance and strong faculty involvement in college-wide initiatives.

Faculty are also involved in PTK and the state-wide Pathways Initiative. CBC is a recognized 5-star PTK chapter. Historically CBC showed little involvement in the Pathways Initiative. However, the new administration has played an active role in revitalizing the college's participation and we have made great strides.

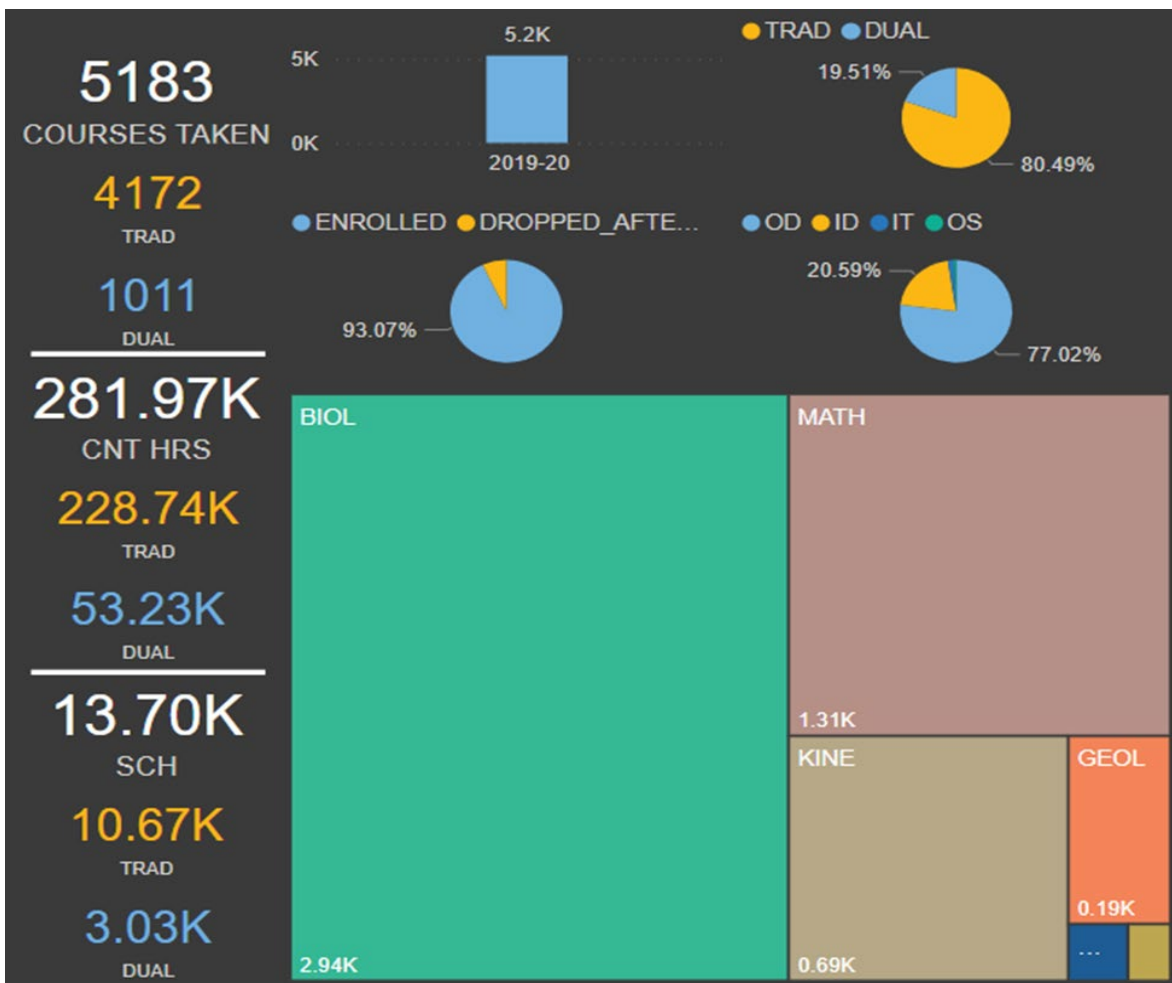
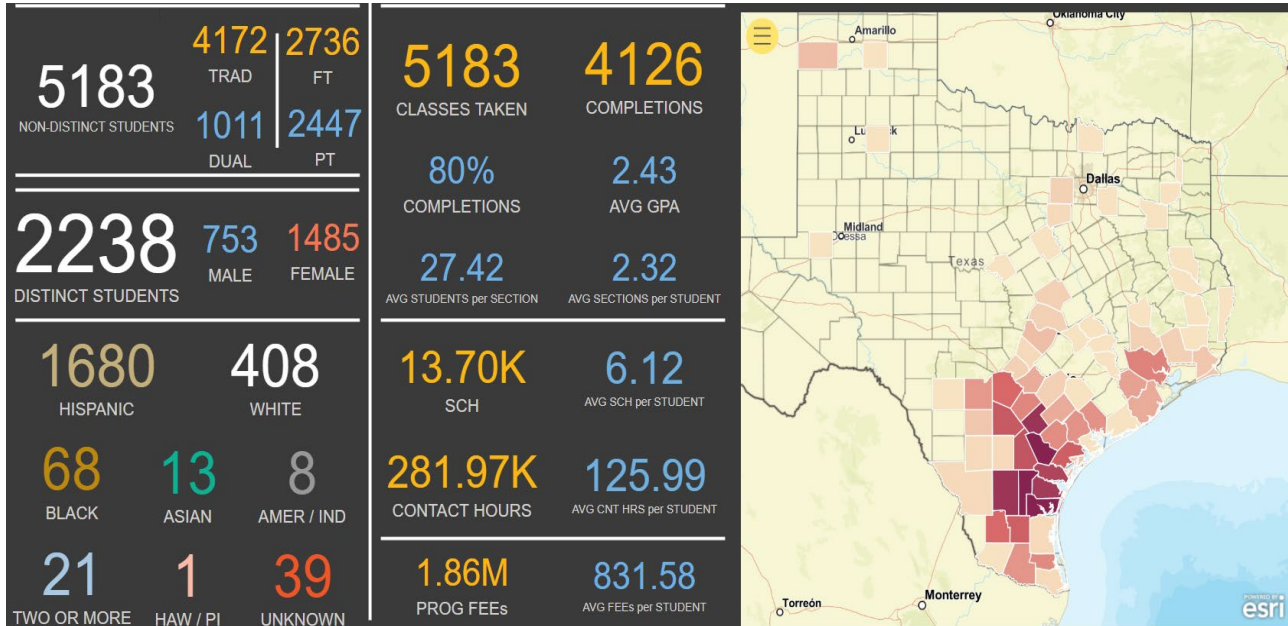
3. Evaluation of outputs

Courses Taken and Completion Rates

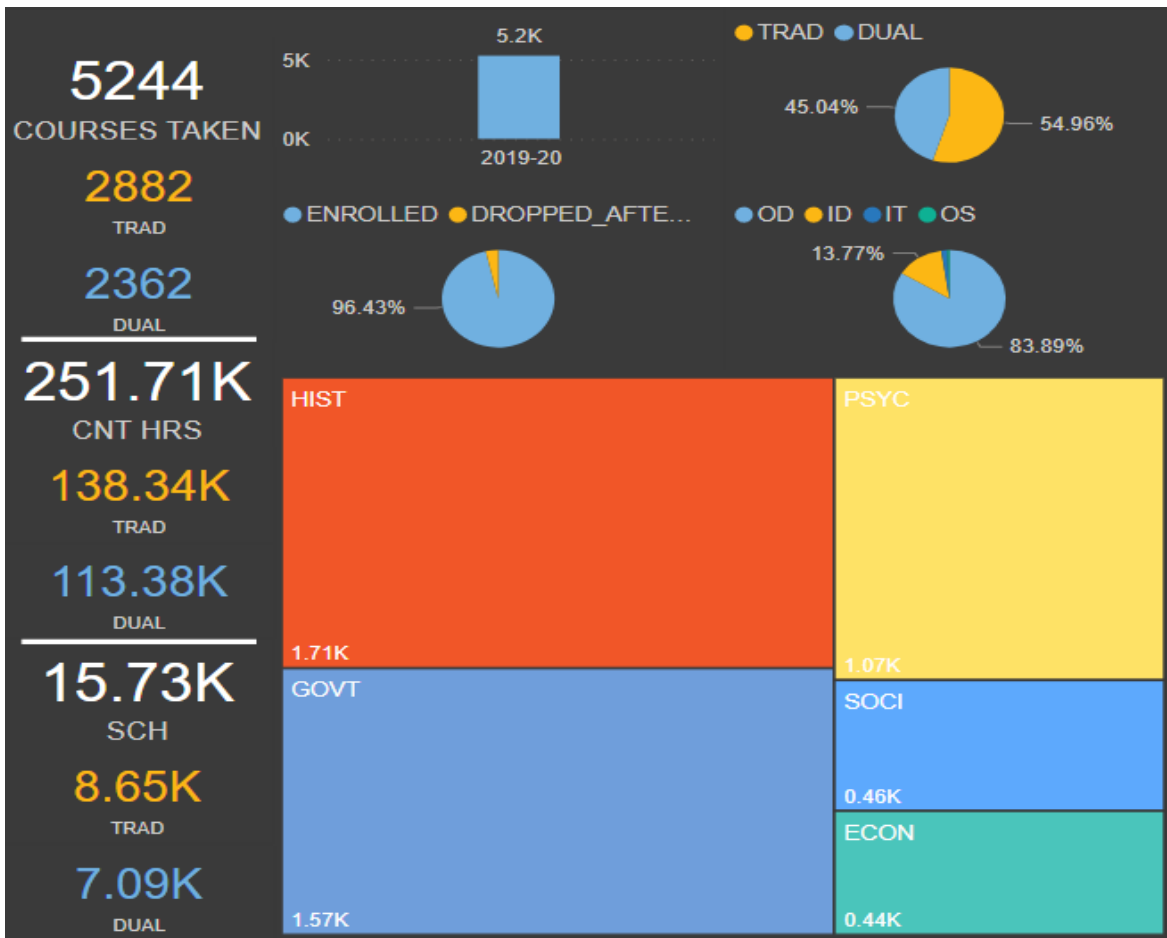
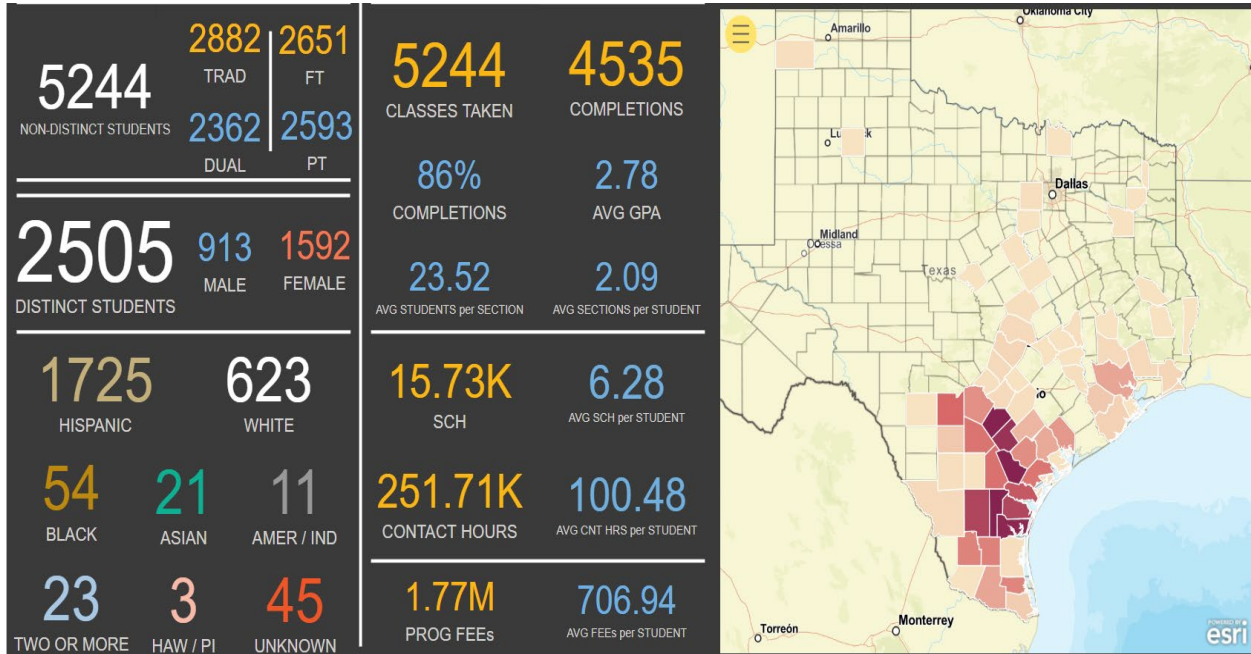
(Fall 2019 – Summer 2, 2020)



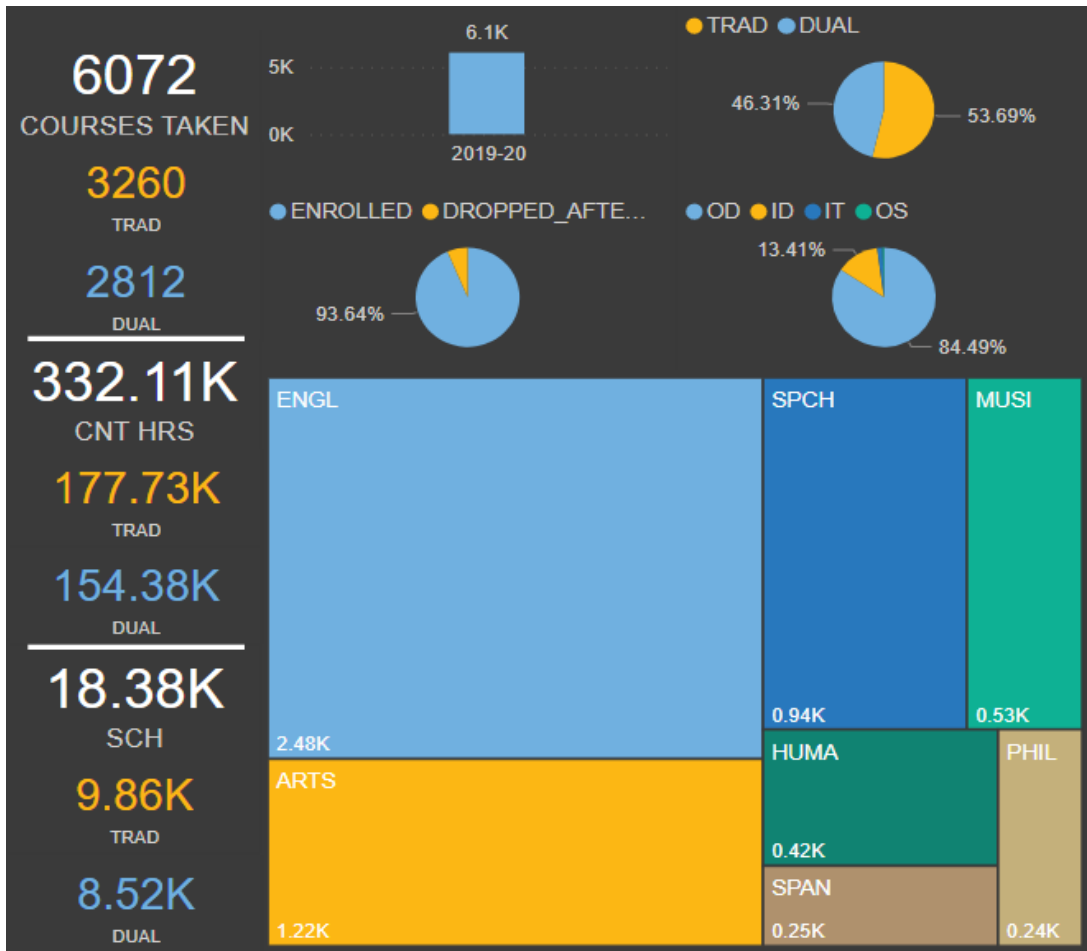
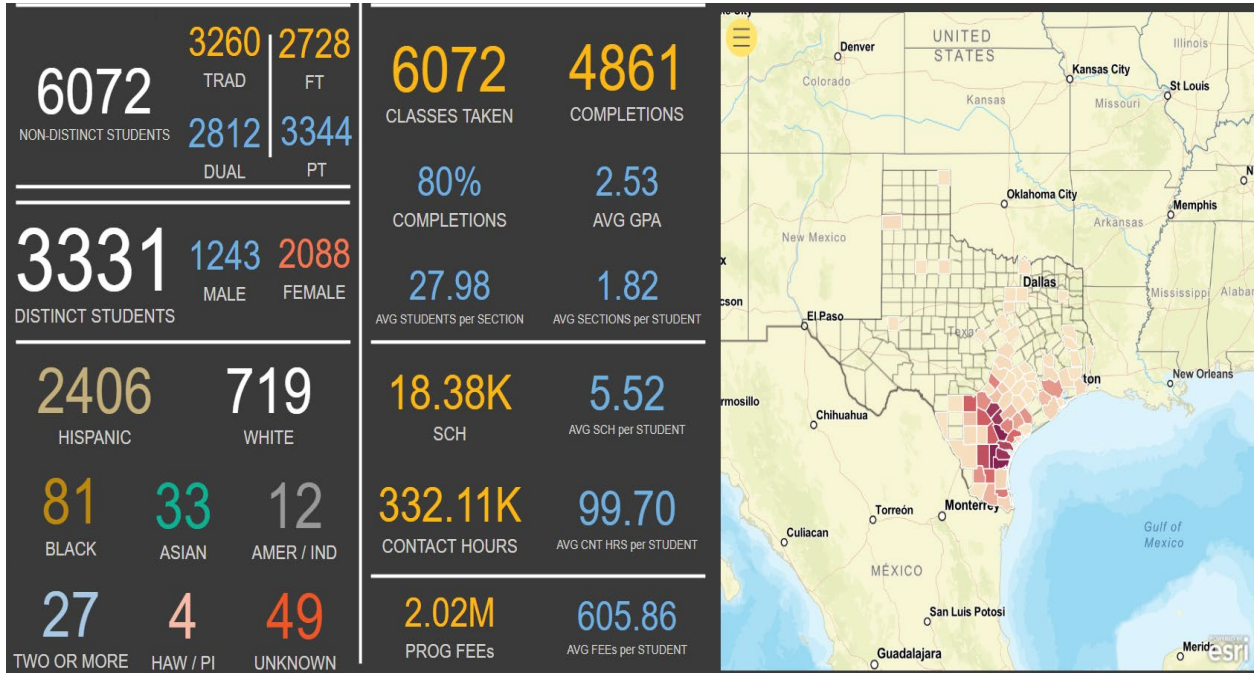
Math, Science, and Kinesiology Division: 2019FA – 2020SU2



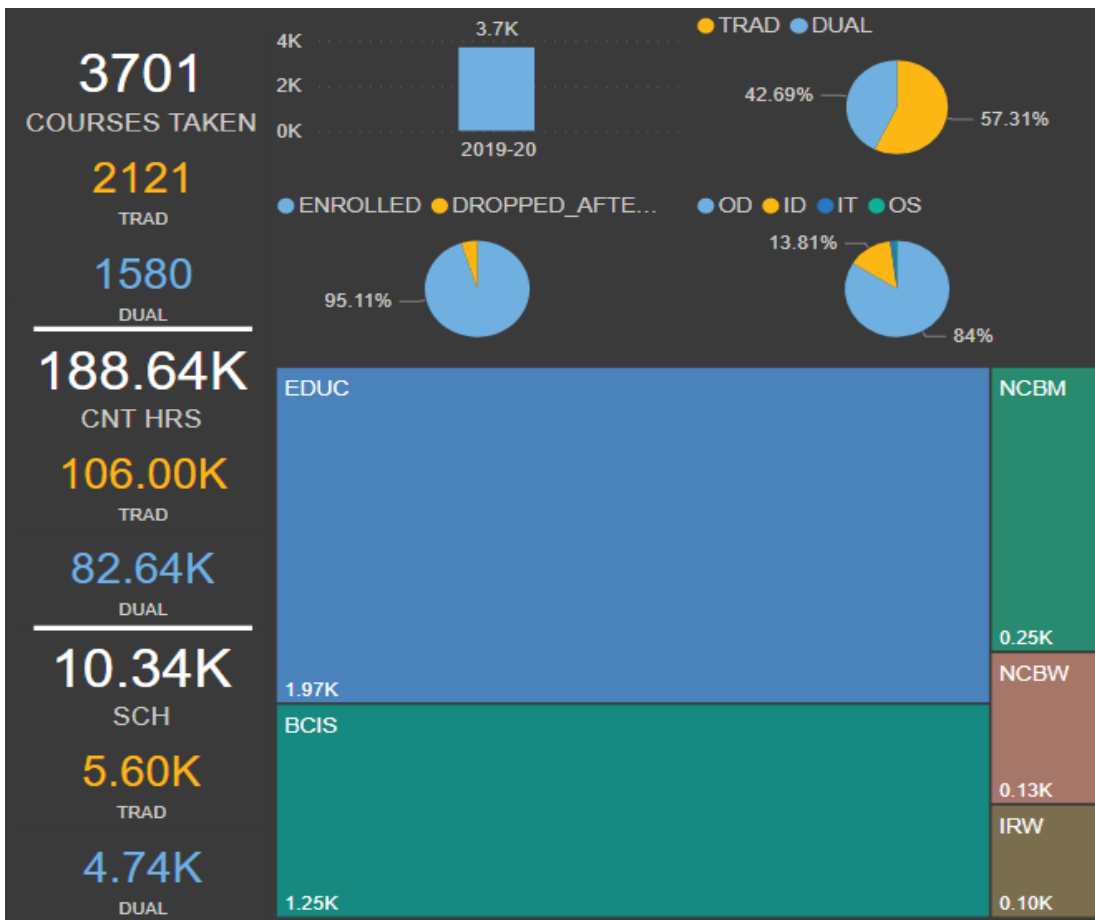
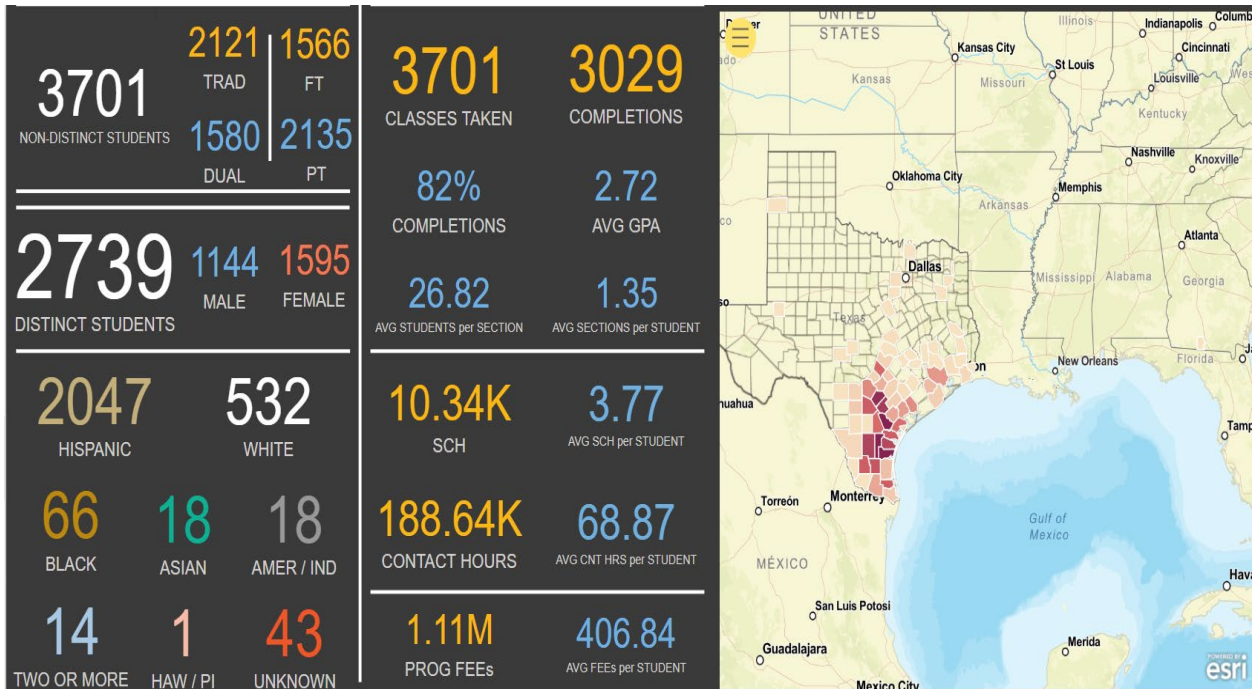
Social and Behavioral Sciences Division: 2019FA – 2020SU2



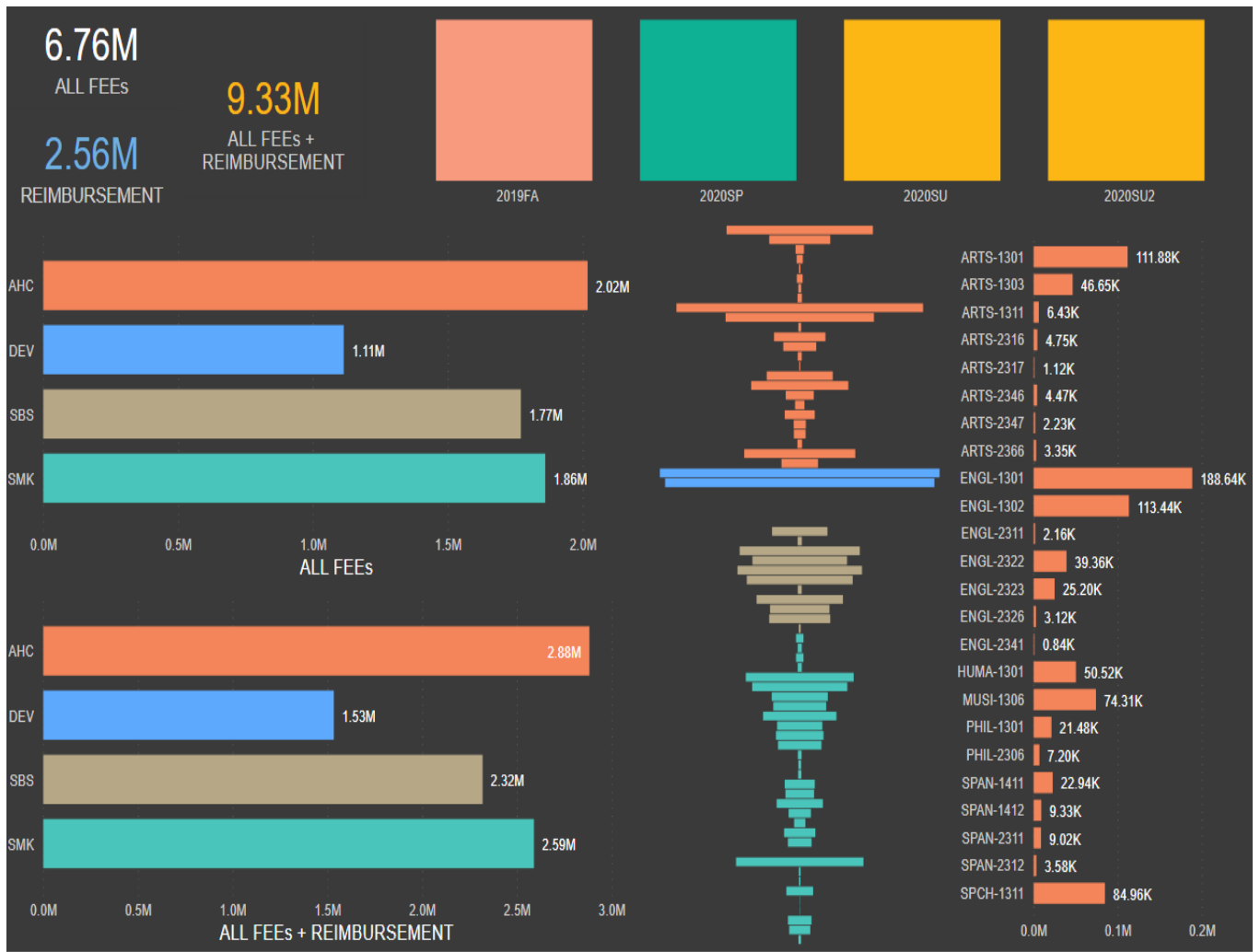
Arts, Humanities, and Communication Division: 2019FA – 2020SU2



Developmental Education/Component Area Option Division: 2019FA – 2020SU2



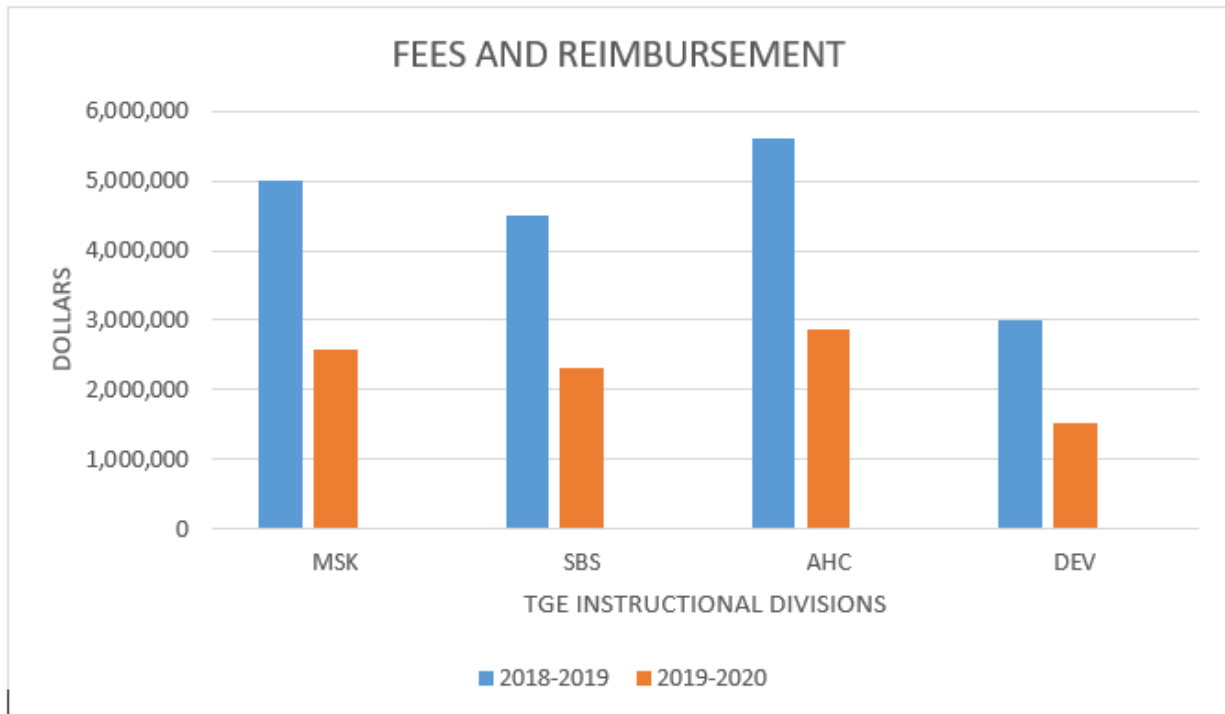
Revenue Generated by TGE Instructional Division Fall 2019 – Summer 2, 2020



The Arts, Humanities, and Communications Division generated the most revenue during the 2019 Fall – 2020, Summer 2 period sampled. This pattern was also observed during the Fall 2018 – Summer 2, 2019 time period. During this academic year the following revenue was generated by all TGE Instructional Divisions:

- MSK: 5.0 million (Fees and Reimbursement)
- SBS: 4.5 million
- AHC: 5.6 million
- DEV: 3.0 million

The reduction in revenue during the 2019 – 2020 academic year is a reflection of the low enrollment resulting from the covid pandemic.



C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The TGE Instructional Unit program learning outcome assessment has been restructured and is an early developmental state. The first round of assessment took place in the Spring of 2020. Action Plans for Improvement were drafted and put into place in the Spring of 2021. The results of these actions plans as reflected in the Spring 2021 assessments will not be available until mid-May 2021. At this time the General Education Assessment Review Committee will analyze the results and produce the “Closing the Loop” annual assessment report. This report will detail the instructional plans that were implemented and their effect on student learning outcomes. This academic year will be the first year that CBC has initiated this fully comprehensive assessment process that integrates both General Education Competencies and Program Student Learning Outcomes.

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

The TGE Instructional Unit has made great strides over the past two years. It is more organized, cohesive, and structured. The strong solidarity of the unit is one of its greatest strengths, there is a very strong overall team spirit. Another primary strength is the dedicated, experienced Division Coordinators. They display a tremendous work ethic and strong leadership skills.

2. Areas of Improvement

The three primary areas of improvement over the last two years are as follows:

Greater organization and the establishment of Division Coordinators to provide more faculty input and involvement.

Improved credentialing. The credentialing form is now comprehensive, clearly displays the standards, and is user friendly. The overall credentialing process is more comprehensive and has multiple levels of approval built-in.

Improved assessment. The assessment model has been updated to a six step process that is easier for the faculty to navigate. All faculty are provided with a complete assessment manual that covers all aspects of assessment. Program Student Learning Outcomes have been defined and are now assessed by all TGE instructional divisions. In the past, only state mandated General education Competencies were assessed. The General Education Assessment Review Committee provides oversight throughout the process and a defined “Action Plan for Improvement” has been included in the process. An annual “Closing the Loop” report will be generated to document continuous student learning.

3. Threats (external)

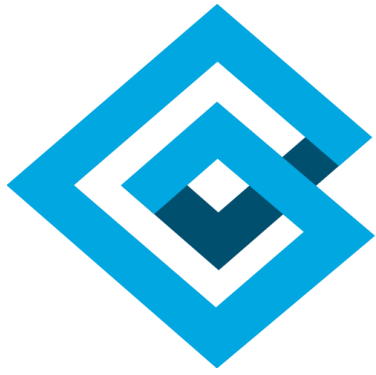
One of the greatest threats to the current operational structure of the TGE Instructional Unit is the expansion of dual-credit programs across the state and the move towards “grow your own” initiatives. ISDs are being encouraged to expand their dual-credit offerings and credential their own faculty. The Early College High School model will likely expand as more funding is provided to ISDs. This could have a strong impact on future enrollment trends as ISDs provide more coursework in-house.

4. Opportunities (external)

Numerous external opportunities exist for the TGE Instructional Unit. External partnership need to be expanded and articulation agreements updated. Greater coordination between the TGE and CTE units needs to take place in order to refine scheduling and optimize student course offerings. CBC needs to continue its involvement with the Pathways Initiative to ultimately provide all students with an easy to navigate curricular map. Based on regional needs, programs need to be expanded to keep the college programs current and relevant.

B. Final Discussion on the merit and worth of the program.

The TGE Instructional Unit is an integral part of the college's mission. It provides community members with freshman and sophomore level transfer and general education courses that apply towards an AA, AS, or AAS degree. Courses are delivered face to face, by internet, distance learning, and on-site at various ISDs. Developmental education courses in English and mathematics are also offered. This program is directly linked to Coastal Bend College's 2020 – 2025 Strategic Plan and CBC's Institutional Goal #1: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Associate of Arts – Teaching (AAT)

Program Director: Mark L. Secord

Dean: Mark L. Secord

Date: 01/27/2023

Drafted by

Mark Secord & Jarod Bleibdrey

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Part I: Program Purpose, Description and Goals

A. Program Purpose

The Transfer and General Education Instructional Unit provides freshman and sophomore level transfer and general education courses that apply towards the AA, AS, AAT, or AAS degrees. Courses are delivered face to face, by internet, distance learning, and on-site at various ISDs. Developmental education courses in English and mathematics are also offered. This program is directly linked to Coastal Bend College's 2020 – 2025 Strategic Plan and CBC's Institutional Goal #1: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."

The Associate of Arts in Teaching (AAT) degree is a general studies degree designed to provide students with an introduction to the teaching discipline. The two-year curriculum provides students with the skills and knowledge necessary to develop a foundation in the field of teaching. Upon completion of the comprehensive 60 credit hour curriculum, the student is prepared for transfer to a university to complete a more specific in-depth study of material specific to the grade levels they desire to instruct. The current AAT curriculum is shown below:

Associate of Arts in Teaching General Studies Degree Plan

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
*EDUC 1300 Learning Framework (My Cougar Course)	3			Life & Physical Science Course (Core Course)	3		
**BCIS 1305 Business Computer Applications	3			Creative Arts (Core Course)	3		
EDUC 1301 Introduction to the Teaching Profession	3			TECA 1354 Child Growth & Development	3		
Life & Physical Science Course (Core Course)	3			ENGL 1301 Composition I	3		
MATH 1314	3			Social and Behavior Science	3		
Total hours	15			Total hours	15		

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
MATH 1350 Mathematics for Teachers I (Prerequisite MATH 1314)	3			Language, Philosophy & Culture Course (Core Course)	3		
GOVT 2305 Federal Government	3			GOVT 2306 Texas Government	3		
HIST 1301 United States History I	3			HIST 1302 United States History II	3		
AAT Designator Course – Select Any Course in Field of Study	3			EDUC 2301 Introduction to Special Populations	3		
Communications Course (Core course other than ENGL 1301)	3			MATH 1351 Mathematics for Teachers II	3		
Total hours	15			Total hours	15		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

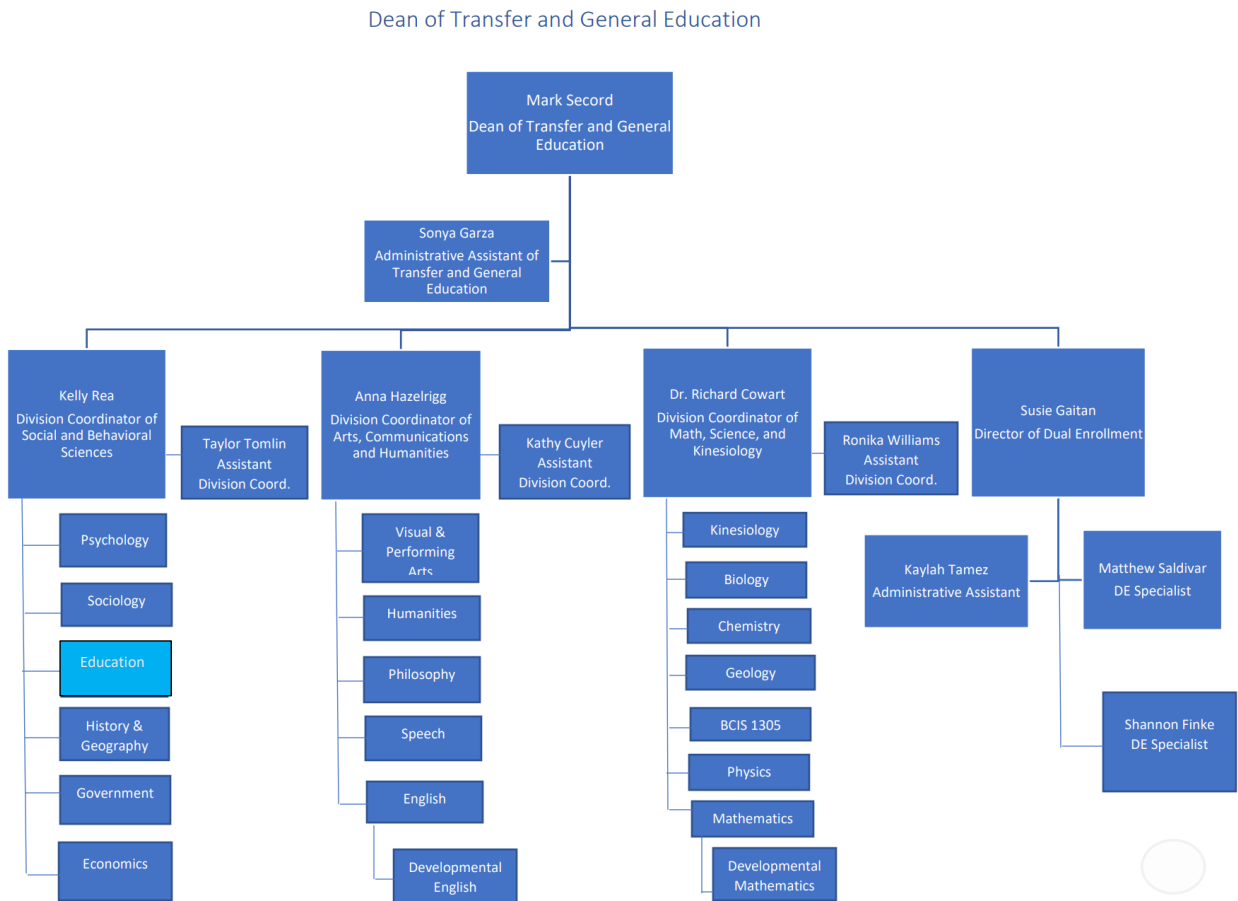
*EDUC 1300 is required for all first-time in college students attending Coastal Bend College.

**BCIS 1305 is required for all college students, a test out option of 70% in computer literacy is available.

B. Program Description

The General Studies Instructional Unit which houses the Associate of Arts in Teaching (AAT) degree is comprised of 4 divisions; the Mathematics, Science and Kinesiology Division (MSK), the Social and Behavioral Sciences Division (SBS), the Arts, Humanities, and Communication Division (AHC), and the Developmental Education and Component Area Option Division (Dev. ED./CAO).

Each instructional division is comprised of numerous departments. The MSK division oversees mathematics, kinesiology, and the life and physical sciences. The SBS division provides oversight of psychology, sociology, government, history, and economics. The AHC division encompasses English, speech, foreign language, humanities, philosophy, and the creative arts. The Dev. Ed./CAO division includes integrated reading and writing, developmental math, EDUC 1300, and BCIS 1305. Each division is managed by a division coordinator that oversees the hiring of faculty, scheduling and assessment of courses, and the day to day operation. Each division coordinator also oversees an assistant coordinator that provides assistance as needed. All division coordinators report directly to the dean of transfer and general education. The organizational structure of the Transfer and General Education Instructional Unit is illustrated in the following diagrams:



Mathematics, Science and Kinesiology Division (MSK)

The Math & Science Division is comprised of the Life & Physical Sciences (biology, chemistry, & geology), Mathematics (mathematics), and Kinesiology (kinesiology) departments. The primary purpose of the MSK Division is to provide CBC students with a quality educational experience, to support workforce instructional programs, and to provide innovative instruction. The Life & Physical Sciences program serves an integral role in the mission of the college by providing academic courses that are required in vocational, technical, and academic certification and degree plans. The Life and Physical Sciences department currently provides freshman and sophomore level courses in biology and geology. The AAT degree requires 6 hours of core science credit, many of the biology, and some chemistry and geology, courses can be applied towards this requirement.

The Mathematics, Science and Kinesiology Division currently offers the following Life & Physical Science course offerings that can be applied to the AAT degree:

Life & Physical Sciences Department CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
BIOL	1306	Biology for Science Majors (Lecture)	3
BIOL	1106	Biology for Science Majors (Laboratory)	1
BIOL	1308	Biology for Science Non-Majors (Lecture)	3
BIOL	1108	Biology for Science Non-Majors (Laboratory)	1
BIOL	1322	Nutrition & Diet Therapy	3
BIOL	2301	Anatomy and Physiology I (Lecture)	3
BIOL	2101	Anatomy & Physiology I (Laboratory)	1
BIOL	2302	Anatomy and Physiology II (Lecture)	3
BIOL	2102	Anatomy & Physiology II (Laboratory)	1
BIOL	2320	Microbiology for Non-Science Majors (Lecture)	3
BIOL	2120	Microbiology for Non-Science Majors (Laboratory)	1
BIOL	2306	Environmental Biology	3
CHEM	1306	Introductory Chemistry 1 (Allied Health Emphasis) (Lecture)	3
CHEM	1106	Introductory Chemistry 1 (Allied Health Emphasis) (Laboratory)	1
GEOL	1305	Environmental Science	3

The primary purpose of the Mathematics Department is to provide clear pathways in mathematics for incoming students, provide developmental and college-level instruction in mathematics, and support workforce instruction programs. CBC partnered with the UT Austin Dana Center New Mathways Project (NMP*) to provide a systemic approach to improving student success and completion through the implementation of processes, strategies, and structures built around three mathematics pathways. These pathways are the algebraic, statistics, and contemporary math options. Currently, CBC is offering these pathways and is incorporating various NCBM (non-course-based math options) into the pathways to provide developmental education support to students that are not college-ready.

Three college-level math offerings are currently required to complete the AAT degree. These math offerings are as follows:

MATH 1314 College Algebra (Core) (2701015419): 3 SCH

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.

MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I) (2701015619): 3 SCH

Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking.

MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II) (2701015719): 3 SCH

Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking.

Social and Behavioral Sciences Division (SBS)

The Social and Behavioral Sciences Division is comprised of the social and behavioral sciences department (economics, psychology and sociology) and the history and government departments. The division also oversees ACGM courses in education.

The Social and Behavioral Sciences department offers courses in economics, psychology and sociology, and provides educational courses of collegiate rigor to develop a full, well-rounded individual, and engages students and staff in support of our communities via service learning projects and community involvement.

Courses taught in economics include ECON 2301- Principles of Macroeconomics and ECON 2302- Principles of Microeconomics. Courses taught in psychology include: 2301-General Psychology; 2314-Human Growth and Development; 2315-Psychology of Adjustment; 2317-Educational Statistics; 2319-Social Psychology; and 2389-Cooperative in Psychology. Courses taught in sociology include: 1301- Principles of Sociology; 1306-Social Problems; 2301-Marriage and the Family; 2319-American Minorities; and 2389-Cooperative in Sociology. In the future, these course options will be reduced and the focus shifted to high demand courses.

The Government/Political Science and History Departments are an integral part of the Social and Behavioral Sciences Division. They are two of the larger departments in terms of student enrollment and contact hours. Courses taught in Government include GOVT 2305- American Government and GOVT 2306- Texas Government. Courses taught in History include: HIST 1301- United States History I; HIST 1302- United States History II; HIST 2301- Texas History; HIST 2321 World Civilizations I; HIST 2322 World Civilizations II; HIST 2327- Mexican-American History I; and HIST 2328 Mexican-American History II.

The Social and Behavioral Sciences Division currently offers the following Core courses that apply towards the AAT degree:

Social and Behavioral Sciences Department CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
ECON	2301	Principles of Macroeconomics	3
ECON	2302	Principles of Microeconomics	3
PSYC	2301	General Psychology	3
PSYC	2314	Lifespan Growth and Development	3
SOCI	1301	Introduction to Sociology	3
SOCI	2301	Marriage & the Family	3

Government/Political Science Department CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
GOVT	2305	Federal Government	3
GOVT	2306	Texas Government	3

History Department CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
HIST	1301	United States History I	3
HIST	1302	United States History II	3

EDUC and TECA Offerings that apply towards the AAT Degree:

The Social and Behavioral Sciences Division currently oversees and offers the following EDUC and TECA courses that apply specifically towards the AAT degree:

EDUC 1301 Introduction to the Teaching Profession (1301015109): 3-1-0

An enriched, integrated pre-service course and content experience that: 1) provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields; 2) provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations; 3) provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms; 4) course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and 5) course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

EDUC 2301 Introduction to Special Populations (1310015109): 3-1-0

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be

aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

The following TECA course is also included in the AAT general studies degree plan and provides an early childhood component that introduces the student to the development of children from birth to age 6.

TECA 1354 Child Growth and Development (1312025209): 3-0-0

A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

Arts, Humanities, and Communication Division (AHC)

The Arts, Humanities and Communication Division is comprised of the creative arts (arts, music, and drama), communication (English and speech), language (Spanish), and culture (humanities and philosophy) departments.

This division provides course offerings that apply towards the Communications Foundational Component Area and the Language, Philosophy, and Culture Foundational Component Areas of the AAT.

The Creative Arts department currently offers primarily ARTS 1301, ARTS 1303, and MUSI 1306; these three classes are the only classes that satisfy the Creative Arts Foundational Component Area requirement of the AAT degree. The following arts classes are also offered periodically: ARTS 1304, 1311, 1312, 1316, 1317, 2316, 2317, 2346, 2347, 2366, and 2367. These classes can be used to satisfy the elective requirements for an AA or AS degree at CBC. Likewise, DRAM 1310, 1351, and 1352 can also be used to fulfill elective requirements.

The primary purpose of the Communications, Language, Philosophy, and Culture departments is to offer classes that help students become better communicators, thinkers, readers, writers, and speakers, preparing our students for both academic and professional success.

This division delivers all of the classes that satisfy the 6 credit hour requirement of the Coastal Bend College (CBC) Communications Foundational Component Area, meaning almost all students pursuing an AA, AS, or AAT degree, or planning to transfer to a four-year institution, take at least two classes in this division. This unit also delivers all of the classes that satisfy the 3 credit hour requirement of the CBC Language, Philosophy, and Culture Foundational Component Area. In addition, the Unit provides numerous elective options to help students satisfy the elective requirements to complete AA and AS degrees.

Outside of Foundational Component Areas, this division also offers the IRW curriculum, consisting of IRW 0311 and IRW 0312, to help prepare students for the rigors of college reading and writing. After completing these courses, students are ready to begin fulfilling their core requirements.

This division offers the only foreign language classes at CBC, Spanish. The Spanish curriculum consists of SPAN 1411, SPAN 1412, SPAN 2311, and SPAN 2312. SPAN 2311 (Intermediate Spanish I) is a core

course that can be applied to the Language, Philosophy & Culture course requirement of the AAT degree.

The Arts, Humanities, and Communication Division currently offers the following Core courses that apply towards the AAT degree:

Creative Arts Department CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
ARTS	1301	Art Appreciation	3
ARTS	1303	Art History I	3
MUSI	1306	Music Appreciation	3

Communications CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
ENGL	1301	Composition I	3
ENGL	1302	Composition II	3
ENGL	2311	Technical and Business Writing	3
SPCH	1311	Introduction to Speech Communication	3
SPCH	1315	Public Speaking	3

Language, Philosophy, & Culture Department CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
ENGL	2322	British Literature I	3
ENGL	2323	British Literature II	3
HUMA	1301	Introduction to Humanities I	3
PHIL	1301	Introduction to Philosophy	3
PHIL	2306	Introduction to Ethics	3
SPAN	2311	Intermediate Spanish I	3

Developmental Education and Component Area Option Division (Dev. Ed/CAO)

The Developmental Education and Component Area Option Division oversees developmental courses taught in Math (MATH 0321) and English (IRW 0311), as well as all courses in the Component Area Option of the Core Curriculum (currently EDUC 1300 and BCIS 1305) that is included in the AAT. This division is also instrumental in working with the state to implement the Pathways initiative.

House Bill 2223 mandates that the co-requisite model for math and English must be at 75% implementation by the Fall of 2020. CBC is at, or above, that level. NCBM 0124 is currently being offered as the co-requisite to MATH 1314 and NCMB 0132 is currently being offered as the co-requisite to MATH 1332. These co-requisite models have taken the place of MATH 0322. NCBW 0112 is currently being offered as a co-requisite to ENGL 1301 and replaces IRW 0312.

Six semester credit hours of course work are embedded in the AA, AS, and AAT degrees. The mandatory component area option courses are as follows:

EDUC1300 Learning Framework (My Cougar Course)(Core) (4227015125): 3:0:0

A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use the assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (NOTE: While traditional study skills courses include some of the same learning strategies – e.g., note-taking, reading, test preparation, etc. – as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level, and therefore, are distinguishable from Learning Framework courses.)

BCIS 1305 Business Computer Applications (Core) (1102025404): 2:3:0

Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

Component Area Option CORE Offerings that apply towards the AAT Degree:

Rubric	Course #	Title	SCH
EDUC	1300	Learning Frameworks	3
BCIS	1305	Business Computer Applications	3

C. Program Goals

The short-term and long-term goals of the AAT Program specifically and the Transfer and General Education Instructional Unit as a whole are as follows:

- 1. Short-Term Goals (current planning cycle):**
 - a. Correct assessment deficiencies and put a functional assessment model in place.**
 - b. Review existing transfer agreements and update as needed.**
 - c. Hire a full-time faculty member credentialed in EDUC to act as a content expert, redesign curriculum as needed, review the existing AAT curriculum, and develop partnerships with ISDs and area universities.**
 - d. Standardize all course syllabi and include a well-defined course content and instructional sequence.**

2. Long-Term Goals:

- a. Define the purpose and scope of the existing AAT program.
- b. Expand EDUC offerings.
- c. Establish new articulation agreements with partner universities.
- d. Review and update the existing AAT curriculum.
- e. Produce a brochure and marketing plan for the AAT program.

D. Program Student Learning Outcomes

The Transfer and General Education Instructional Unit restructured its assessment of Student Learning Outcomes in the Fall of 2020. Historically this instructional unit focused on the evaluation of the following **General Education Competencies (GECs)**:

- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

The following **Program Student Learning Outcomes (PSLOs)** were developed in the Fall of 2020:

Personal Awareness: Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.

Societal Awareness: Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society

Health & Wellness: Recognize the importance of maintaining health and wellness

Science & Technology Literacy: Develop a capacity to use knowledge of how technology and science affect their lives

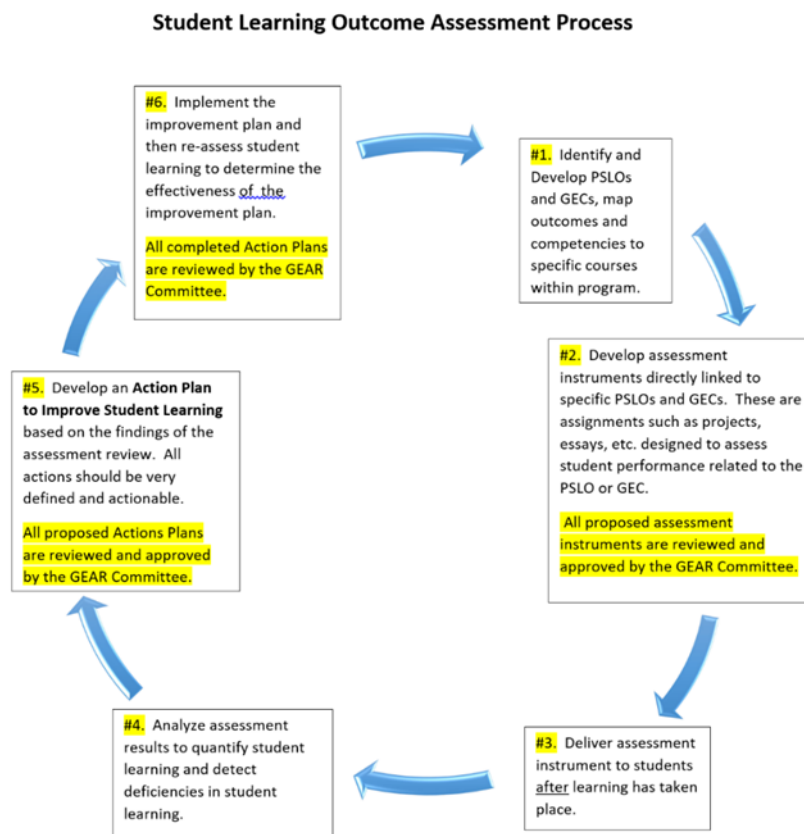
Ethics: Develop personal values for ethical behavior

Aesthetics: Develop the ability to make aesthetic judgments

Analytical Reasoning: Use logical reasoning in problem solving

Conceptualization: Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Currently both GECs and PSLOs are being assessed throughout all TGE Instructional Divisions and a more structured process has been put in place to ensure comprehensive assessment is taking place. In addition, the General Education Assessment Review (GEAR) Team comprised of the Dean of TGE and all TGE Division Coordinators is serving a more integrated role to help ensure compliance. At this time the TGE Instructional Unit is following a one year assessment cycle. Assessment instruments are developed and first implemented in the Fall of the academic year. The results are collected and reviewed at the end of the Fall semester and action plans for improvement are developed. In the Spring semester these action plans for improvement of student learning outcomes are implemented. Spring assessments are given following the implementation of the action plans to determine their effectiveness. Following the Spring semester, the GEAR Committee reviews all assessments results for the academic year and produces their annual “closing the loop” assessment report. The following diagram illustrates the assessment process:



Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

The AAT is comprised primarily of general studies core courses and is overseen by the TGE Instructional Unit. The TGE Instructional Unit currently employs 24 full-time employees that are dedicated solely to this unit. Numerous adjuncts are also employed. A large number of instructors teach in the dual-credit program, but these individuals are not listed below. Dual-credit instructors are employed by their respective ISDs and typically teach at those locations. The MSK Division currently employs 8 full-time faculty, 5 in biology, 3 in mathematics, and 1 in kinesiology. The SBS Division currently employs 6 full-time faculty members, 2 instruct psychology and sociology, 2 instruct history and government, 1 instructs history, and 1 covers economics and government. The AHC Division currently employs 9 full-time faculty, 1 in creative arts, 5 in English, 1 in Spanish, 1 in philosophy & humanities, and 1 in speech. The Developmental Education/Component Area Option Division employs 11 full-time faculty members. These are not CAO or Dev. Ed. Dedicated faculty. These faculty all teach in other disciplines or have other responsibilities and teach developmental education or component area option courses as part of their teaching load.

Math, Science, & Kinesiology Division: Full-Time Faculty			
First	Last	Status	Discipline
Richard	Cowart	FT - Alice	BIOL/GEOL
Joel	Lopez	FT - Beeville	BIOL
Ronika	Williams	FT - Kingsville	BIOL
Curt	Villarreal	FT - Beeville	MATH
Michael	Wang	FT - Kingsville	MATH
Susan	Parks	FT - Alice	MATH
Darlene	Stockton	FT - Beeville	KINE

Math, Science, & Kinesiology Division: Part-Time Faculty			
First	Last	Status	Discipline
Elizabeth	Ahern	PT - Alice	BIOL
Leslie	Gragg	TEMP - FT	BIOL
Nathan	Purswell	PT - Beeville	MATH – Dev. Ed.
Bobbie Jo	Hill	PT	MATH

Social and Behavioral Sciences Division: Full-Time Faculty			
First	Last	Status	Discipline
Roman	Smith	FT - Alice	PSYC/SOCI
Angelica	Rea	FT - Beeville	PSYC/SOCI
Rebekah	Cuyler	FT - Beeville	GOVT/HIST
Taylor	Tomlin	FT - Beeville	HIST
George	Guidry	FT - Beeville	ECON/GOVT
James	Clark	FT - Alice	GOVT/HIST

Social and Behavioral Sciences Division: Part-Time Faculty			
First	Last	Status	Discipline
Leslie	McCaleb-Dillion	PT	PSYC
Kirk	Richard	PT	PSYC
Roman	Smith	PT	SOCI
Ronald	Johnson	PT	ECON
John	Corkhill	PT	GOVT
Barry	Wolfe	PT	HIST
Joseph	Lebouff	PT	HIST
Neal	Tolbert	PT	HIST
Preston	Hastings	PT	HIST
Sharon	Wilson	PT	HIST/SPCH
William	Geisler	PT	GOVT/HUMA/PHIL
Larry	Wade	PT	GEOG

Arts, Humanities, and Communication Division: Full-Time Faculty			
First	Last	Status	Discipline
Jayne	Duryea	FT - Beeville	ARTS
Christie	Morgan	FT - Alice	ENGL
James	Cornelius	FT - Beeville	ENGL
Kathleen	Cuyler	FT - Beeville	ENGL
Lewis	Jaimes	FT - Kingsville	ENGL
Anna	Hazelrigg	FT - Pleasanton	ENGL
Luz	Miranda	FT - Beeville	SPAN
Trey	Fricks	FT - Beeville	SPCH
Rocha	Aurelia	FT - Beeville	MUSI
Connie	Youngblood	FT	PHIL

Arts, Humanities, and Communication Division: Part-Time Faculty			
First	Last	Status	Discipline
Maria	Alcoser	PT	ARTS
Luis	Pena	PT	ARTS
Laura	Yeck	PT	ENGL
William	Geisler	PT	HUMA/PHIL
Holly	Stein	PT	HUMA

James	Lee	PT - Beeville	MUSI
Lewis	Pilot	PT	MUSI
Danai	Strother	PT	SPCH

Developmental Education/Component Area Option Division: Full-Time Faculty			
First	Last	Status	Discipline
Christie	Morgan	FT - Alice	Dev. Ed. IRW/EDUC/ENGL
Kathy	Cuylar	FT - Beeville	Dev. Ed. IRW/ENGL
Lewis	James	FT - Kingsville	Dev. Ed. IRW/ENGL
Anna	Hazelrigg	FT - Pleasanton	Dev. Ed. IRW/ENGL
Luz	Miranda	FT - Beeville	EDUC
Nathan	Purswell	FT - Beeville	Dev. Ed. MATH/Coach
Marcus	Thompson	FT - Beeville	BCIS/Coach
Mark	Carabajal	FT - Alice	BCIS/CTE
Jack	Young	FT - Beeville	BCIS/CTE
Curt	Villarreal	FT - Beeville	Dev. MATH/MATH
Michael	Wang	FT - Kingsville	Dev. MATH/MATH

Developmental Education/Component Area Option Division: Part-Time Faculty			
First	Last	Status	Discipline
Yvette	DeLeon	PT	EDUC
Jason	Childers	PT	EDUC
Bobbie	Hill	PT-CBC	DevEd Math, MATH
Bradley T.	Norquist	PT-DC-CBC	EDUC
Daniel D.	Rea	PT-CBC	EDUC
Kayla	Devora-Jones	PT-CBC	EDUC

As shown in the tables provided, numerous individuals are credentialed to teach EDUC courses. These individuals currently instruct EDUC 1300 due to the mandatory nature of the course and the high demand for it.

The primary instructor for EDUC 1301, EDUC 2301, and TECA 1354 is Sulema Caballero. As shown by enrollment trends, there has been very little demand for these courses. The AAT specific math offerings have likewise had very low enrollment (MATH 1350 & MATH 1351).

b. Strengths

The strengths of the faculty at CBC are as follows:

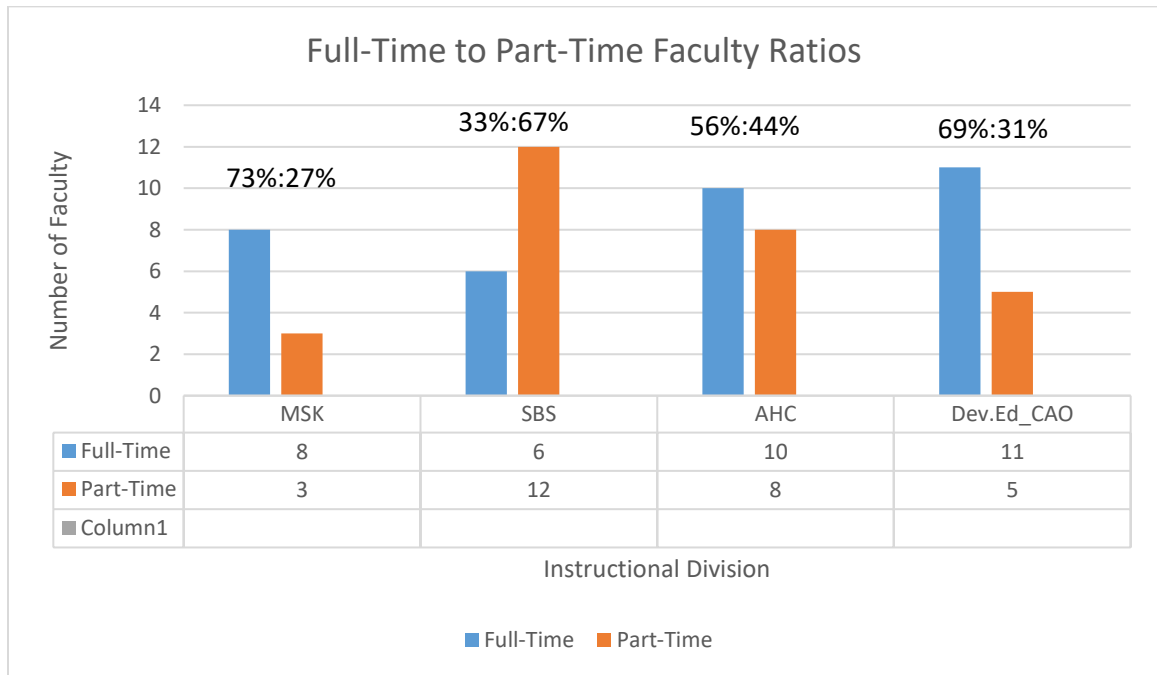
All faculty go through a rigorous credentialing process to ensure they are qualified to teach within their respective discipline. Faculty have historically been very resilient and adapt well to change. Numerous initiatives have been implemented throughout the years and CBC faculty

have adjusted well. Mandates are typically carried out with little overall resistance. The current organizational structure is working very well and the strong, experienced Division Coordinators help maintain a relatively streamlined process.

The new assessment process implemented in the Fall of 2020 is going well. There was some initial resistance, but the Division Coordinators and Assistant Coordinators were very efficient at bringing their faculty onboard. This was a very significant transition that was implemented in a very short period of time and yet it has been proceeding very satisfactorily. This speaks well of the faculty's adjustment to change.

c. Areas for Improvement

The Full-Time to Part-Time faculty Ratios Chart is provided below, recent hires in 2022 has improved these ratios. I will address these ratios on a divisional basis.



MSK Division:

The current full-time to part-time faculty ratio of this division is 73% FT to 27% PT. Adjunct faculty in the sciences are typically hard to obtain and the majority of the science courses are taught by full-time faculty. The division lost a full-time biology instructor in Beeville in Spring 2020, but that individual was replaced in 2022 when Leslie Gragg was converted to temporary full-time. A full-time math instructor was also hired in Alice in 2022.

There are currently 3 full-time mathematics instructors, 1 in Beeville, 1 in Kingsville, and 1 in Alice. Historically CBC has employed 3 to 5 full-time math faculty. The current faculty have been able to provide enough support to meet enrollment demands, but if enrollment increases we will likely not be able to provide adequate courses to cover student demand for mathematics.

We currently employ only 1 full-time kinesiology instructor. Kinesiology is not part of the core curriculum and meeting student demand has thus far not been a problem. The state has made a move away from activity courses and encouraged the use of more theory based courses such as Concepts of Physical Fitness (KINE 1338) and Drug Use and Abuse (KINE 1346).

SBS Division:

The current full-time to part-time faculty ratio of this division is 33% FT to 67% PT. This is one of the larger division and covers a wide range of disciplines. The AAT is overseen by this division.

Concerning the AAT, a significant weakness at this time is the lack of a full-time EDUC instructor to serve as a discipline expert. This position was posted during the 2021-2022 academic year and numerous individuals applied. Unfortunately the top candidates that were interviewed at the Tier 2 level in the summer of 2022 were found to be a poor fit for the institution. The faculty job description for all faculty was recently re-written and the EDUC position is being re-posted.

CBC currently employs 2 psychology/sociology instructors. Only 1 full-time economics professor is currently employed and is located on the Beeville campus. All students completing the core curriculum must take either ECON, PSYC, or SOCI.

This division currently employs 2 full-time government/history faculty member and 1 full-time history faculty member. The division relies heavily on adjuncts to cover the student need for these courses. All AAT core completers must have two history course and 2 government courses. The current faculty are able to meet the current enrollment trends.

AHC Division:

The current full-time to part-time faculty ratio of this division is 56% FT to 44% PT. This division has the greatest number of discipline specific full-time faculty members (ENGL). CBC currently employs only 1 full-time music instructor and 1 full-time speech instructor, both located in Beeville. There are 5 full-time English instructors and they are represented at all sites. The current faculty are able to meet the current enrollment trends.

Dev. Ed./CAO Division:

The current full-time to part-time faculty ratio of this division is 69% FT to 31% PT. There are no full-time faculty that are specifically dedicated to this division. Instructors from other divisions teach these courses as part of their loads. This explains the FT to PT ratio.

d. Future Direction and Budget Implication

Currently, the addition of new faculty will not have a significant budgetary impact. The strongest need at this time is a full-time faculty member with a solid background in EDUC to oversee the AAT curriculum. This need has already been incorporated into the current budget and does not represent a liability.

2. Technology

a. Overview

The technology currently available to TGE faculty appears to be adequate. This includes both computer hardware and software in their personal offices and in the computer labs.

b. Strengths

TGE faculty are well trained in the use of our LMS and attend professional development as required.

c. Areas for Improvement

In the future CBC might consider adding a writing laboratory to better assist students. In addition, there was a strong need to hire an instructional designer to assist faculty with course redesigns and the implementation of new technology into their courses. However, CBC was recently awarded a Title III grant that is focused around student and faculty support and course redesign.

d. Future Direction and Budget Implication

The future direction is to move towards "Quality Matters" and implement more structured course platforms and more effective online instruction. This is incorporated in the recently awarded Title III grant.

3. Equipment and Facilities

a. Overview

The present equipment and facilities are adequate for the TGE instruction currently being carried out. If additional programs are added, then additional equipment and facilities may be required.

b. Strengths

Approximately 8 years ago the college was well-funded through a multimillion-dollar STEM grant. Every lab space at every location was renovated and new equipment was purchased. With the move to online instruction as a result of covid, face to face instruction requiring equipment and facilities has not been fully implemented. As CBC transitions back to more face to face delivery, the necessary facilities and equipment will be available.

c. Areas for Improvement

There are no specific need for improvement in this area at this time.

d. Future Direction and Budget Implication

If the college moves to incorporate a writing lab or adds additional programs, there will be budget implications. There are no immediate plans to expand or add additional facilities or equipment at this time.

4. Budget

a. Overview

The TGE Instructional Unit has an expansive budget that incorporates close to 350 separate General Ledger items. Starting in FY21, a zero based budget was implemented. Actual expenditures have been greatly skewed due to the covid-induced move to online instruction.

b. Strengths

The large number of GL codes does allow for greater fidelity in the budgeting process. The increased use of adjuncts and greater oversight in the scheduling process has resulted in an increase in contact hour generated revenue. Based on actual expenditures, the TGE Instructional Unit has been very cost-effective.

c. Areas for Improvement

In the Spring of 2020, a standardized budgeting template was provided and appears to be working well. Additional budgetary training is always welcome.

d. Future Direction and Budget Implication

A process needs to be implemented that will retain the GL code corrections that are implemented. These changes should not be ephemeral. Until additional programs are implemented, I do not anticipate any short-term budget implications.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

The TGE Instructional Unit is currently in compliance with State, Regional, and Federal accreditors/agencies. There was a significant need to produce a comprehensive, complete assessment cycle, but this has been achieved with the “Closing the Loop” reports generated by the TGE unit.

b. Strengths

The TGE Instructional Unit is progressively becoming more structured and better organized. In Fall 2020 the TGE Unit was restructured, and Division Coordinators were put in place. In 2021, Assistant Coordinator positions were created for each division. This created more program level oversight and provided faculty with administrative liaisons. All Division Coordinators, and Assistant Coordinators, are full-time, experienced instructors with credentials relevant to the areas they oversee. This provides a great benefit when implementing new policies and practices, as faculty tend to develop closer working relationships with their peers.

Numerous initiatives have been put in place to help ensure the instructional unit reaches a state of compliance. There is a strong team effort among upper and mid-level administrators and this has been vital in moving compliance initiatives forward.

c. Areas for Improvement

The college continues to move forward but still has areas that need improvement. Many policies and procedures are outdated and need to be revised. This is an evolutionary process that takes time and great strides have been made to date. The credentialing process has been greatly improved as has the assessment process.

Distance learning is one area that needs significant improvement. There is a strong need for an instructional designer and a comprehensive distance learning plan. At this time there is little standardization, and some courses may have ADA concerns. The Title III grant is addressing these needs.

The assessment of student learning outcomes has improved to a large degree and a comprehensive plan has been put in place. However, this is a new process and it will need time to improve and mature. Assessment instruments and actions plans need to become more refined, display more fidelity, and produce maximum results.

d. Future Direction and Budget Implication

There are no immediate budgetary impacts in this area at this time.

C. Program Output

D.

1. Activities conducted by or engaged in by program faculty

There are currently no dedicated AAT faculty. The bulk of the AAT degree is comprised of general studies courses and the activities of the TGE faculty represent the activities of the program faculty. In addition to their instructional responsibilities, the program faculty are involved in the following activities:

Student advising

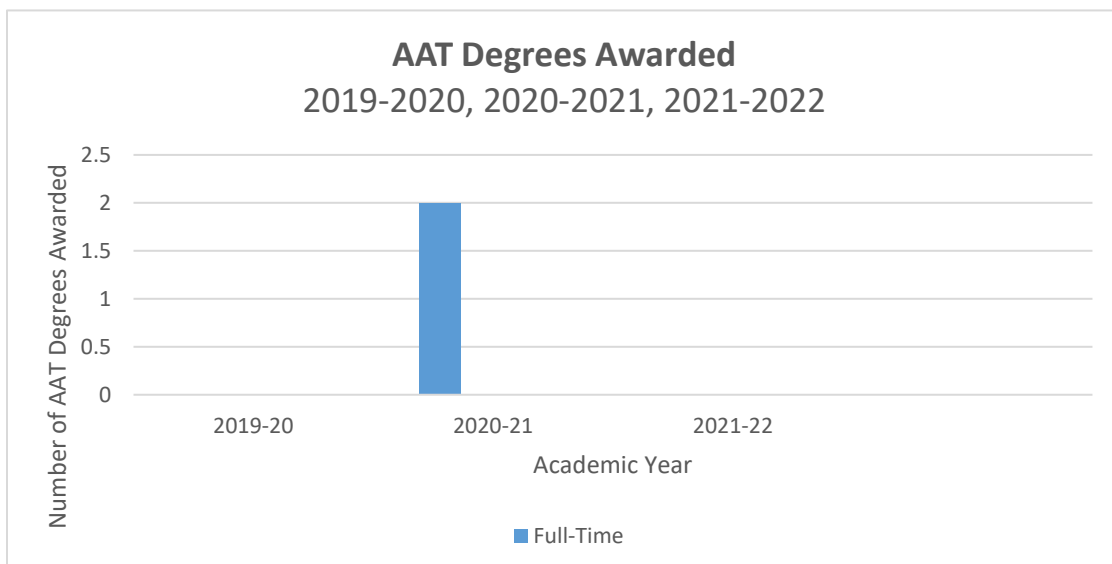
Assessment of student learning outcomes associated with Program Learning Outcomes and General Education Competencies

Professional Development. This involves Local, State, and Federal mandates related to educational policies, procedures, and discipline-specific protocols. With the awarding of the Title III grant targeting student and faculty support, rigorous faculty development is expected in the future. ADA compliance, Quality Matters, instructional redesign, and other topics will be covered. The CBC QEP targeting wrap-around student services will result in additional future professional development.

Once the full-time EDUC instructor is in place, advising, assessment, and professional development specific to the education aspect of the AAT will be overseen by this individual. Currently these activities are spread across various faculty and divisions.

2. Evaluation of outputs

Over the 3-year period spanning from 2019 – 2022, only 2 AAT degrees have been awarded (see below).



It is believed that the rigor of the mathematics curriculum associated with this degree (see below) may be a contributing factor to the low degree AAT degree completion rate. Based on anecdotal information provided by a CBC student advisor, some students initially start the AAT curriculum and then switch to the AA or AS curriculum to avoid the 9 SCH of college-level mathematics. The pre-requisite for MATH 1350 and MATH 1351 is the completion of MATH 1314 with a “C” or better, if an entering student is not college ready in math, the math curriculum currently within the AAT can pose a significant challenge.

MATH 1314 College Algebra (Core) (2701015419): 3 SCH

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.

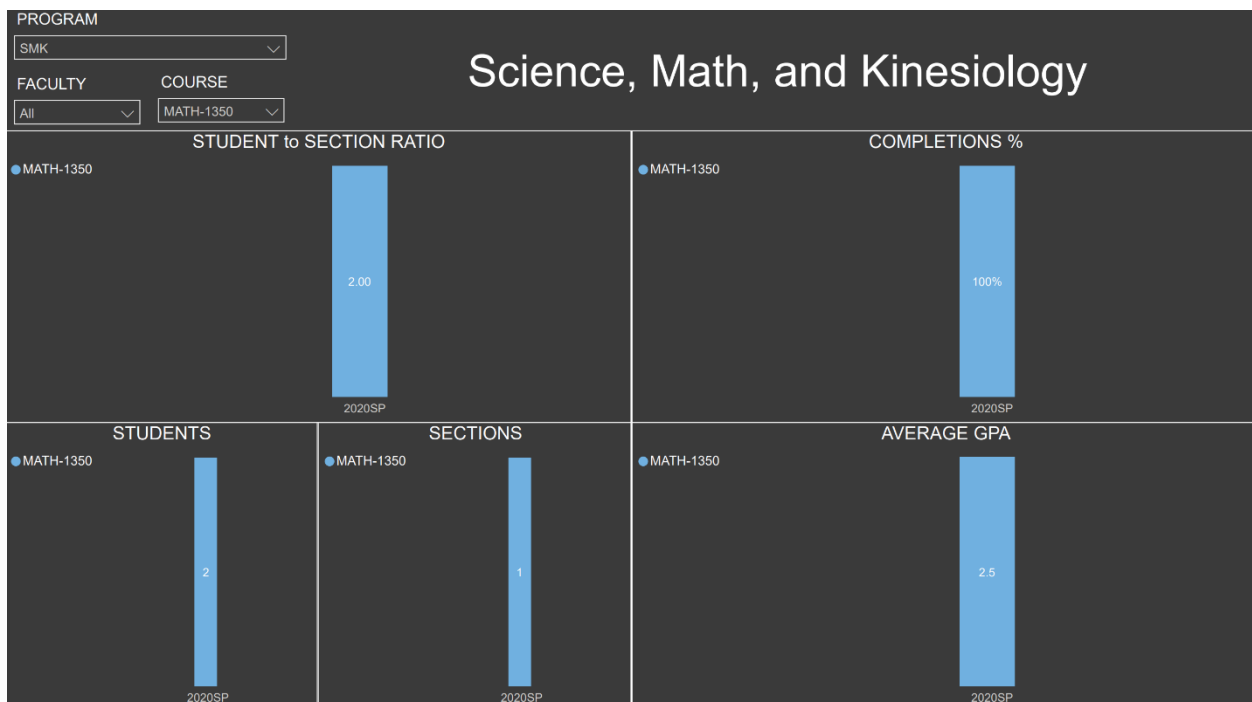
MATH 1350 Mathematics for Teachers I (Fund. of Mathematics I) (2701015619): 3 SCH

Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking.

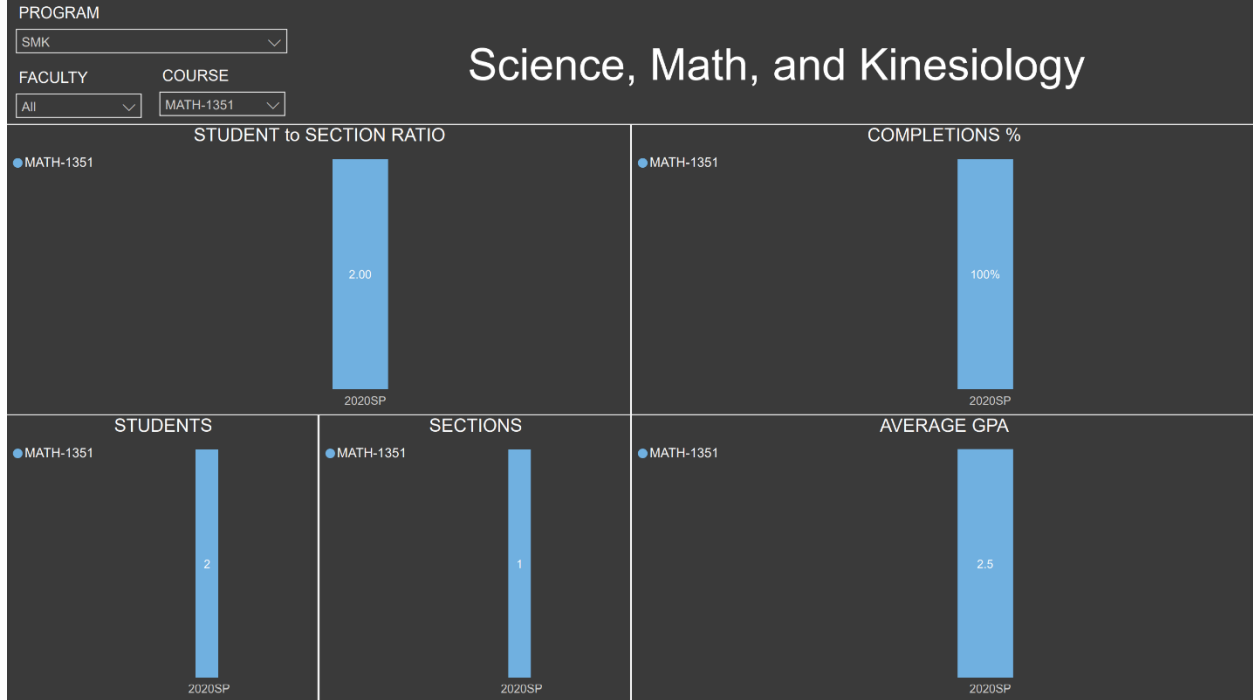
MATH 1351 Mathematics for Teachers II (Fund. of Mathematics II) (2701015719): 3 SCH

Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking.

Enrollment Trends in MATH 1350 (2019 – 2022)



Enrollment Trends in MATH 1351 (2019 – 2022)



Current Enrollment Trends in EDUC and TECA Offerings that apply towards the AAT Degree

The following EDUC and TECA offerings apply towards the AAT Degree:

EDUC 1301 Introduction to the Teaching Profession (1301015109): 3-1-0

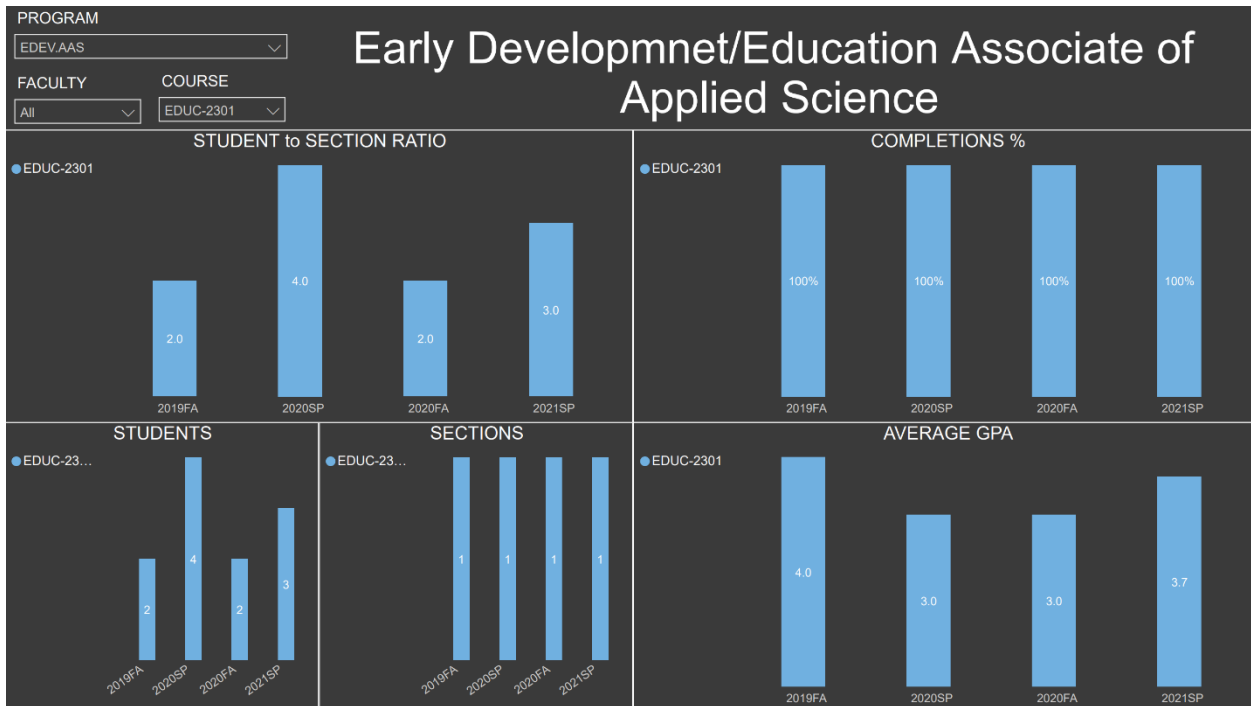
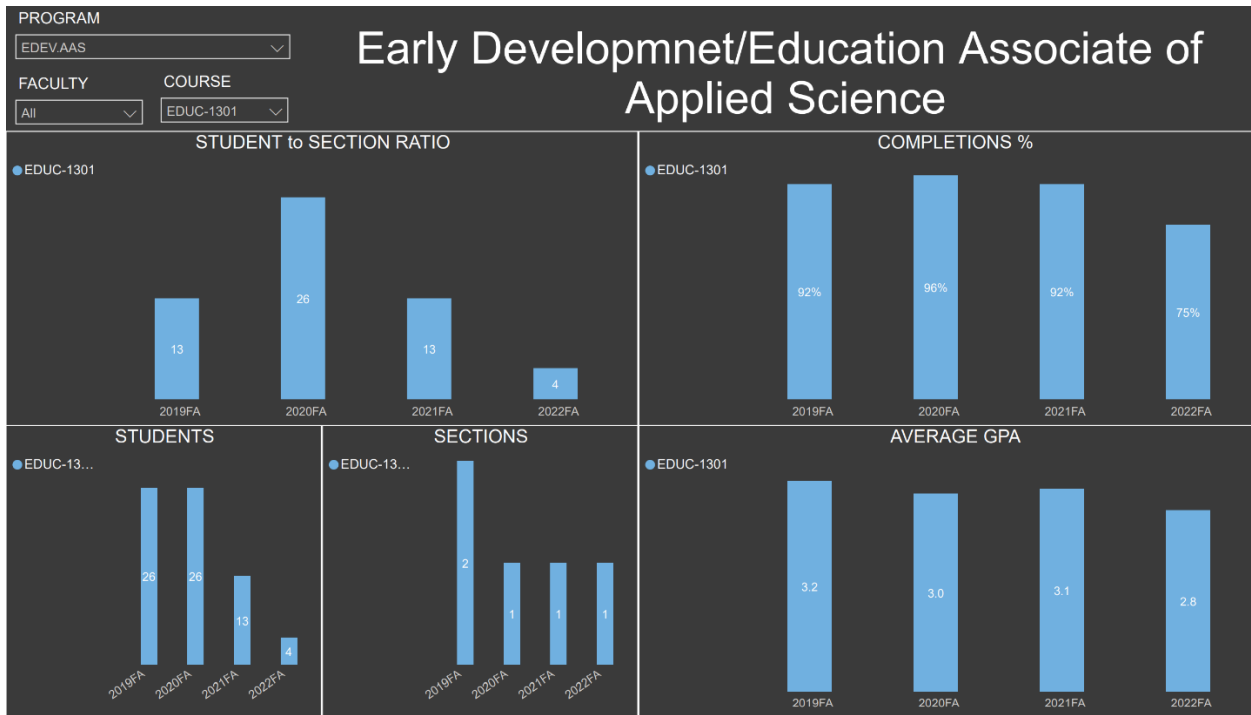
EDUC 2301 Introduction to Special Populations (1310015109): 3-1-0

TECA 1354 Child Growth and Development (1312025209): 3-0-0

As shown below, EDUC 1301 (Introduction to the Teaching Profession) enrollment has declined from a total enrollment of 26 in the Fall of 2019, to a total enrollment of 4 in the Fall of 2022.

The enrollment of EDUC 2301 (Introduction to Special Populations) has remained low, ranging from a total enrollment of from 2 to 4 students.

The enrollment in TECA 1354 (Child Growth and Development) has ranged between 34 to 45 students from Fall 2019 Fall to Fall 2022. However, this course offering also applies to early childhood development CTE offerings and is not indicative of enrollment solely in the AAT degree program.



C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The TGE Instructional Unit program learning outcome assessment has been restructured and is an early developmental state. The first round of assessment took place in the Spring of 2020. Action Plans for Improvement were drafted and put into place in the Spring of 2021 and Spring 2022. The results of these actions plans are reflected in the 2020-21 and 2021-22 “Closing the Loop” annual assessment reports. This report details the instructional plans that were implemented and their effect on student learning outcomes.

3. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

During the 3-year period evaluated, enrollment in AAT specific courses has remained in the single digits. During this same period, on two AAT degrees have been awarded. It is clearly evident that the curriculum and marketing of this program need to be reevaluated.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

The TGE Instructional Unit has made great strides over the past two years. It is more organized, cohesive, and structured. The strong solidarity of the unit is one of its greatest strengths, there is a very strong overall team spirit. Another primary strength is the dedicated, experienced Division Coordinators. They display a tremendous work ethic and strong leadership skills. The AS and AA degree programs continue to remain robust and viable.

2. Areas of Improvement

The three primary areas of improvement over the last two years are as follows:

Greater organization and the establishment of Division Coordinators to provide more faculty input and involvement.

Improved credentialing. The credentialing form is now comprehensive, clearly displays the standards, and is user friendly. The overall credentialing process is more comprehensive and has multiple levels of approval built-in.

Improved assessment. The assessment model has been updated to a six-step process that is easier for the faculty to navigate. All faculty are provided with a complete assessment manual that covers all aspects of assessment. Program Student Learning Outcomes have been defined and are now assessed by all TGE instructional divisions. In the past, only state mandated General education Competencies were assessed. The General Education Assessment Review Committee provides oversight throughout the process and a defined "Action Plan for Improvement" has been included in the process. An annual "Closing the Loop" report will be generated to document continuous student learning.

3. Threats (external)

One of the greatest threats to the current operational structure of the TGE Instructional Unit is the expansion of dual-credit programs across the state and the move towards "grow your own" initiatives. ISDs are being encouraged to expand their dual-credit offerings and credential their own faculty. The Early College High School model will likely expand as more funding is provided to ISDs. This could have a strong impact on future enrollment trends as ISDs provide more coursework in-house.

The immediate threat to the AAT program is the low enrollment trends that have persisted.

4. Opportunities (external)

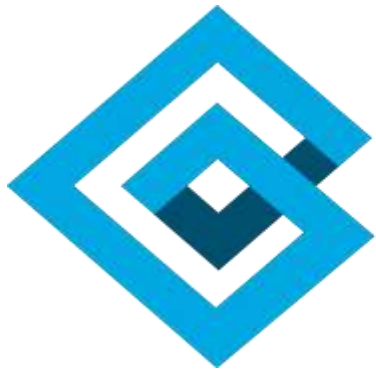
Numerous external opportunities exist for the TGE Instructional Unit. External partnership need to be expanded and articulation agreements updated. Greater coordination between the TGE and CTE units needs to take place in order to refine scheduling and optimize student course offerings. CBC needs to continue its involvement with the Pathways Initiative to ultimately provide all students with an easy to

navigate curricular map. Based on regional needs, programs need to be expanded to keep the college programs current and relevant.

A concerted effort needs to be made to better understand the low enrollment trends in the AAT degree program. There is an ever-increasing need for educators and this program may become viable with the employment of a discipline expert, a restructuring of the curriculum, increased oversight, and improved marketing. The development of dual-credit courses in this field of study could also provide an infusion of potential students.

B. Final Discussion on the merit and worth of the program.

The TGE Instructional Unit is an integral part of the college's mission. It provides community members with freshman and sophomore level transfer and general education courses that apply towards an AA, AS, or AAT degrees. Courses are delivered face to face, by internet, distance learning, and on-site at various ISDs. Developmental education courses in English and mathematics are also offered. The mission of the TGE unit is directly linked to Coastal Bend College's 2020 – 2025 Strategic Plan and CBC's Institutional Goal #1: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations." The AAT degree program is currently in need of a multi-faceted overhaul to align it once again with the college's mission of providing quality educational opportunities to the communities it serves.



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Health Information Management

Program Director: Naomi Reyna, RHIT, CCS

Dean: Loana Hernandez

Date: Spring 2022

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Part I: Program Purpose, Description and Goals

A. Program Purpose

Health Information Management program provides the course work to meet the educational requirements for national certification in Health Information Management and Medical Coding.

Health information management education is responsible for preparing confident, innovative, and contributing professionals who can identify and use a variety of information resources and technologies to accomplish the objectives of diverse practice environments. It provides students with the knowledge and skills necessary to become self-directed learners who possess critical-thinking and problem-solving abilities as well as communication and interpersonal skills. The educational process fosters the asset of leadership abilities and systems thinking necessary for adapting careers within a changing healthcare environment.

B. Program Description

Health information management represents a continuum of practice concerned with health-related information and the management of systems to collect, store, process, retrieve, analyze, disseminate, and communicate information related to the research, planning, provision, financing, and evaluation of healthcare services.

Successful completion of the Health Information Management (HIM) program leads to an Associates of Applied Science degree in Health Information Management. The HIM program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM), allowing graduates to sit for the national registration exam. Students passing this national examination may use the professional designation of Registered Health Information Technician (RHIT).

A 60-credit hour Associate in Applied Science Degree is offered, in which students receive all the required training and skills that are essential in medical record management and medical coding. Students learn to understand medical concepts, terminology, technical aspects of medical insurance, billing and coding, the electric health record (EHR), and medical management for all healthcare settings and government facilities. Graduates are eligible to take the national certification exams for Registered Health Information Technician (RHIT) and a Certified Coding Associate (CCA) administered by the American Health Information Management Association (AHIMA).

A Coding Specialist Certificate is a 31-credit hour program designed to help students learn the entry-level, technical aspects of medical insurance, billing, and coding. Students learn to understand medical concepts, terminology and accurately code medical records for hospitals, physician offices, and clinics. Accuracy in coding is critical to these entities because of its effects on reimbursement, coding compliance requirements and federal and state regulations. Upon successful completion of the Coding Specialist Certification program, students are eligible to take the Certified Coding Associate exam (CCA) administered by the American Health Information Management Association (AHIMA).

C. Program Goals

Increase enrollment by 10% year over year. Increase completion of the program by defining the pathway for students and opportunities upon completion of certificate and degree. Increase number of graduates that take the certification exam to make them more employable.

D. Program Student Learning Outcomes

Program graduates will demonstrate the HIM entry-level competencies, which are aligned with AHIMA curriculum domains and Registered Health Information Technician (RHIT) exam domains, while also meeting CAHIIM program accreditation standards.

Domain 1 Data, Content, and Information Governance:

1. Apply health information guidelines (e.g. coding guidelines, CMS, facility or regional best practices, federal and state regulations)
2. Apply healthcare standards (e.g. Joint Commission, Meaningful Use)
3. Define the legal health record
4. Maintain the integrity of the legal health record
5. Audit content and completion of the legal health record (e.g. validate document content)
6. Maintain secondary health information (e.g. patient registration, financial records)
7. Educate clinicians on documentation and content
8. Coordinate document control (e.g. create, revise, standardize forms)
9. Maintain the MPI

Domain 2 Information Protection: Access, Use Disclosure, Privacy, and Security

1. Manage disclosure of PHI using laws, regulations, and guidelines (e.g. release of information, accounting of disclosures)
2. Determine right of access to the legal health record
3. Educate internal customers (e.g. clinicians, staff, volunteers, students) on privacy, access, and disclosure
4. Educate external customers (e.g. patients, insurance companies, attorneys) on privacy, access, and disclosure
5. Assess health record disposition (retain, archive, or destroy)
6. Conduct privacy audits
7. Conduct security audits

Domain 3 Informatics, Analytics, and Data Use

1. Abstract data
2. Analyze data
3. Analyze privacy audits
4. Analyze security audits
5. Report data (e.g. registries, core measures)
6. Compile healthcare statistics and reports
7. Analyze healthcare statistics (e.g. census productivity, delinquency rates, resource allocation)

Domain 4 Revenue Cycle Management

1. Code medical/health record documentation
2. Query clinicians
3. Conduct utilization review
4. Manage denials (e.g. coding or insurance)
5. Conduct coding audits
6. Provide coding education
7. Monitor Discharged Not Final Billed (DNFB)
8. Analyze the case mix

Domain 5 Health Law and Compliance

1. Refine departmental procedures
2. Perform quality assessments
3. Assess risks (e.g. patient care, legal)
4. Report health information noncompliance
5. Ensure HIM compliance (e.g. coding, ROI, CDI)
6. Maintain standards for HIM functions (e.g. chart completion, coding accuracy, ROI turnaround time, departmental workflow)
7. Monitor regulatory changes for timely and accurate implementation

Domain 6 Organization Management and Leadership

1. Provide education regarding HIM laws and regulations
2. Review HIM processes
3. Create or modify HIM policies
4. Create or modify HIM procedures
5. Establish standards for HIM functions (e.g. chart completion, coding accuracy, ROI, turnaround time, departmental workflow)
6. Collaborate with other departments for HIM interoperability
7. Provide HIM technical expertise

The outcomes statement listed above represent the entry-level competencies that HIM graduates should possess at the time of graduation. These statements are used as the Registered Health Information Technician (RHIT) certification examination blueprint, and the basis for assessment data collecting on graduate from the program.

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

The HIM program is currently directed, taught, and managed by one full-time faculty member. The current enrolment is 20 unduplicated students. While this is a large course load, previous enrollment did not warrant an additional faculty member. However, according to CAHIIM, Standard 10 of the 2018 standards, an additional faculty member will be required. This is the appropriate time to add this staff to the program as the current faculty carry a workload of up to 24 teaching credit hours. With the addition of the new clinical course, the workload will go over the maximum workload.

b. Strengths

Up to this point, the course load has been manageable, but the need for additional faculty is imminent as we will be pursuing CAHIIM accreditation.

c. Areas for Improvement

The program must have at least two full-time faculty members fully allocated to the HIM program. Standard 10. The two full-time faculty members must hold an AHIMA credential. Standard 11.

d. Future Direction and Budget Implication

Hire a full-time faculty to meet accreditation standards within two years. (Please see attached job description). Budget implications - \$53,000 salary for full-time faculty position.

2. Technology

a. Overview

We do not have any special technology currently that students need for coder training

b. Strengths

c. Areas for Improvement

Students will need 3M software program (included in V-Lab), this an electronic “codebook” that assist in choosing codes by using a “tree” of terminology. This 3M software will also provide students with encoder experience that will help students in their job search. This technology is also a CAHIIM Standard 15 Learning Resources requirement. The 3M software program has been added as required resources and will be utilized in the Fall 2022.

d. Future Direction and Budget Implication

AHIMA provides V-Lab, a real-world practice to theory and strengthen student’s career prospects. This offers students the opportunity to become career-ready with virtual practice experience. This V-Lab will be required this Fall 2022. This software will cost the student \$85.00 for a one- year subscription. With the software being added to the book list, students will be able to use their financial aid to purchase the required software.

3. Equipment and Facilities

a. Overview

All courses for Health Information Management are all taught online, so there is no need for equipment

b. Strengths

c. Areas for Improvement

d. Future Direction and Budget Implication

4. Budget

a. Overview

At this time, I have no budget, I have not had one since I started in Fall 2019

b. Strengths

c. Areas for Improvement

d. Future Direction and Budget Implication

Standard 14: Professional Development for program director and HIM faculty, must demonstrate continuing professional development related to the curriculum content, including continuing education in program management, teaching techniques, improvement in technology and online teaching and learning methods.

AHIMA membership annual fee \$135.00

Biennial Recertification Fees: Instructor now holds both an RHIT, and CCS, which totals \$268.00
If you hold more than one credential, the first recertification fee is \$218 and each additional certification is \$50.

CEU (Continuing Education Units) average is \$65.00 per 1.5 CEU. Instructor now holds both RHIT, and CCS, which would total a need for 30 CEUs biennially.

Professional development is required for all credentialed HIM professionals teaching, training, supervising and most facilities pay memberships/CEUs for HIM professionals. AHIMA certifications are maintained through a required recertification process. Recertification ensures that certified professionals stay up to date in the constantly evolving HIM field. Through recertification, AHIMA-certified individuals demonstrate their continued competency and current qualifications in today's changing and challenging healthcare environment.

To recertify, individuals must earn a specified number of Continuing Education Units (CEUs) during a 2-year certification cycle.

Every year October 1st there are new code books that need to be purchased for instructor reference to guide student for proper code selection.

[ICD-10-CM Expert for Physicians with Guidelines \(Spiral\)](#)

\$114.95

[ICD-10-PCS Expert \(Spiral\)](#)

\$114.95

[CPT \(Current Procedural Terminology\) 2022: Professional Edition](#)

\$108.00

Expanding the program, would require commitment to advertising in appropriate locations. The current cohort has been filled with minimal if any advertising. But in the future for program success it would require advertising outside the local HIM community, especially since the program is 100% online.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview- We are fully approved through THECB and SACSCOC.

b. Strengths

c. Areas for Improvement

d. Seeking national accreditation by The Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM).

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.
2. Advisory Committee, regular advisory committee meetings with members to discuss the program and the industry needs.
3. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.) **Student that has graduated % are employed in the health care industry (Please see the attached course evaluations),**
evaluations

C. Outcomes (Immediate, intermediate, long-term, and ultimate)

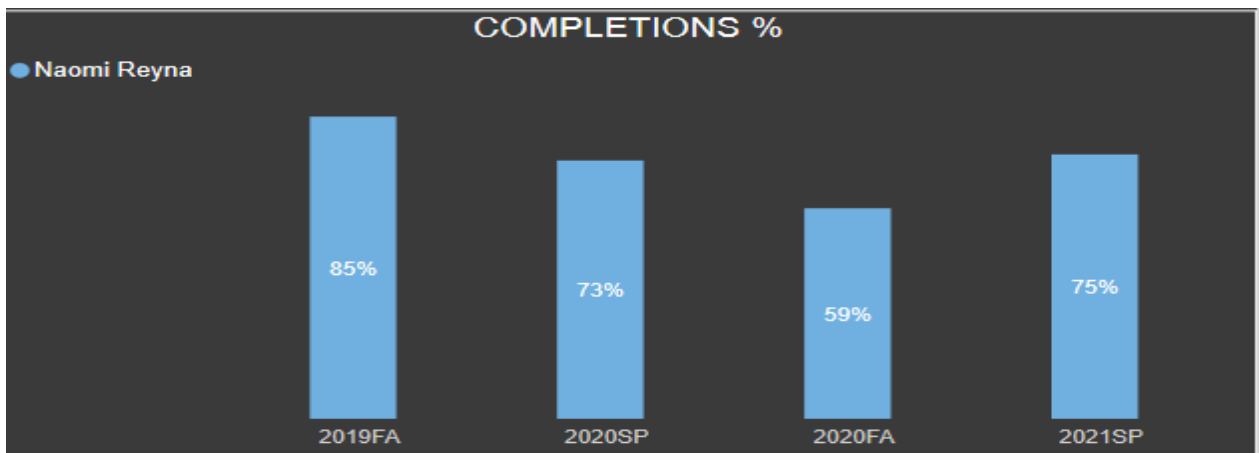
Since our program is 100% online, we can reach rural areas, the working class, and cities outside of the area. The student maximum cap into the program is now set at 40, which is a substantial number for one class with all the manual grading required for the types of assignments included in the courses. These assignments are important to assess students appropriately to our outcomes to prepare them for the RHIT exam and employment. But with the use of learning platforms like Cengage MindTap, which is an online learning platform that delivers online homework that includes videos, assessments, study tools and access to the e-Textbook, this helps to sustain the maximum capacity at 40, and help to increase that maximum capacity.

1. Program enrollment for 2018-2019 was 24 students; 2019-2020 was 31 students; 2020-2021 was 38 students. Program goal is to increase enrollment by 20%.

2. Course Completion rates:



Overall Completion Rates:



3. Add what Candy fuller sends me: Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals, and outcomes.

1. **Strengths**- offer online certificate/degree with flexible scheduling for high demand targeted occupations. Average hourly earnings are \$19.50. Data obtained from the U.S. Department of Labor's Bureau of Labor Statistics, Corpus Christi region, 2021

2. Areas of Improvement-

Student enrollment is low even though it is a high demand occupation. We need to create a marketing plan to let students know about the program. We also need to encourage the graduates to take the credentialing exam. Accreditation granted by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) of the Health Information Management program would be of benefit for the college as well as for the students. Students in CAHIIM-accredited HIM academic programs are assured that they are getting the most relevant and high-quality education in health information management. Plus, with CAHIIM-accredited HIM degree, students are automatically eligible to apply for and take the Registered Health Information Technician (RHIT) certification. These credentials can prepare HIM professionals for leadership or information technology roles in healthcare. For Coastal Bend College having a CAHIIM-accredited program signals that a candidate has a solid HIM education and a firm grasp of current management strategies, information management implementations, and information technology concepts. Once accredited the program would be listed on the CAHIIM directory of accredited programs, which would market the program.

3. Threats (external)-

Poor internet access for students in rural communities. Lack of sites for clinical experiences for students.

4. Opportunities (external)-

Offering students internship

B. Final Discussion on the merit and worth of the program.

An education in health information management can lead to a rewarding career that is more than just a paycheck. Here are just a few examples of what a career in health information management can do for students that are interested in the HIM profession.

Working in health care is a rewarding career! A student's expertise in managing and protecting health data and information of patients contributes to their wellbeing by providing health care providers the necessary information needed for their treatments and care.

Being a health information expert provides job security. Health care has become the number one industry with a rapid growth in our aging population increasing the need for medical care. There are millions of baby boomers retiring which in turn creates jobs.

A degree in health information management can prepare students to earn a good salary. Health care professionals can earn a substantial income with an advanced degree and experience. They can move forward in the field of health information and realize greater benefits. A student's earning potential is only limited by their education, experience, and motivation. Graduates from a CAHIIM (Commission on

Accreditation of Health Informatics and Information Management) program can work as medical coders, health information analyst, reimbursement specialist, release of information managers, health information supervisors and various other entry level roles.

Graduates with a health information associates degree can easily transfer into a bachelor program to advance their skills and knowledge. Graduates with a bachelor's degree work as health information directors, privacy officers, compliance officers, coding managers, EHR implementation project manager, coding supervisors, revenue cycle directors and various other mid-level roles.

Graduates with a master's degree work as chief compliance officers, vice president of privacy and security, HIM systems director, vice president of coding, privacy officer, chief information governance officer, HIM consultant and various other senior leadership roles.

The skills and knowledge that HIM professionals possess help to make the continuum of care for patients safe. This is the perfect profession for students who are passionate about making an impact on the care of patients yet direct patient care is not appealing.

Medical Records Coding

Program Outcome 1:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1305 – Medical Terminology The students will utilize critical thinking skills by analyzing medical terms to determine their meaning, inquiry skills in doing research to determine the complete meaning of medical terms, and synthesis of information in being able to collect information to a complete medical word definition that includes information of etiology, epidemiology, pathophysiology, diagnosis, and signs/symptoms.</p>	<p>The assessment will be conducted by using two forms: 1.The students completing a report on a selected diagnosis that incorporates all defined elements of a medical diagnosis process. End of Semester 2.An examination testing knowledge of the basic meaning of medical words parts. End of Semester</p>	<p>At least 90% of the student will score 75% or higher on assessment 1 and assessment 2 at each of the four sites.</p>	<p>1305-001 Internet – Only 67% of students took assessment {total 38} with 33% non-responsive {total 18}. Of those taking test more than 90% {total 24} scored more than 75% and a total of 11 students scored less than 75%. 1304-002 – Internet- Only 72% of students participated {total 41} and of those 28 –68% scored higher than 75%.1305-017 –Distance</p>	<p>35%/6 students scored higher than 75%; 47%/8 students Lower; 17%/3 students Not Done Location Results Beeville -4 students; 50% or 2 higher; 50% or 2 Not Done Alice -10 students; 30%/3 Higher; 10%/1 Lower; 60%/6 Not Done Kingsville - 100%/ 1 student Lower Pleasanton - 100%/ 2 students Higher Internet 001-45%/13 Higher;</p>	<p>Internet – 64students; 27% or 17 students Scored higher than 75%. 34 students or 53% scored lower than 75%. 13 students or 20% did not take assessment.</p>	<p>82% (18/22) students scored higher than 75 % on assessment.</p>	<p>100% (16/16) students scored higher than 75 % on assessment.</p>	<p>78% (18/23) students scored higher than 75 % on assessment.</p>	<p>2015-2016 1.The importance of this assessment will be emphasized in the introduction to the course and a special reminder sent to students. 2.Students are not doing a second submission of work; assignment is designed to be done with 2 submissions: information about that will be made more prominent in assignment description. 2016-2017 Students are not doing a second submission of work or not completing the work; assignment is designed to be done with 2 submissions. Completion of assignment will be monitored and students notified to remind them to complete work. 2017-2018 1.There is a special event that caused lower scores; students doing second submission entered sample answers verbatim as their answer and were not given full credit for</p>

			Learning Only 47% of student took exam {total 17} and of those 9% {total 16} scored 75% or higher.	41%/12 Lower; 14%/4 Not Done Internet 002- 71%/22 Higher; 23%/7 Lower; 6%/2 Not done					answer. 2.Students are not doing a second submission of work; assignment is designed to be done with 2 submissions: information about that will be made more prominent in assignment description. 2018-2019 New faculty giving instruction from previous faculty's curriculum. Evaluation on curriculum and found sequencing needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.
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Program Outcome 2:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
HITT 2435 – Coding and Reimbursement The student will demonstrate communicative skills in being able to use knowledge of medical services, procedures, diagnostic methods.	The assessment will be done through a mid-term assessment test over the basic coding conventions and guidelines following in using the HCPCS and CPT system.	At least 90% of the student will score 75% or higher on the assessment.	Number of students in course is too low for % to be meaningful: 3 students took assessment and 3 made higher than 75% and 1 did not take assessment	75%/3 students scored higher; 25%/0 students scored lower; 25%/1 student Not Done Location Results Beeville 100%/ 1 Higher Alice 100%/1 Not Done Kingsville 100%/ 2 Higher Pleasanton –N/A		Assessment not completed	Overall: 100% (3/3) students scored higher than 75 % on assessment	100% (4/4) students scored higher than 75 % on assessment	2015-2016 Students are meeting learning goals; no changes needed at this time. 2016-2017 More teaching time will be dedicated to the process of writing a Query, what it is and how it is part of the coding process. 2017-2018 No students enrolled. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.

Program Outcome 3:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1301 – Health Data The students will demonstrate Empirical and Quantitative Skills by having knowledge of the basic principle of statistics and be able to manipulate and analyze numerical data related to health care information and make informed conclusions about that data.</p>	<p>The assessment will be accomplished by the use of a mid-term exam that examines the basic facts of statistics related to health care and the student’s ability to create statistical data and use that data for decision making.</p>	<p>At least 90% of the students will score 75% or higher on an assessment.</p>	<p>Number of students in course is too low for % to be meaningful: 4 students took assessment and 3 made higher than 75% and one less.</p>	<p>53% -8 students scored Higher; 14%-2 students scored under; 14%-5 students Not done Location Results: Beeville- 50% -1 Higher; 50% -1 Lower Alice–43% -3 Higher; 43% -3 Lower; 14% -1 Not Done Kingsville– 75% -3 Higher; 25% -1 Not Done Pleasanton 50% -1 Higher; 50% -1 Not Done</p>			<p>7/11 students scored higher than 75 % on assessment.</p>	<p>15/19 students scored higher than 75 % on assessment.</p>	<p>2015-2016 Students are meeting learning goals; no changes needed at this time. 2016-2017 Assignments will be developed that make use of discussion forums and practical case studies so the students can discuss in practical examples the concepts of quality management 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.</p>

Program Outcome 4:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1353 – Legal and Ethical Social Responsibility is demonstrated by knowledge of civic responsibility in understanding the role of the health care administrator as custodian of health care information in application of laws related to privacy and confidentiality of that information. Personal Responsibility is demonstrated by an understanding how the code of ethics for health professionals and for medical coders that is given by the American Health Information Association {AHIMA} relates to making choices, taking</p>	<p>The assessment will be conducted using two forms: 1.An assignment asking the student to state the main principles and their application related to the AHIMA code of ethics to show the students understanding of that code. 2.A mid-term test covering the ethical decision making process and it application in practical situations.</p>	<p>At least 90% of the students will score 75% or higher on assessment 1 and 2.</p>	<p>Over 90% of students scored higher than 75% on the assessment s. 12 students took assessments; 11 scored over and 1 scored under.</p>	<p>50% - 5students scored Higher; 10% -1 student scored Lower; 40% -4 students Not Done. Site Results: Beeville 50%/ 1 Higher; 50%-1 Not Done Alice 34% -1 Higher; 33% -1 Under; 33%-1 NotDone Kingsville- 50%/2 Higher; 50% -2 Not Done Pleasanton – 100%/1 Higher</p>		<p>100 % (2/2) students scored higher than 75 % on assessment</p>	<p>90% (9/10) students scored higher than 75 % on assessment</p>	<p>67% (2/3) students scored higher than 75 % on assessment</p>	<p>2015-2016 1.A glossary / basic vocabulary discussion and test will be added to each chapter. 2.A discussion forum to review and discuss missedtest questions will be made part of the course. Improvements from last semester will be continued/modified to reflect new edition of textbook. 2016-2017 Students do well when the assignment is done - Completion of assignment will be monitored and students notified to remind them to complete work. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020.</p>

actions, and their consequences in personal ethical decisions.									2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.
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Program Outcome 5:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>MDCA 1302 – Human Pathophysiology The student will demonstrate the ability to use inquiry, and analysis, evaluation and synthesis of information in gathering information concerning human disease in terms of its etiology, pathophysiology, epidemiology, diagnostic tests and present this data in a report that also draws conclusions about the prognosis of the course of treatment for that disease.</p>	<p>The assessment will be done by the preparation of a written report that discusses a disease in terms of its etiology, pathophysiology, epidemiology, diagnostic tests and contains conclusions about the prognosis for treatment for that disease. Exam at Midterm</p>	<p>At least 90% will present a report that is evaluated at 75% or greater in terms of completeness of information and validity of conclusions in the paper.</p>	<p>Flex – Section 1151F –4 students of 7 took assessment with a score greater than 75%; 3 students did not take this assessment. Internet – Internet – Section 1151S16 Students of possible 24 took assessment of those 13 scored higher than 75%; 8 students did not take assessment. Distance Learning – Section 0171516 students of 9 took assessment</p>	<p>Internet Course – 27%-4 student Higher; 20%-3 students Under; 53% -8 students not done.</p>	<p>MDCA1301 -001- Internet Class 31 students; 62% or 19 scored higher than 75%, 6 or 19% scored lower; 6 or 19% have not completed assignment MDCA1302-002 {Internet} 13 students; 7 or 54% scored higher than 75%, 1 student or 8% scored lower, 5 students or 38% have not completed assignment.</p>		<p>83 % (5/6) students scored higher than 75 % on assessment</p>	<p>92% (12/13) students scored higher than 75 % on assessment</p>	<p>2015-2016 The importance of this assessment will be emphasized in the introduction to the course and a special reminder sent to students. 2016-2017 Completion of assignment will be monitored and students notified to remind them to complete work. 2017-2018 A special objective test will be given to focus on the meaning of the terms of etiology, pathophysiology, epidemiology, testing, prognosis and the diagnostic process so the student will have a clear understanding of those terms before doing this Assessment. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in</p>

			and all scored over 75%; 3 students were non-responsive.						curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.
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Program Outcome 6:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>POFM 1300 – Medial Coding Basics</p> <p>The student will demonstrate teamwork skills in being able to use knowledge of the ICD-coding classification system.</p>	<p>The assessment will be done in an assessment test over the basic coding conventions and guidelines following in using the ICD-10-CM and ICD-10-PCS system. At end of Semester exam</p>	<p>At least 90% of the student will score 75% or higher on the assessment.</p>	<p>All students, 6, took assessment and all scored higher than 75%.</p>	<p>66% -6 student scored higher; 14% -1 student Not Done Site Results: Beeville 100% /1 Higher Alice 75%/3 higher; 25%/ 1 Not Done Kingsville 100% /1 Higher Pleasanton 100% /1 Higher</p>			<p>77% (10/13) students scored higher than 75 % on assessment</p>	<p>91% (10/11) students scored higher than 75 % on assessment</p>	<p>2015-2016 Students are meeting learning goals; no changes needed at this time. Discussion options will be enhanced to include presentations using Distance Learning where students at one site willpresent / lead a presentation for other class sites. 2016-2017 Lecture time that covers the code selection process will be enhanced to better connect the use of conventions to the selection of codes and more lecture time will be given to the use of guidelines and Conventions. 2018-2019 Assessment not completed. 2019-2020 Will review alignment with CAHIMM standard</p>

									<p>and propose curriculum changes to advisory Fall 2020.</p> <p>2020-2021</p> <p>Curriculum changes presented to advisory committee and college curriculum committee.</p>
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Program Outcome 7:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1312 – History Health Information Social Responsibility is demonstrated by knowledge of Privacy and Security rules and responsibilities in understanding the role of the health care administrator as custodian of health care information in application of laws related to privacy and confidentiality of that information.</p>	<p>The assessment will be done by a test over the basic rules and responsibilities related to being a Privacy or a Security Officer.</p>	<p>At least 90% of the student will score 75% or higher on the assessment.</p>	<p>Number of students in course is too low for meaningful assessment and 7 made higher than 75% and 2 less.</p>	<p>80%-4 students scored higher; 20% -1 student Not Done Site Results: Beeville 100% 5/1 student Higher Alice 64%/3 Higher; 33%/1 Not Done Kingsville – 100%/1 Higher Pleasanton –N/</p>	<p>HITT1312– Internet Class 8 students; 87% or 7 students scored higher than 75%; 13% or 1 scored lower. Beeville –4 Alice – 2 Kingsville – 1 Pleasanton -1</p>	<p>100% (6/6)</p>	<p>100% (3/3)</p>	<p>100% (10/10)</p>	<p>2015-2016 Students are meeting learning goals; no changes needed at this time. 2016-2017 Students are meeting learning goals; no changes needed at this time. 2017-2018 Students are performing at expected level of accomplishment, no changes are needed at this time. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.</p>

Program Outcome 8:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1341 – Coding and Classification Systems</p> <p>Social Responsibility is demonstrated by knowledge of civic responsibility in understanding the role of clinical vocabularies and classification systems in the delivery of health care and role of the health care administrator in the use of those vocabularies and classifications.</p> <p>Personal Responsibility is demonstrated by an understanding the responsibility to be knowledgeable of the coding systems and in the maintenance and integrity of those systems.</p>	<p>The assessment will be conducted using a mid-term test covering the basic information facts about the major coding systems and how there are maintained and used.</p>	<p>At least 90% of the students will score 75% or higher on the assessment.</p>			<p>11 students; 9 or 82% scored higher than 75%. 2 students or 18% have not done assignment. Beeville –1 Alice –5 Kingsville – 2 Pleasanton -3</p>	<p>100% (1/1) students scored higher than 75 % on assessment</p>	<p>100% (10/10) students scored higher than 75 % on assessment</p>	<p>86% (6/7) students scored higher than 75 % on assessment</p>	<p>2017-2018 Students are performing at expected level of accomplishment, no changes are needed at this time.</p> <p>2018-2019 Assessment not completed.</p> <p>2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020.</p> <p>2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.</p>

Program Outcome 9:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1345 – Health Care and Delivery Systems</p> <p>The student will use critical /creative thinking skills to identify the role of the Health Information manager and its relation to the areas Quality Management, Risk Management, Regulations, and Coding at specific types of health care delivery facilities.</p>	<p>The assessment will be conducted by using an assessment [test] covering the definitions and relationships of the Health Information manager, quality management, risk management, health regulations, and coding.</p>	<p>At least 90% of the student will score 75% or higher on the assessment.</p>			<p>Internet 4 students; 50% scored above the 75% goal. 50% or 2 scored under.</p>	<p>100% (5/5) students scored higher than 75 % on assessment</p>	<p>80% (4/5) students scored higher than 75 % on assessment</p>	<p>50% (2/4) students scored higher than 75 % on assessment</p>	<p>2017-2018 This class contains too much information for an internet class; it should only be offered as a Distance Learning Class.</p> <p>2018-2019 Assessment not completed.</p> <p>2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020.</p> <p>2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.</p>

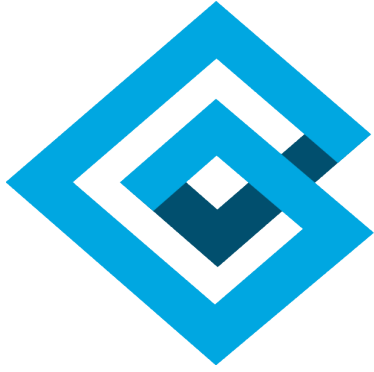
Program Outcome 10:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 1349 – Pharmacology The student will demonstrate critical thinking skills in being able to relate the way drugs are processed in the body to an anatomical site and type of medication and be able to discuss medication types as they relate to specific diseases in terms of their site of action and method of action.</p>	<p>The assessment will be conducted by using a research paper to discuss the general topic of pharmacology and how drugs are used as medicine and processed in the body.</p>	<p>At least 90% of the student will score 75% or higher on the essay.</p>			<p>11 students; 8 or 73% scored higher than 75% and 2 or 18% scored below with 1 or 9% of students not completing the assignment. Beeville –4 Alice –5 Kingsville – 1 Pleasanton - 1</p>	<p>100% (3/3) students scored higher than 75 % on assessment</p>	<p>100% (9/9) students scored higher than 75 % on assessment</p>	<p>67% (8/12) students scored higher than 75 % on assessment</p>	<p>2017-2018 Students are not completing additional submissions of assignment; clarification on nature of assignment will be given at beginning of semester. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.</p>

Program Outcome 11:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
<p>HITT 2245 – Coding Certification Review</p> <p>The students will utilize critical thinking skills in two areas:1. in demonstrating knowledge of the meaning of health information and its use in health care delivery in terms of its creation, storage, protection, and use in research, and as part of payment and accreditation processes.2. {Lab} Demonstrating knowledge of coding systems and making practical use of systems such as ICD-10, CPT, and HCPCS.</p>	<p>The assessment will be conducted by using a mid-term exam that covers information in area 1 and has coding practice questions for the basic coding systems:</p>	<p>At least 90% of the student will score 75% or higher on the mid-term assessment</p>			<p>HITT22455 students in class;3 – 60% scored higher than 75%; 2 or 40% scoredless. Beeville – 3 Alice – 1 Kingsville - 1 Pleasanton -</p>	<p>33% (1/3) students scored higher than 75 % on assessment</p>	<p>67% (2/3) students scored higher than 75 % on assessment</p>	<p>67% (2/3) students scored higher than 75 % on assessment</p>	<p>2017-2018 Tests allow students to identify subject matter needing additional review; lectures were done to provide the needed review of information. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.</p>

Program Outcome 12:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
HITT 1311 – Health Information Systems The student will demonstrate communicative skills in being able to use knowledge of computer systems, health information programs, and documentation requirements for health care to present a case for the adoption of an electronic medical record by a health care provider or facility	1. The students complete an assignment which reflects knowledge of computer systems, health information programs, and documentation requirements for health care to present a case for the adoption of an electronic medical record.	At least 90% of the student will score 75% or higher on the paper and presentation.		80%-4 students scored higher; 20% - 1 student Not Done Site Results: Beeville 1005/1 student Higher Alice 64%/3 Higher; 33%/1 Not Done Kingsville – 1005/1 Higher Pleasanton –N/		100% (8/8) students scored higher than 75 % on assessment	100% (10/10) students scored higher than 75 % on assessment	80% (4/5) students scored higher than 75 % on assessment	2016-2017 Students are meeting learning goals; no changes needed at this time. 2018-2019 Assessment not completed. 2019-2020 Evaluation done on low enrollment and found that sequencing in curriculum needed adjustment. Will review alignment with CAHIMM standard and propose curriculum changes to advisory Fall 2020. 2020-2021 Curriculum changes presented to advisory committee and college curriculum committee.



Coastal Bend

COLLEGE

Program Review/Evaluation

Program: Law Enforcement

Program Director:

Dean: Jarod Bleibdrey

Date: April 2022

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Part I: Program Purpose, Description and Goals

A. Program Purpose:

Law Enforcement and Support program aligns with the colleges Mission statement which is student-centered, delivering superb education and life enriching opportunities to students and communities it serves. Our program is fully accredited by the Southern Association of Colleges and Schools Commission on Schools (THEB). Once a student successfully completes all program and degree requirements, the student will be awarded an Associate of Applied Science Degree or a certificate.

In Law Enforcement, Police Procedures, Lessoning Skills, Communication Skills, have been adopted in all of the courses. This included the use of force, report writing, shoot don't shoot scenarios guideline form learning in an application style. Although assignments are turned in throughout the semester, and then the students turn in all of them with a narrative summary at the end, students are still failing to put the end product together in a cohesive manner. In addition, their written submissions are brief and incomplete, and many students opt to handwrite assignment. One idea for the future is have in class time at computers. This course still needs some adjustments but has gained integrity in instruction and comprehension.

B. Program Description:

The student seeking an AAS in Law Enforcement will receive an industry driven foundation in contemporary Law enforcement theory and practices. Knowledge of various styles of accepted policing and enforcement strategies and techniques common to the profession will be provided to the student. Graduates of the program will be competent in firearms, patrol techniques, crash investigation, crime scene investigation, defensive tactics, report writing, legal aspects, crisis intervention, family violence, criminal investigation and vehicle operation. The program prepares the student to enter into the field of law enforcement as an officer, deputy, state trooper, or agent at the federal, state, or local levels. Additionally, this field of study also prepares the student for entry and intermediate levels in careers in private security.

C. Program Goals:

1. Recruitment
 - a. Recruitment for Non-Traditional students. This would be accomplished by recruiting in communities and events and businesses within the local communities. Cities/Communities to focus on: Beeville, Alice, San Diego, Hebbronville, Benavides, Freer, Premont, Falfurrias, Bruni, Ben Bolt and George West.
 - b. Recruitment at area High Schools. Visit local area high schools in Beeville, Alice, San Diego, Hebbronville, Benavides, Freer, Premont, Falfurrias, Bruni, Ben Bolt, and George West. Present to high school seniors who are currently enrolled in Law Enforcement program.
 - c. Recruit at businesses within these cities/communities. Set up tables at our local HEB, Walmart, Tractor Supply and attend events within these cities/communities.

2. Develop and online Law Enforcement program in addition to our current
 - a. Inform advisory committee members.
 - c. Students will utilize Blackboard to access all online courses.
 - e. If approved, add to college's catalog.
 - f. Advertise new online program by utilizing current college marketing methods.

D. Program Student Learning Outcomes

Students will develop a knowledge of the Law Enforcement profession and associated industries through learning objectives designed both to expose the student to and engage the student in the theory and practices of various classifications and styles of policing. Classroom instruction is combined with critical thinking exercises, practical skills practice, and demonstration. The student will receive instructional curriculum within the CBC Law Enforcement Program that emulates the Texas Peace Officer Basic Training Course as promulgated by the Texas Commission on Law Enforcement (TCOLE) and train in those areas of study required by TCOLE. However, students have to pass a TCOLE accredited academy licensure examination from the Texas Commission on Law Enforcement in order to become licensed peace officers.

The student will learn based upon a building block strategy in which the student will achieve through levels of certification towards the final goal of the Associates of Applied Science in Law Enforcement. The skills needed to succeed in law enforcement include the ability to safely and accurately handle and operate different firearm systems. To achieve that goal, the program requires the student to successfully complete the firearms training course offered within the course curriculum. Another learning area of industry priority is the ability to safely operate a patrol vehicle while on patrol. To meet this law enforcement need, CBC includes emergency and non-emergency vehicle training within its curriculum.

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

Currently, the program is utilizing one full time instructor. In anticipation of the online program, the need for an adjunct will be necessary. At this point, the need for another full-time instructor is not needed. However, if and then when the online program is approved an additional full-time Law Enforcement instructor will be needed.

Budgetary Impact:

Aniceto Perez Jr.

\$43,131.52 (plus overload) \$980.00

Instructor participated in Professional Developments which is required of the college. Instructor has and does use the Professional Developments trainings to better assist courses. Material reviewed in these trainings has been used in the classroom setting to help students better understand course material. Instructor is state licensed Peace Officer or have extensive experience in the industry and earned master's Certification.

Course Evaluation Survey

Professional Developments:

DATE	PARTICIPANTS	LOCATION	HOUR
9-16-21	Teaching & Learning	Tony Holland	1 1/2
9-16-21	Five Strategies to Significantly Improve Student Learning Completion	Tony Holland	2
	Drug Free Workplace	Vector LMS	24 min
	FERPA: Confidentiality of Records	Vector LMS	16 min
	Sexual Harassment: Policy & Prevention	Vector LMS	71 min
	Sexual Harassment: Staff-to-Staff	Vector LMS	35 min
	Title IX and Sexual Harassment	Vector LMS	27 min
	Workplace Bulling: Awareness & Prevention	Vector LMS	20 min
	Coronavirus 101: What You Need to Know	Vector LMS	18 min
	Coronavirus 103: Managing Stress & Anxiety	Vector LMS	12 min
	Coronavirus 105: Cleaning & Disinfecting	Vector LMS	12 min
	General Ethics in the Workplace	Vector LMS	17 min
11-11-21	FARO Crime Scene Scanner	Training	40 Hours
11-15-21	SIRCHIE Crime Scene Technology and Evidence Collection	Training	40 Hours
2021	KnowBe4	Training	9 hours
		TOTAL	100 hours

A total of 12 hours is required for the year.

Instructor will continue to participate in Professional Development hours as needed.

2. Technology / Lifesize

a. Overview

Technology-based learning and hands on has become a more preferential avenue for learning and the current generation desires the use of technology in conjunction with traditional learning. The Law Enforcement department has acknowledged this and utilized the avenue for the program's future. This direction provides the proper resources for skills while utilizing the latest technology to enhance and support student learning.

b. Strengths

Program courses use some type of technology for example the Milo Range Stimulator is used to enhance student learning in critical thinking, problem solving, communication skills. The Law Enforcement courses utilize online inclusive access to a textbook in which students have embedded quizzes in their chapter readings. The face-to-face courses includes scenarios on crime scenes and problem solving, and de-escalation. The instructor teaches from two locations twice a week.

Students use hands on techniques, tools such as firearms, baton, pepper spray, seven step violator contact method, standardized field sobriety testing, accident investigation, courtroom presentations, scenarios, the use of force and crime scene investigations. As Faculty take advantage of technology-based workshops and one-on-one training courses offered by the college such as Blackboard training, Lifesize video training.

c. Areas for Improvement

Community oriented policing is a must, However, in the wake of highly publicized use-of-force complaints and the resulting public distrust, it is considered by many in law enforcement to be more relevant and necessary than ever before.

To improve the area of firearms in shoot don't shoot encounters.

Technology is one area law enforcement professionals to ensure public safety and security resources and enabling proactive policing, while at the same time creating a new level of transparency.

d. Future Direction and Budget Implication

The use of force and the understanding of the use of force continuum. Technological advantages such as DNA mapping, surveillance systems and online learning. These are clear indicators of issues that will alter the future of law enforcement.

The cost would have to be calculated into an institution's budget for training/instructing the future of a law enforcement officer.

3. Equipment and Facilities

Priority, keep lines of communication with IT to ensure room availability for all learning classes. Coordinate with staff/faculty at each site to ensure classrooms are available. Rooms are overseen by IT, instructor will keep updated with any new updated facilities, equipment and technology that IT has done to and any of the classrooms at local site with the addition of firing range simulator, firing range CBC provides the weapons and ammunition, red man suit for defensive tactics.

4. Budget

All amounts included in the budget below are needed in order the program to continue improving especially with enrollment which would include Travel, out of town and local recruitment and distributing pamphlets, promoting with advertisements.

Overloads (Fall)	1,800.00
Overloads (Spring)	1,800.00
Salary (Full-time Alice)	43,131.52
Travel in-District	1,250.00
Vehicle Repair & Maintenance	890.00
Supplies	1,853.96
Course Fees and Supplies	<u>3,000.00</u>
Total	\$53,725.48

Cost of the books and tuition is an estimated amount for the program. When comparing cost with other community colleges within our area, program cost is reasonable making this program affordable for students. In order to perhaps reduce cost of books, students will be given to have the choice of purchasing books through our local bookstore and/or online purchases or have students purchase an e-book which will be available to them on their first day of class.

COST of PROGRAM:

Tuition (In District)	\$4,200
Tuition (Out District)	\$7,920
Books (2 of them didn't have adoptions to look up pricing)	\$591.55
Course Fees	\$300.00
Total	\$13,011.55

Tuition does **not** include: General Use Fee, Registration Fee, Parking Fee (which is only paid once) and Printing Fee. Books do not include taxes. Students will have the option for E-books in some of their courses.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

At this present time, the Law Enforcement degree plan is and has been accredited with THECB. This Program offers an Associate of Applied Science or Associate of Arts/Science degrees, Level I and II Certificates and Marketable Skills Achievement Award option and AAS and have been approved through our Advisory Board and submitted to THECB. Criminal Justice/Law Enforcement continues to have increase enrollment. The budget implication for the Criminal Justice/Law Enforcement program has been heading in a positive direction from where it previously was.

Within the year, the Law Enforcement program has gone from being in the negative to now being in the positive. Continued growth is expected of the Law Enforcement program making it a profitable program to continue with.

Budget Encumbrance	\$74,551.81
Revenue	\$206,580.00
Contact Hours	\$68,710.00

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees.

Instructor participates in various activities for growth in the program. Such activities include continued recruitment in local communities, schools and events, continued curriculum developments provided by college, participate on online conferences, server on committee for the college and exposure of the Criminal Justice/Law Enforcement program through newsletters provided by the college Director Marketing & Public Relations.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

AAS Criminal Justice Law Enforcement (CJLE)

Course Evaluation Survey

AAS Law Enforcement

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	348	870	854	98%	803	92%	85	10%	16	2%
FTF	281	724	709	98%	672	93%	63	9%	15	2%
INT	109	146	145	99%	131	90%	22	15%	1	1%
2019-20	338	781	763	98%	713	91%	72	9%	18	2%
FTF	290	668	651	97%	607	91%	63	9%	17	3%
INT	85	113	112	99%	106	94%	9	8%	1	1%
2020-21	253	500	463	93%	414	83%	81	16%	37	7%
FTF	136	242	231	95%	215	89%	25	10%	11	5%
INT	144	258	232	90%	199	77%	56	22%	26	10%
2021-22	170	201	191	95%	174	87%	26	13%	10	5%
FTF	113	125	120	96%	114	91%	11	9%	5	4%
INT	63	76	71	93%	60	79%	15	20%	5	7%
Grand Total	828	2,352	2,271	97%	2,104	89%	264	11%	81	3%

FACULTY	
	Distinct Faculty
2018-19	10
FT	2
PT	8
2019-20	11
FT	2
PT	9
2020-21	6
FT	4
PT	2
2021-22	7
FT	2
PT	5
Grand Total	16

SECTION LOAD			
	Duplicated Students	Distinct Sections	Student Per Section
2018-19	870	64	13.59
2019-20	781	64	12.20
2020-21	500	39	12.82
2021-22	201	21	9.57
Grand Total	2,352	144	16.33

ENROLLMENT & RETENTION				
Distinct Students	2018-19	2019-20	2020-21	2021-22
FTIC - 2018FA	46	30	10	
FTIC - 2019FA	4	54	30	8
FTIC - 2020FA	2	3	36	14
NOT FTIC	296	251	177	148

RETENTION RATE			
FTIC	2018FA	2019FA	2020FA
Distinct Students	46	54	36
2018-19	100%		
2019-20	30	100%	
2020-21	10	30	
2021-22	0	8	14
	0%	15%	39%

Course Evaluation Survey

Percentage of Fees for Courses owned by Select Programs

TERM_SEQ	STC_TERM	PROG FEE	CBC TOTAL	PROG FEE %
Total		3,824,284.47	28,100,671.98	13.61%
20191	2019FA	728,640.89	4,612,007.92	15.80%
20194	2020SP	715,039.25	4,295,447.43	16.65%
20196	2020SU	85,833.43	964,567.86	8.90%
20198	2020SU2	35,661.00	458,956.66	7.77%
20201	2020FA	694,039.89	4,611,314.61	15.05%
20204	2021SP	532,303.62	3,825,234.90	13.92%
20206	2021SU	39,454.96	755,857.88	5.22%
20208	2021SU2	19,009.00	448,876.94	4.23%
20211	2021FA	504,626.83	4,489,434.92	11.24%
20214	2022SP	469,675.60	3,638,972.86	12.91%

Percentage of Fees + REI for Courses owned by Select Programs

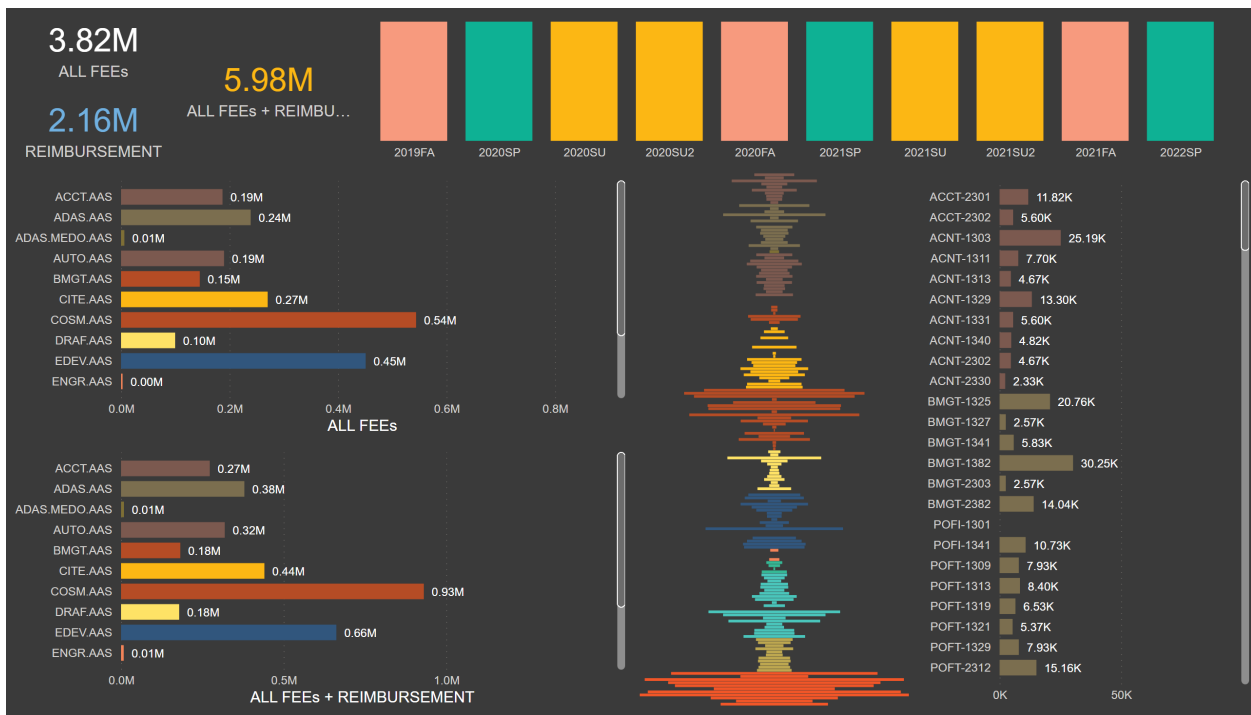
TERM_SEQ	STC_TERM	PROG FEE	REI	CBC TOTAL	FEE + REI %
Total		3,824,284.47	2156098.80	40,271,691.02	14.85%
20191	2019FA	728,640.89	439068.00	6,799,098.96	17.17%
20194	2020SP	715,039.25	493517.28	6,474,609.67	18.67%
20196	2020SU	85,833.43	44731.68	1,366,956.82	9.55%
20198	2020SU2	35,661.00	13047.84	624,170.10	7.80%
20201	2020FA	694,039.89	352698.08	6,507,797.49	16.08%
20204	2021SP	532,303.62	294649.28	5,490,545.30	15.06%
20206	2021SU	39,454.96	12873.60	1,041,618.20	5.02%
20208	2021SU2	19,009.00	6381.60	616,029.74	4.12%
20211	2021FA	504,626.83	243225.92	6,211,686.60	12.04%
20214	2022SP	469,675.60	255895.52	40,271,691.02	1.80%

Percentage of Student Body taking Courses owned by Select Programs

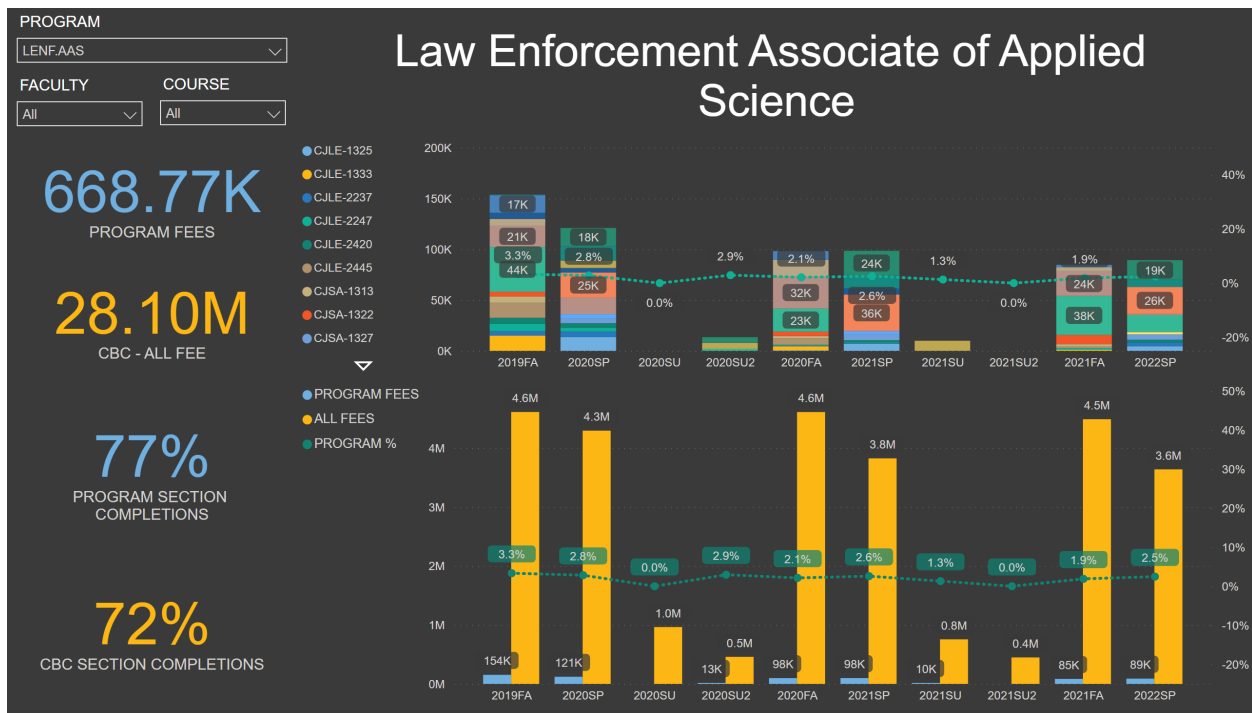
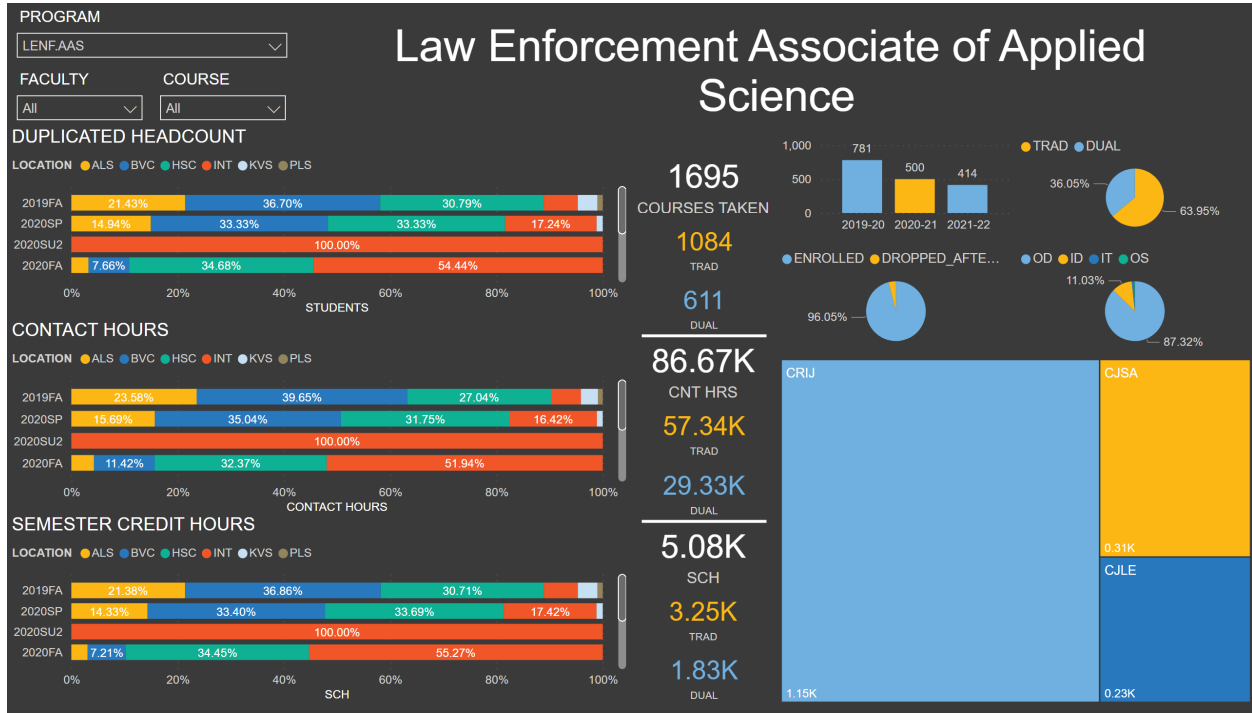
TERM_SEQ	STC_TERM	PROGRAM	STUDENTS	CBC TOTAL	PROGRAM HC %
20191	2019FA		1118	4938	22.64%
20194	2020SP		1111	4831	23.00%
20196	2020SU		66	1228	5.37%
20198	2020SU2		48	796	6.03%
20201	2020FA		699	4246	16.46%
20204	2021SP		636	3842	16.55%
20206	2021SU		60	953	6.30%
20208	2021SU2		28	796	3.52%
20211	2021FA		622	4070	15.28%
20214	2022SP		577	3631	15.89%
		Total			
		ACCT.AAS	22	3631	0.61%
		ADAS.AAS	47	3631	1.29%
		ADAS.MEDO.AAS	0	3631	0.00%
		AUTO.AAS	22	3631	0.61%

REPORT - DATA SET

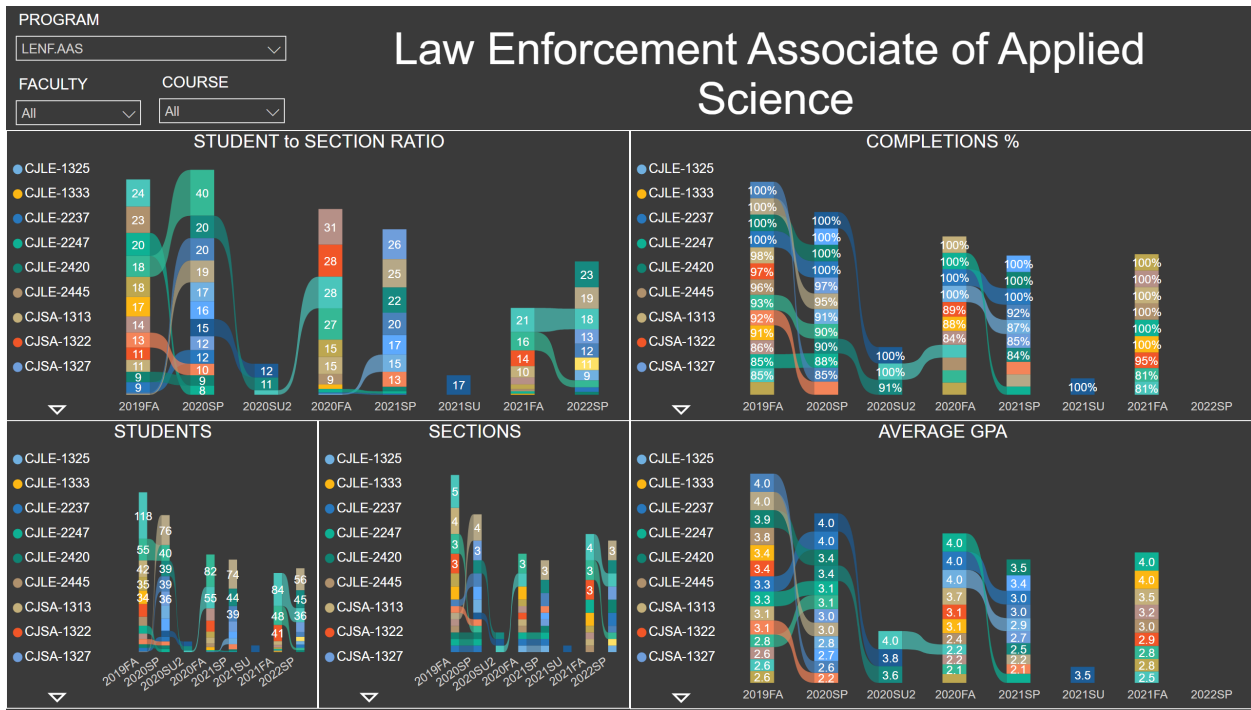
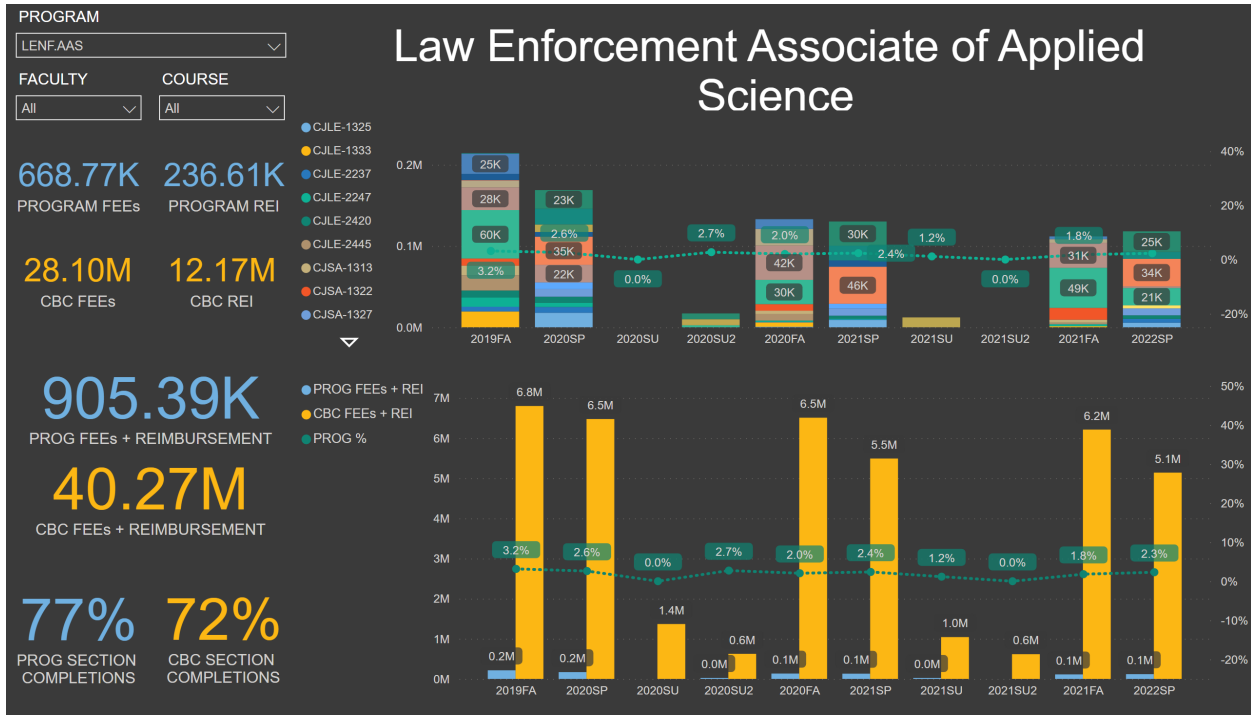
BLACKBOARD_KEY	STC_TERM	ACADEMIC_YEAR	TERM_SEQ	TERM_SEMESTER	START_DATE
2022SP*9976*0040122	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0021490	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0143416	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0035649	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0038432	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0122469	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0143176	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0006419	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0145249	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0021456	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0112989	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0136395	2022SP	2021-22	20214	SP	01/18/20
Total					



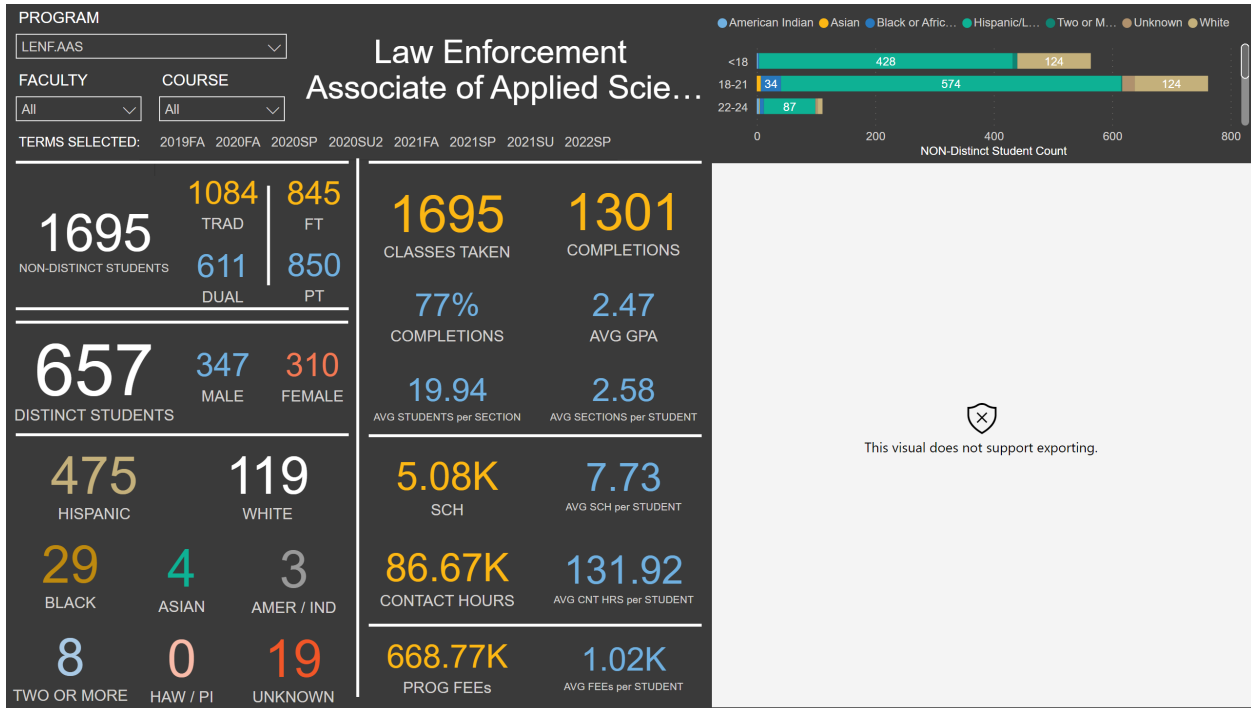
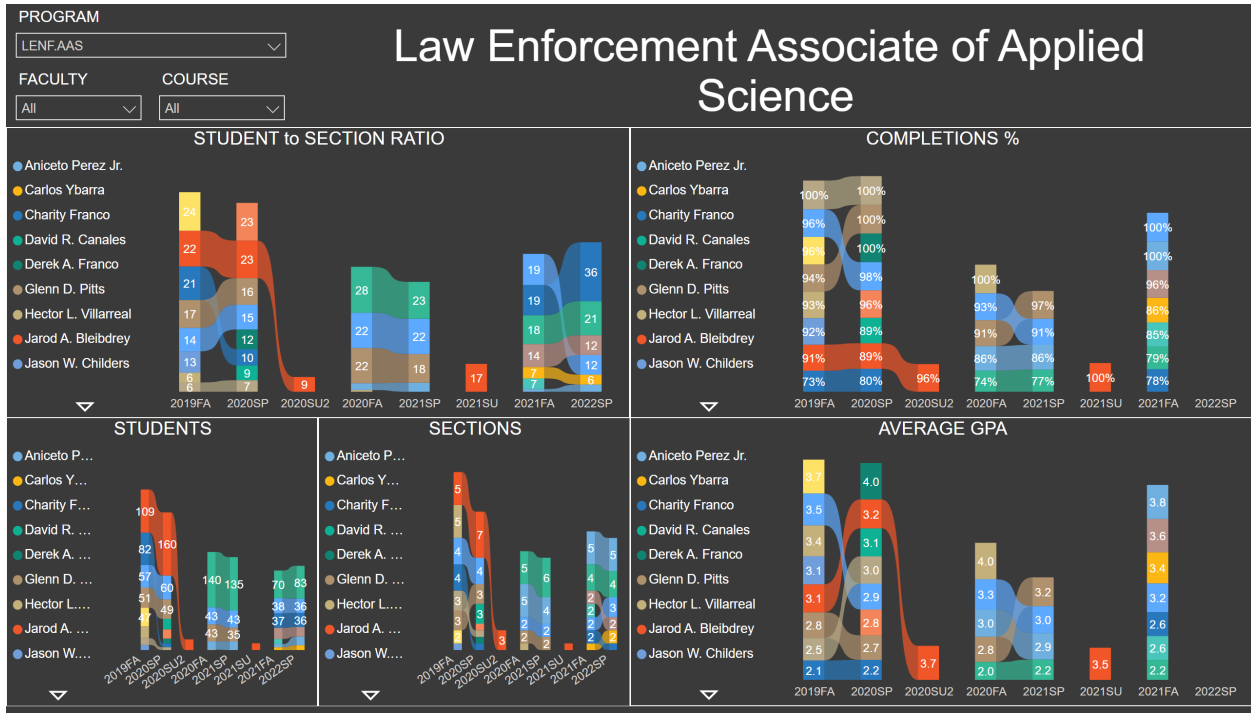
Course Evaluation Survey



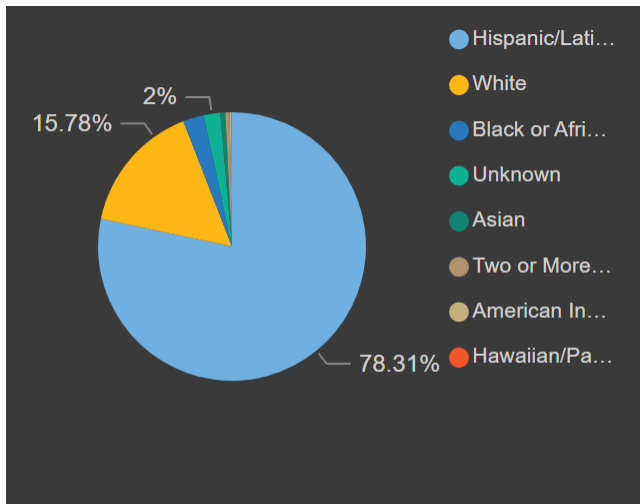
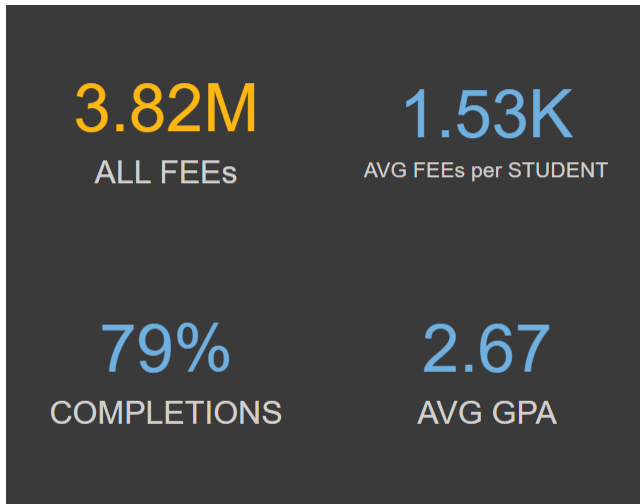
Course Evaluation Survey



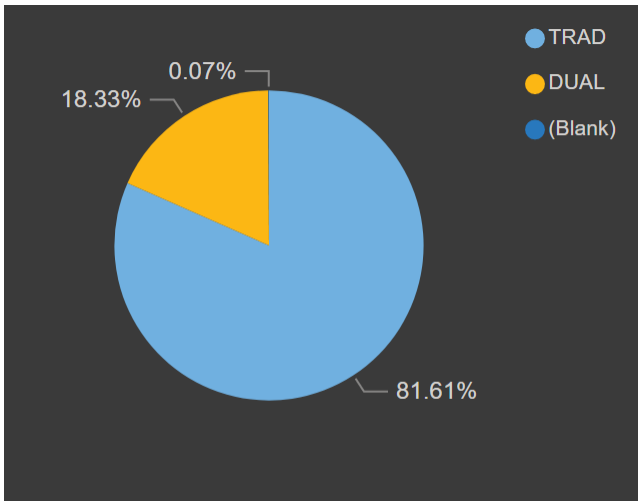
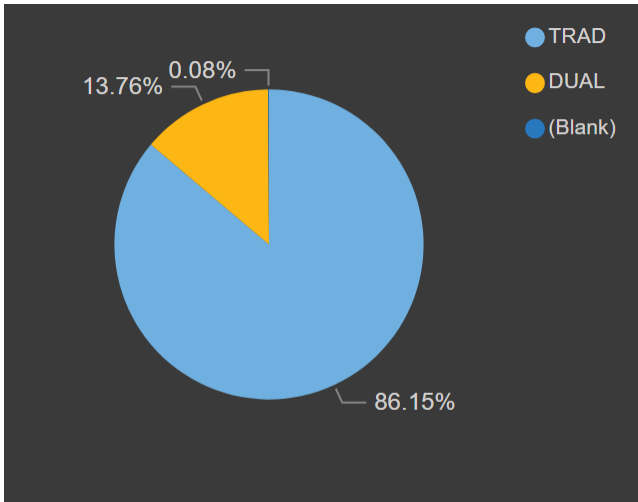
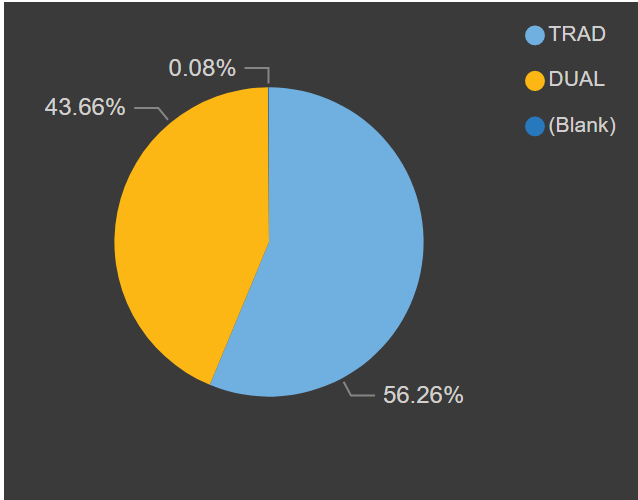
Course Evaluation Survey



Course Evaluation Survey



Course Evaluation Survey



COURSE EVALUATIONS

Q1 Please indicate which course subject you are evaluating with this survey entry.

Answered: 2 Skipped: 0

ANSWER CHOICES	RESPONSES
TOTAL The attached is all that was found for Spring 2021. Nothing on the Fall 2020 evaluations.	2

Spring 2021																						
ID	Start time	Completion time	Course Subject 2	Select the Course Number	Select the Instructor name	Course Modality	My instructor helps me understand the	My instructor is willing to assist students outside	My instructor treats all students with respect.	My instructor gives me regular feedback.	My instructor grades my work fairly.	My instructor provides opportunities for me to ask	My instructor's lectures and activities are helping	I would recommend this instructor to other	I find this course interesting.	This course stimulated my critical and analytical	This course is challenging.	The textbook and instructional	Online Course Materials are easy to access	The required software has helped me be	Is This a Distance Learning	What did you like most about this instructor's teaching?
434	5/4/2021 17:11	5/4/2021 17:16	CUSA	2323	Aniceto Perez Jr	Face to Face Alice Site	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	No	I have learned a lot from Professor Perez, being a new instructor, he came ready to teach and share his life experience when it comes to law enforcement. He is a great professor and is going to mold great officers that come out of his classes every year. Good luck sir!!
547	5/5/2021 15:12	5/5/2021 15:16	CPW	2323	Aniceto Perez Jr	Face to Face Alice Site	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	No	the way he teaches the class. great professor overall!

Q2 Please select the name of your instructor from the list below.

Answered: 1 Skipped: 0

ANSWER CHOICES	RESPONSES
Aniceto Perez Jr.	100.00%
TOTAL	

Q3 How is the course taught? (Modality)

Answered: 0 Skipped: 0

ANSWER CHOICES	RESPONSES
Face to Face (Alice)	100.00%
Life-size or other Live Meeting Room (Distance Learning)	0
Blackboard Recordings and/or PowerPoint (Online)	0
TOTAL	

Q4 Class Time? (If your section is online, please type N/A)

Answered: 0 Skipped: 0

#	RESPONSES	DATE
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Please indicate your level of agreement with the following statements.

Q5

(Communication)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor helps me understand the material.					
My instructor responds with 24 - 48 hours to an email or phone request.					
My instructor is willing to assist me outside of class.					
My instructors treat students with respect.					

Please indicate your level of agreement with the following statements.

Q6

(Grading and Feedback)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor regularly provides me with feedback on my work.					
My instructor grades my work fairly.					

Please indicate your level of agreement with the following statements.

Q7

(Teaching Effectiveness)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
My instructor provides opportunities for me to ask questions.						
My instructor's lectures and activities are helpful in learning the material.						
I would recommend this instructor to other students.						

Please indicate your level of agreement with the following statements.

Q8 Please indicate your level of agreement with the following statements regarding the COURSE. (Student Learning Outcomes)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
--	----------------	-------	----------	-------------------	-------

This course was interesting to me.

This course stimulated by critical and analytical thinking.

Please indicate your level of agreement with the following statements.

Q9 Please indicate your level of agreement with the following statements regarding the COURSE. (Workload and Course Difficulty)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
This course is challenging.					
The workload was appropriate for the level of the course.					
This course was harder than my other classes.					

Please indicate your level of agreement with the following statements.

Q10 Please indicate your level of agreement with the following statements regarding the COURSE. (Textbook and Instructional Materials)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The textbook and instructional materials for this course were useful to me.					
The textbook and instructional materials were necessary for my success in this course.					

Please indicate your level of agreement with the following statements.

Q11 Please indicate your level of agreement with the following statements regarding the COURSE. (Classroom Technology)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Accessing materials online using Blackboard is easy.					
The required software has helped me be successful in this course.					
I am comfortable using Blackboard technology.					
I regularly check my emails for communication.					

Please indicate your level of agreement with the following statements.

Q12 Was this course taught via two-way video or lecture-TV? (Distance Learning)

Answered: 0 Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	
No	
TOTAL	

Please indicate your level of agreement with the following statements.

Q13 You have indicated this course was taught two-way video or lectured. Please indicate your level of agree with the following statements.

(Distance Learning)

Answered: 0 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISGAREE	(NO LABEL)	TOTAL
The course website is useful.						
The course website is easy to use.						
I am learning as much in this course as a traditional course.						
I would gladly take more distance learning courses.						

Please indicate your level of agreement with the following statements.
Q14 What did you like most about this instructor's teaching this semester?

Answered: 0 Skipped: 0

#	RESPONSES	DATE
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C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

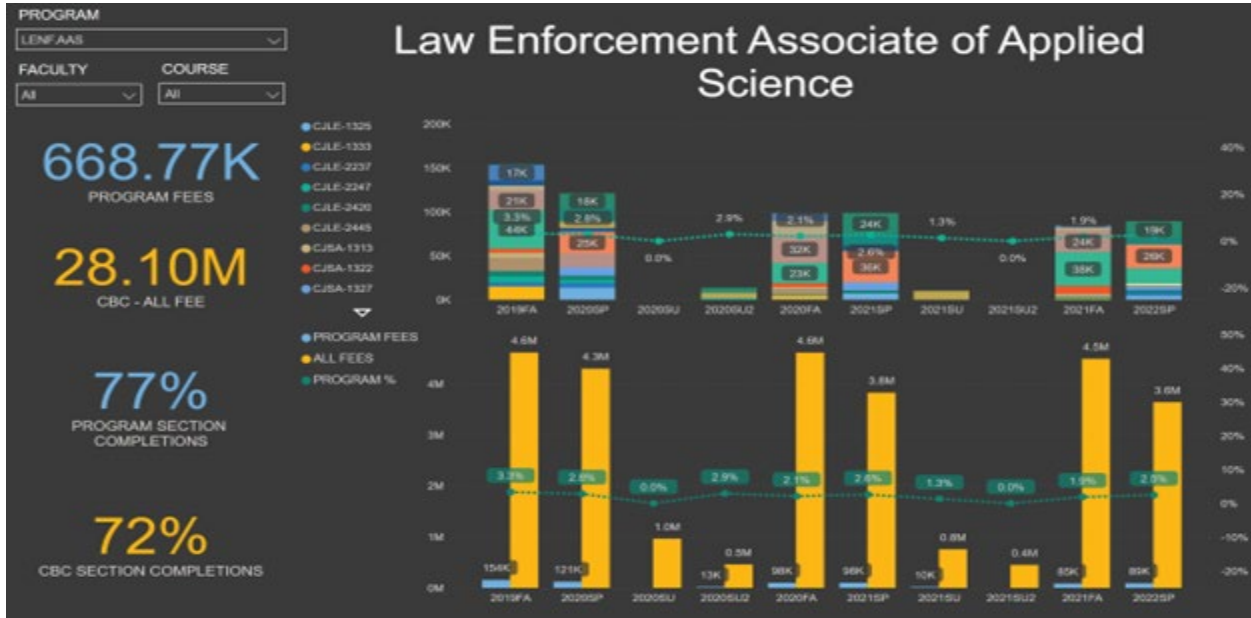
In 2001-2002 the expected average grade of selected assignment will be above 70%; at least 65% of students who complete assignment will receive above 65%. In 2022-2023 the result was that the average grade was 88%. 100% of the students scored above a 65%.

Areas of improvement could include more hands-on training and an increased use of technology, such as virtual simulators for shoot-don't shoot and de-escalation exercises.

Please indicate your level of agreement with the following statements.

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The presented tables depict section completion. Over the stated period the average section completions for the program was 77% which is higher than the 72% of the College.



Completion % for Face-To-Face (FTF) from 2018-2022 has been between 95%-98%. Completion for Internet (INT) from 2018-2022 has been 90%-99%.

AAS Law Enforcement

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
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2021-22	170	201	191	95%	174	87%	26	13%	10	5%
FTF	113	125	120	96%	114	91%	11	9%	5	4%
INT	63	76	71	93%	60	79%	15	20%	5	7%
Grand Total	828	2,352	2,271	97%	2,104	89%	264	11%	81	3%

Please indicate your level of agreement with the following statements.

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Graduation data currently is unavailable, as well as data pertaining to transfer and job placement.

Data from O*NET Online for Police/Law Enforcement shows current employment in the state of Texas of 58,020 with a projected employment of 65,470 in ten years. This is a projected growth of 13% which is above the average. The same data for the United States shows a current employment of 684,900 with a projected employment of 706,400. This is a growth rate of 3% which is below the average.

Criminal Justice/Law Enforcement Degree Plans-AAS, Level I, Level II
Catalog Pages: 124-94

Program Description: The student seeking an AAS in Law Enforcement will receive an industry driven foundation in contemporary law enforcement theory and practices. Knowledge of various styles of accepted policing and enforcement strategies and techniques common to the profession will be provided to the student. Graduates of the program will be competent in firearms, patrol techniques, crash investigation, crime scene investigation, defensive tactics, report writing, legal aspects, crisis intervention, family violence, criminal investigation and vehicle operation. The program prepares the student to enter into the field of law enforcement as an officer, deputy, state trooper, or agent at the federal, state, or local levels. Additionally, this field of study also prepares the student for entry and intermediate levels in careers in private security.

What will I learn? Students will develop a knowledge of the law enforcement profession and associated industries through learning objectives designed both to expose the student to and engage the student in the theory and practices of various classifications and styles of policing. Classroom instruction is combined with critical thinking exercises, practical skills practice, and demonstration. The student will receive instructional curriculum within the CBC Law Enforcement Program that emulates the Texas Peace Officer Basic Training Course as promulgated by the Texas Commission on Law Enforcement (TCOLE) and train in those areas of study required by TCOLE. The student will learn based upon a building block strategy in which the student will achieve through levels of certification towards the final goal of the Associates of Applied Science in Law Enforcement. The skills needed to succeed in law

Please indicate your level of agreement with the following statements.

enforcement include the ability to safely and accurately handle and operate different firearm systems. To achieve that goal, the program requires the student to successfully complete the firearms training course offered within the course curriculum. Another learning area of industry priority is the ability to safely operate a patrol vehicle while on patrol. To meet this law enforcement need, CBC includes emergency and non-emergency vehicle training within its curriculum.

How long will it take? The AAS degree in Law Enforcement at Coastal Bend College is a comprehensive educational stackable pathway, consisting of a minimum of 60 credit hours. The AAS degree is based on a four-semester rotation of courses with each student's time to completion based on the student's placement test scores and the courses needed for transfer and required prerequisites. Students will have to consider additional time to complete Placement Test Score driven additional courses and prerequisites because they are not allocated for in the degree plan and rotation of courses.

Tuition and Fees In addition to tuition and fees, students will be required to pay laboratory fees for courses requiring labs. These fees are based on materials, consumables, and supplies required for the particular lab. Lab fees may vary due to an individual's ability and materials required by the course labs. Lab fees for particular courses are listed in course syllabi and based on the average student completing the course. Contact course instructor for more information on lab fees.

If a student's degree goal or career plans change, the student must initiate the development of a revised degree plan. Students may take courses not listed in the degree plan with the understanding that some may not be acceptable for the CBC degree or acceptable for transfer by a Texas four-year college or university.

What is the job market? For recent job information such as median salary ranges, job growth/outlook, and job/career opportunities in this field, please visit the Workforce Solutions of the Coastal Bend Center at the Beeville, Alice and Kingsville locations or the Workforce Solutions Alamo Center at the Pleasanton site.

Work/Life Experience Policy: The Criminal Justice Program has developed the following guideline of requirements to assist those persons employed in the criminal justice field to satisfy degree requirements for their work/life experience and in-service training.

Students who wish to obtain an Associate of Applied Science Degree in Law Enforcement from Coastal Bend College and are certified peace officers from the TCOLE may satisfy degree requirements for Basic Peace Officer courses by meeting the following criteria and paying \$40 per course (Students must have taken and successfully completed 24 hours of transferable credit from Coastal Bend College prior to receiving credit for the Peace Officer courses).

Students who wish to obtain a Level I Certificate in Correctional Science from Coastal Bend College and are state certified correctional personnel may satisfy degree requirements for the experiential courses

Please indicate your level of agreement with the following statements.

as noted in the following matrix, and to have successfully completed the remainder of credit hours as outlined in the degree plan.

Academic approval is required for permission to satisfy degree requirements in this manner, being reviewed by the applicable division coordinator and dean's office. The prerequisites for work/life and in-service training credit are as follows:

1. The applicant must be currently employed with a criminal justice agency and have at least six months' experience, and
2. The applicant must submit a résumé and all supporting documentation to the program coordinator for evaluation, and
3. The applicant must secure a letter of verification from the chief administrator of the employing agency attesting to the information contained in the applicant's resume and supporting documentation regarding the prerequisites and criteria required by this policy, and
4. The applicant must pay all fees required by the College.

Credit for the following courses may be awarded under the work/life experience policy:

Guided Pathways Program Map

Name of Program of Study: Law Enforcement

ASSOCIATE OF APPLIED SCIENCE- 60 CREDIT HOURS- FULL TIME

DEVELOPMENTAL EDUCATION OPTIONS: Some students may need to take developmental courses in Reading, Writing, and/or Math based on their placement scores on the TSI Assessment. At CBC, we have designed accelerated curriculum designed to help students reach college readiness as successfully and quickly as possible. Any developmental courses needed should be taken during the first semester so as to not delay degree completion. More information regarding TSI, and College Readiness at CBC may be found by visiting www.coastalbend.edu/tsi

TSI Assessment Assistance and testing scheduling information may be found by visiting www.coastalbend.edu/collegeplacement

PROGRAM DESCRIPTION: The student seeking an AAS in Law Enforcement will receive an industry driven foundation in contemporary law enforcement theory and practices. Knowledge of various styles of accepted policing and enforcement

Please indicate your level of agreement with the following statements.

strategies and techniques common to the profession will be provided to the student. Graduates of the program will be competent in firearms, patrol techniques, crash investigation, crime scene investigation, defensive tactics, report writing, legal aspects, crisis intervention, family violence, criminal investigation and vehicle operation.

JOBS IN THIS DEGREE: The AAS in Law Enforcement program prepares the student to enter into the field of law enforcement as an officer, deputy, state trooper, or agent at the federal, state, or local levels. Additionally, this field of study also prepares the student for entry and intermediate levels in careers in private security.

College Preparatory Pre-Degree Requirements		
Program Specific	Reading and Writing Placement <i>Placements based on TSI</i>	Mathematics Placement <i>Placements based on TSI</i>
All students who do not have appropriate test exemption scores on file MUST take the TSI Assessment. <i>All test scores are valid for five years.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> IRW 0311 Integrated Reading Writing I <input type="checkbox"/> NCBW 0112 and ENGL 1301 Corequisite <input type="checkbox"/> NCBT 0111 and ENGL 2311 Corequisite 	<ul style="list-style-type: none"> <input type="checkbox"/> NCBM 0110 Basic Math <input type="checkbox"/> MATH 0421 Beginning Algebra <input type="checkbox"/> NCBM 0124 and MATH 1314 Corequisite <input type="checkbox"/> NCBM 0132 and MATH 1332 Corequisite

Please indicate your level of agreement with the following statements.

2022-2023

Program Map

ASSOCIATE OF APPLIED SCIENCE IN LAW ENFORCEMENT

60 CREDIT HOURS- FULL TIME

Student Name _____ ID# _____ VA Student

PTK Student

Student Signature _____ Date

Success Coach Name _____ Success Coach
Signature _____

*Use this **Program Map** to choose courses with your success coach and track your progress towards milestones and completion of program.*

Please indicate your level of agreement with the following statements.

FIRST YEAR

FILL OUT FAFSA AND MEET WITH A SUCCESS COACH					
Semester 1	CR	Advising Notes	Student Notes	Semester Completed	Grade
CRIJ 1301 OR CJSJ 1322	3	Introduction to Criminal Justice	You may take either Introduction to Criminal Justice course		
BCIS 1305	3	Advise student to use student email to download Microsoft Office	You will need Microsoft Office; free download is available from you CBC email.		
CRIJ 1306 OR CJSJ 1313	3	Court Systems & Practices	You make take either Court Systems & Practices course		
EDUC 1300	3	All first-time CBC students with fewer than 12 SCH of successful college credit must take EDUC 1300 in the first semester.	Students should work on creating healthy student habits and time management.		
CJLE 2247	3	Tactical Skills for Police			
15 Total Semester Hours Completed/Meet with your Success Coach					
Semester 2	CR	Advising Notes	Student Notes	Semester Completed	Grade
CRIJ 1310 OR CJSJ 1327	3	Fundamentals of Criminal Law	You may take either Fundamentals of Criminal Law		
ENGL 2311	3	(ELAR) Advise students on available tutoring for core classes	Visit the Cougar Success Center for available tutors. Request a tutor by asking for a tutor request form		
CRIJ 1313, CJSJ 1317, CRIJ 1307, OR CJSJ 1312	3	Juvenile Justice System OR Crime in America	Take either a Juvenile Justice System course OR a Crime in America course		

Please indicate your level of agreement with the following statements.

		After 12 completed hours, students may qualify for Phi Theta Kappa Honor Society. Learn more at www.ptk.org	If you have a 3.5 GPA or higher, you may qualify for Phi Theta Kappa Honor Society. Check your CBC student email for your invitation		
CRIJ 2328 OR CISA 1359	3	Police Systems & Practices	You may take either Police Systems & Practices course		
CJLE 2237	3	Advance Firearms Register for next semester classes	Meet with your Success Coach to discuss your next semester courses		
15 Total Semester Hours Completed /Meet with your Success Coach					
SECOND YEAR					
Semester 3	CR	Advising Notes	Student Notes	Semester Completed	Grade
Math 1314,1332, 1324 or 1442	3	(M) For transfer students, advise on best course to meet the transfer requirement	You may take any MATH core course. If you plan to transfer for a bachelor's degree, select the option that best suits your transfer pathway		
LANGUAGE, PHILOSOPHY, AND CULTURE Or CREATIVE ARTS- HUMA 1301; PHIL 1301,2306,2321; SPAN 2311 Or ARTS 1301; MUSI 1306	3	For transfer students, advise on best course to meet the transfer requirement	You may take any Language, Philosophy, and Culture or Creative Arts core course. If you plan to transfer for a bachelor's degree, select the option that best suits your transfer pathway		
CRIJ 2314 OR CISA 1324	3	Criminal Investigation	You may take either Criminal Investigation course		
CJLE 1333	3	Traffic Law and Investigation			
CJLE 2445	4	Register for next semester classes	Meet with your Success Coach to discuss your next semester courses		
16 Total Semester Hours Completed /Meet with your Success Coach					
Semester 4	CR	Advising Notes	Student Notes	Semester	Grade

Please indicate your level of agreement with the following statements.

				Completed	
CRIJ 2323 OR CJSA 2300	3	Legal Aspects of Law Enforcement Eligible for AAS Degree; Remind student to apply for graduation	You may take either Legal Aspects of Law Enforcement course Meet with your Success Coach to apply for graduation (pay attention to application deadlines in October, February, and June)		
PSYC 2301	3	(ELAR)			
CJSA 2323	3	Criminalistics II			
CJLE 1325	3	Criminal Justice Survey			
CJLE 2420	3	Texas Peace Officers Procedures		Degree Awarded	
15		Total Semester Hours Completed			
60		Total Program Hours			

Transfer Information: meet with a success coach to learn more about transfer pathways

Schedule your meeting with a success coach: studentsuccess@coastalbend.edu to learn more about transfer options. Include your name, student ID, and the program you in which you are interested in the email.

Career Opportunities

The data below are intended to be a guide and reference tool and represent local and regional employment information for occupations related to this program. This is not a guarantee of job placement in any of these occupations after successful completion of a CBC program. All data listed below incorporate South Texas jobs and entry wages found on <http://www.texaswages.com/WDAWages>. For recent job information such as job growth/outlook and job/career opportunities in this field, please visit the Workforce Solutions of the Coastal Bend Center at the Beeville, Alice, and Kingsville locations or the Workforce Solutions Alamo Center at the Pleasanton site.

Please indicate your level of agreement with the following statements.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths: Cohesive learning that builds on components, but also consistently reviews past learned material.

The Integrity with strong moral character which means that a person is consistently honest and shows an unwavering commitment to moral and ethical values. Learn to have empathy and have the ability to understand someone else's feelings – to try and feel what it is like to be in their shoes and have the adaptability for change.

Listening and Observation skills Law enforcement officers often need to interpret and understand the needs of others in conversation and have an effective communication skill on order to resolve conflict and find resolution.

2. Threats (external): Early identification of student success and concerns.

An often-cited student success concern is a lack of academic preparation, especially in math and writing skills.

3. Break larger assignments by key components as part of the grading to identify concerns (e.g. topic understanding, research abilities, presentation).

To Identify what you want to assess, then identify the characteristics to be assess. Identify a specific skill. Knowledge it without limiting the characteristics to those that are most important to the assessment.

Please indicate your level of agreement with the following statements.

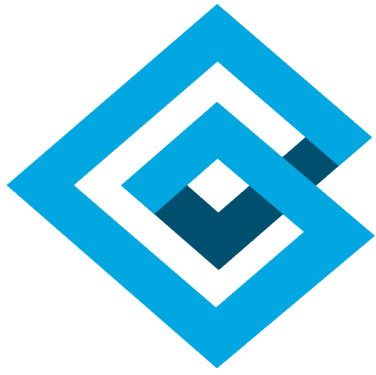
B. Final Discussion on the merit and worth of the program.

Changes influenced the overall program:

- Reflects that work is still needed to define assessment components to clearly align with SLOM. In addition,
- Program opportunities have created the need for change. For instance, the applied assignments for these assessments will be requiring review and modification due to the incoming Milo Range Simulator, and a core redesigned focus in the certificates, all of which with a replacement of our current capstone with a GIPWE aligned course.
- These changes will have an overall affect our overall matrix and some of our master syllabi.

The applied marketable skills (SCAN) are a micro-focused application within courses and assures that students are building soft skills while learning a vocation. But, in addition, it is necessary to assess the integrity of the program with the same ONET and WECM information on a program basis.

- Due to the inclusion of one capstone for this purpose, the program also required changes in courses. These changes, in turn, affected this assessment plan.
- The capstone will become the assessment focused solely on the Program Level Outcomes, and in such student proficiency and competency / knowledge and abilities of the program's intent. Furthermore, the Texas Peace Officers Procedures (Capstone) course will be revised to apply specific and detailed learning skills required to the industry, and in doing so also assure the necessary proficiency skills at the end of the program.
- In closing, the program overall has made significant progress with the changes of technology and GIPWE, WECM certainly influenced further changes. This is a cycle of refining and improving courses, assessments, and focused SCAN skills; and in all have reflected needed growth. The decisions made for that growth (MILO Range Simulator, GIPWE, and WECM) have in turn affected the future assessments. All of which being extremely positive for student learning, skills, and outcomes.



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Nurse Aide Program

Program Director: Karen Berryhill

Dean: Loana Hernandez

Date: 01/27/2023

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Part I: Program Purpose, Description and Goals

A. Program Purpose

The Coastal Bend College Nurse Aide Program has been developed to provide Certified Nurse Aides (and other Allied Health Care Professionals) academic preparedness to ensure that they have the knowledge and skills to safely provide patient centered basic nursing care. It is the aim of the program to academically prepare students to develop their basic health care abilities and skills for the common good of the patients. Once students learn and demonstrate effective communication, compassion with empathy, proper prevention, and control of the spread of diseases, and basic nursing skills competencies the purpose and aim of this program will have been accomplished.

The program purpose aligns with the College Mission by providing superb and equitable educational opportunities to student in the classroom, laboratory, and clinical setting. Certified Nurse Aides play a pivotal role in the care of patients. They will learn to provide Basic Nursing Care such as bathing, feeding, grooming, acquire, distribute, and administer patient care supplies, perform safety checks, ensure cleanliness of patient rooms, accommodate the special needs of patients, and provide emotional support. They will develop communication skills, as Nurse Aides are the eyes and ears of the Licensed Nurses they work in collaboration with. Developing these learning opportunities will produce individuals empowered to enhance the communities Coastal Bend College serves. The most recent College Catalog includes the Program Description. And the purpose above can be found in the Nurse Aide Student Handbook under "Competence".

B. Program Description

The Nurse Aide Program is a State of Texas regulated "Certification" requiring State testing to attain that Certificate. It operates under TX Health & Human Services Commission guidelines as well as CBC Policies and Procedures, exacting the higher standard. Dual Enrollment, Continuing Education and College Credit Courses are coordinated and managed at all four Campus Sites and eighteen High Schools in the surrounding area, totaling twenty-two Programs.

Coastal Bend College incorporates this program into other Allied Health Programs:

- a) Level I Certification for Fundamentals of Certified Nursing Assistant, and b) Basic Nursing Skill for RN AAs degree plan.

Students in the program are educated in the role of a Nurse Aide in Health Care, safety measures, emergent measures, infection control, Resident Rights, communication, interpersonal skills, self-care, body mechanics, care of resident environment, bath assist, toilet and peri care, skin care, hygiene and grooming, nutrition, hydration, elimination, Basic Nursing Skills, care of death, restorative activity, and pressure ulcer prevention. The State of Texas requires 60 hours of Lecture/Lab and 40 hours of Clinical rotations in a Long-Term Care Facility.

Coastal Bend College Curriculum requires 64 hours of Lecture/Lab and 64 hours of Clinical rotations in a Long-Term Care facility. Students are lecture instructed in the classroom on all the above subjects. Competency Skills begin with Lecture teachings, skills video viewing and hands-on instructor demonstrations. They then progress to the classroom lab to practice the skills they have learned. Once students feel confident with each individual skill, they then perform skills return demonstration to their instructor. Students must be able to demonstrate each skill in a satisfactory manner in the lab prior to performing that skill in a clinical setting. Certified Nurse Aides are compassionate health care providers. Some are satisfied to ensue being a CNA their entire career life. Others often begin as Nurse Aides, only to pursue higher level health care professions.

*Appendix 1- Texas Administrative Code for Nurse Aide Programs

C. Program Goals

- A) Provide education to ensure Certified Nurse Aides have the knowledge and skills to provide patient centered care
- B) Ensure students that complete the Program are competent and safe to practice in the community
- C) Nurse Aide Program to maintain compliance with all Applications, Certifications, and Accrediting Rules and Regulations

D. Program Student Learning Outcomes

NURA 1301/1160

Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support, and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
4. Upon successful completion of this course, students will utilize teamwork skills to demonstrate interpersonal and teamwork skills to function effectively as a member of the health care team.

5. Upon successful completion of this course, students will utilize personal and social responsibility to demonstrate safety practices by providing safety and preventive measures in the care of residents.

Assessment

1. The assessment for this SLO will be conducted with Vital Sign Competencies.
2. The assessment for this SLO will be conducted with the Resident's Rights Quiz.
3. The assessment for this SLO will be conducted with the Observing, Reporting and Documenting Assignment.
4. The assessment for this SLO will be conducted with the clinical evaluation.
5. The assessment for this SLO will be conducted with the clinical evaluation.

Target

1. 90% of students in this course will pass the Vital Sign Competencies.
2. 90% of students in this course will pass the Resident's Rights Quiz with a score of 75 or better.
3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment Results-2020-2021	Number/% of students passing Assessment
Total number students surveyed	

Pass the Vital Sign Competencies	46	96%
	48	
Pass the Resident's Rights Quiz	44	92%
	48	

With a score of 75 or better

Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	48	45	94%
--	----	----	-----

Receive a score of 3 or better on number 11 of the clinical evaluation form: Communicates clearly and in a timely manner with the clinical facility and interdisciplinary healthcare team members to ensure the delivery of safe, holistic patient-centered care.	60	55	92%
---	----	----	-----

Receive a score of 3 or better on number 8 of the clinical evaluation form: Maintains client safety and privacy.	60	55	92%
--	----	----	-----

Assessment Results-2021-2022	Number/% of students that passed Assessment		
Total number students surveyed			

Pass the Vital Sign Competencies	71	70	99%
----------------------------------	----	----	-----

Pass the Resident's Rights Quiz	71	70	99%
---------------------------------	----	----	-----

With a score of 75 or better

Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	71	68	96%
--	----	----	-----

Receive a score of 3 or better on number 11 of the clinical evaluation form: Communicates clearly and in a timely manner with the clinical facility and interdisciplinary healthcare team members to ensure the delivery of safe, holistic patient-centered care	71	68	96%
--	----	----	-----

Receive a score of 3 or better on number 8 of the clinical evaluation form: Maintains client safety and privacy.	71	68	96%
--	----	----	-----

**Appendix 2, 3, 4- SLO Worksheets

Part II: Description of Program Effectiveness

2019-2020

This was the year the COVID Pandemic started. Students did well with completion of their Courses, even after abruptly switching from Face-to-Face Classrooms and Hands-on Clinicals, to briefly some Community Health Care Work Alternatives, then transitioned for several months to all Online Lectures/Videos, Skills Labs, and Alternate Clinical Scenarios.

Eventually students returned to Campus Skills Labs following COVID precautions and guidelines to fulfill State/College regulated Clinical Alternatives.

2020-2021

Students Face to Face completion improved, except for one High School dropping clinical portion SP2021, totaling 3 students due to COVID restrictions and parent concerns regarding students entering Nursing Homes. In SU2020, Beeville Campus completed the first NA Course with all students performing In-Facility Clinical rotations in local Nursing Home since pandemic shut-down. During FA 2021, two Dual Enrollment High School Sites decided to push Clinical portion of Course to SP2022, due to COVID restrictions, parent concerns and new COVID Vaccine requirements. However, it is not uncommon for High Schools to Provide Lecture/Skills Lab one semester and In-Facility Clinicals the following semester. One Course of RN students completed Nurse Aide Courses for Basic Nursing Skills and two High Schools will completed Lecture/Skills and In-Facility Clinicals FA 2021.

The State of Texas struggled with changing from paper, notarized, registered mail-in documents and On-Site paper audits to Electronic records and their staff working remotely from home.

CBC changed Nurse Aide Directors in 2020. The State Testing Company PearsonVue closed and a Testing Agency, Prometric was hired by the State. It was mid 2021 before all Site NATCEP #'s were transferred by the State of Texas to new the testing company-Prometric. It was a lengthy process, and it took time to sort out delay causes with our Program, the State of Texas, and Prometric. Issues were then corrected, and Program Director was able to start inputting required student information into the Prometric System. Students were then contacted by Prometric via email for their registration, scheduling, and payment. After Prometric replaced PearsonVue it took from September 2020 to July 2021 before our Program was fully operating in conjunction with Prometric.

CBC applied and was contracted with Prometric to be an IN Facility Testing Site. Initially 8 days were scheduled for testing and all 8 were cancelled second to unmet criteria requirements of 5-8 students. Another 8 dates were scheduled for October through December of 2021 and all of those were also cancelled.

2021-2022

Under Texas State Nurse Aide COVID Waiver, Nurse Aide Programs were still being allowed a mixture of Face-2-Face, Virtual, and Online Instructions. Students were required to complete F2F Lectures/Lab and allowed to complete make-up work if absent due to COVID signs/symptoms or positives. If absent from Clinicals, Alternate Clinical Scenarios were made available to complete Online.

During FA2021, eight local High Schools taught the Lecture/Lab portion of the Curriculum and, SP 2022 these same eight finished the Clinical part of the Course. Beeville and Pleasanton Campuses provided training for Lecture, Lab, and Clinicals FA2021. Beeville's was a Credit

Course and Pleasanton's was a Continuing Ed Course. Alice Campus began a Continuing Ed Course in SU2022 (to be completed FA 2022).

The State began moving remote workers back into office settings, still with partial virtual/online management. Electronic Record processes and Website upgrades improved making it easier to access and maneuver through.

Prometric Testing Company became more accessible for Directors, Instructors, and Students. Program Directors now have an assigned "go-to" person to reach out to for issues/problems. And, we have better learned how to use the website.

All student that completed their Courses were input into Prometric System by the Program Director, then sent notifications per Prometric with an email link to register, schedule, and pay for testing. The Director also provided Registration and Voucher Purchase Instructions to Instructors and coordinated Skills Test scheduling at our In-Facility, on-Campus Testing Site for each class.

The Written Test portion has yet to receive IT and Administrative approval due to Prometric "MAC address" requirements. Students have been Online Testing for their Written Skills with a Prometric Proctor or scheduling at other Regional On-Site Test Centers.

Also, with the State COVID waiver in place, local Nursing Homes were allowed to test their trainees at the Beeville Campus Testing center. There were two local Nursing Homes who used this option and one trainee from each facility, Arden Place in Beeville and Palma Real in Mathis tested and passed their Certifications.

A. Resources

Coastal Bend College has Classroom/Skills Labs in three of its four campuses. Beeville Campus has 4 beds, 3 electric and 1 manual crank, and 3 mannequins. Pleasanton Campus has 2 beds and 1 mannequin. Alice Campus recently received grant monies and now has 10 new electric beds with 10 new mannequins. Kingsville Campus has not conducted any Nurse Aide Classes in the past 4 years.

1. Faculty/Staffing

a. Overview

Staffing for the Nurse Aide Program consists of one full-time Program Director and twenty-one to eighteen part-time Adjunct Instructors with the Dean of Allied Health providing oversight to these employees. All Instructors are State required to be Licensed Nurses, with one year of

Nursing Home experience supervising Certified Nurse Aides. They can be either an RN or LVN. The Nurse Aide Program Director is required to be an RN with a minimum of one year Nursing Home experience training Nurse Aides, two years general Nursing experience, as well as one Year of experience teaching adults. Coastal Bend College requires the Dean of Allied Health to preside over this Program. All nurses are Texas Board of Nursing licensed and are required to minimally complete 20 hours of continuing education every 2 years to maintain these licenses. The instructor to student ratio for Nurse Aide Classroom Instruction is 20 to 1 and Clinical's is 10 to 1. High School teachers are required to meet their individual schools annual training requirements. NATCEP requires that Nurse Aide Instructors be trained annually per Program Director. Coastal Bend College Program Director attends college required trainings/meetings and HHSC Online Webinars specific for Nurse Aide Rules and Regulation updates and trainings.

**Appendix 5- Nurse Aide Instructor Training Document

*Appendix 6- Program Director Trainings/Meetings Document

* Appendix 7- NAH Meeting

2019-2020

Dean of Allied Health-Loana Hernandez, RN

Nurse Aide Director-Karen Berryhill-2 years Nursing Home Experience required

Instructors-RN's & LVN's-1 year Nursing Home Experience required

Budgeted for 23 Part-Time/Adjunct Instructors with 11 being employed as High School Dual Enrolment Instructors

2020-2021

Dean of Nursing & Allied Health- Loana Hernandez, RN

Nurse Aide Director-Karen Berryhill, RN-two years State of TX Nursing Home experience required

Instructors-RN or LVN-one year of State of TX Nursing Home experience required.

Budgeted for 21 part-time Adjunct Instructors with 11 being employed as High School Dual Enrollment Instructors

*An RN/Basic Nursing Skills Course was added this year and required an additional RN and 2 LVN's to teach this Course

2021-2022

Dean of Allied Health-Loana Hernandez, RN

Nurse Aide Director-Karen Berryhill-2 years Nursing Home Experience required

Instructors-RN's & LVN's-1 year Nursing Home Experience required

Budgeted for 23 Part-Time/Adjunct Instructors with 14 being employed as High School Dual Enrollment Instructors

b. Strengths

2019-2020

The Program Director and all Instructors were forced to put on our “thinking caps” when the Pandemic started. We learned how to work remotely online. With Long Term Care Facilities and school campuses being shut down, we taught ourselves how to make Self-Instruction Videos, created Alternate Scenarios in the Classroom Labs, found, and coordinated Alternate Clinical experiences, and even allowed students to perform some Basic Skills Checkoffs in their home settings, record them and online return to Instructor, creating Virtual Classrooms as best we could. Then there was the challenge of the “unknown” COVID, much increased Protective Equipment usage, staff and students having the disease with some losing their own or family members lives. This required us to educate ourselves and continue to stay abreast of the ever-changing situation and in-turn educate students, their families, and other staff members. I believe we all did so with tremendous diligence.

Created Online Classrooms

Instructors bettered their Online Teaching Skills with self-instructional videos from Google, Google Classroom, Blackboard, YouTube, and Lifesize Video meetings with instructional training per Program Director and networking with one another as needed by email or phone.

Enhanced Teamwork

Students and Instructors grew technology knowledge with self-instructional videos from Google, Google Classroom, Blackboard, and YouTube. Lifesize and Google Virtual Classrooms were set up for student instruction. Instructors also trained students on how to access and maneuver new Online Instruction.

The Program saw high a graduation rate of 99% with 289 students graduating from an enrollment of 293 student

2020-2021

CBC became a Testing Site again

RN Basic Nursing Skills were incorporated into CBC Curriculum. Twenty-seven RN students enrolled in Nurse Aide Courses NURA 1301/1160 Fall Semester of 2021 and twenty-five completed. These courses also served as Basic Nursing Skills for the Traditional RN Program.

Pleasanton Campus began providing Continuing Education Nurse Aide Course again
Students able to schedule State Testing again

*Appendix 8- Prometric Contract

2021-2022

Increased number of students State Exam testing from 10 in 2020-2021 to 58 in 2021-2022
Increased number of students passing State Certification Examination from 9 in 2020-2021
to 45 in 2021-2022

* Appendix 9, 10, 11, 12, 13, 14, 15-Prometric Pass Rates

c. Areas for Improvement

2019-2020

More Graduates testing for Certification as only 8% of students completing Course took the
State Certification

Fewer students working in the Community as Certified Nurse Aides with only 8% of those
graduating completing the State Certification

2020-2021

Increase Graduate rates as 89% of enrolled students completed the course

RN Basic Nursing Skills/Nurse Aide Courses need more Adjunct Instructors as this was a
newly added course with 27 students enrolling and an instructor to student ration of 1 to 20
for Lecture and 1-10 for Lab/Clinicals

Increase nursing pay scales that are typically higher than teacher's

2021-2022

Increase scheduling for Certification testing. PearsonVue testing shut down in 2020 and no
students tested that year. It was July of 2021 before Prometric had input all of CBC's
NATCEP Site numbers so that Program Director was able to input students for registration.
State Nurse Aide Program offices were closed from April 2020 to mid-2021 and employees
worked online from home. NATCEP was mostly a paper system when it closed its offices.
Increase Graduate testing rates. Being able to schedule students for testing will help
increase testing rates.

d. Future Direction and Budget Implication

2019-2020

A new State Testing Company, Prometric required different supplies than previous. Add additional \$250.00 to Budget to purchase those supplies

2020-2021

Added additional \$10,800 to Budget for Instructor salaries for new RN Basic Nursing Skills and CE Courses at Beeville and Pleasanton Campuses

2021-2022

No changes to 2022 Budget from 2021

2. Technology

a. Overview

The use of technology greatly increased and improved for Instructors, Students, and Program Director. COVID forced us to learn how to work remotely online. Director and Instructors continually seek out new Courses and Videos to improve our computer skills, as well as F2F and Online Classroom Course material content. We often network with one another to share technology knowledge.

b. Strengths

Increased use of technology. Lifesize and Virtual Classrooms were created and recorded for those who were ill to view as they were able. Schools began to provide students with computers to use at home as well as internet wi-fi.

Improved use for technology. Instructors provided phone and online training to teach students how to use these computers and wi-fi connect.

c. Areas for Improvement

Online Written Skills Testing availability at Beeville Testing Site would allow students to Skills Test and Written Test all on the same day to make the flow of testing easier and possibly increase testing rates.

d. Future Direction and Budget Implication

If providing Written Testing at CBC Testing Site entails additional monies, it could be included in next year's budget. But, currently Program Director has requested that IT research how to best provide this Written Testing as Prometric requires our computer MAC addresses. Our IT Department is unwilling to share those addresses for security reasons.

3. Equipment and Facilities

a. Overview

The Nurse Aide Program stayed within Budget constraints throughout 2019 to 2022. There were a couple of line items added; \$250 for Prometric required supplies and \$10,800 for Salaries for added Instructors teaching added Courses. The Care Act Grant provided monies for extra needed Personal Protective Equipment.

b. Strengths

The Program stayed within its planned Budget.

c. Areas for Improvement

Possibly some new Computers specific for Written Skills Testing for Sate Certification Examinations onsite here at Beeville Campus NA Test Center.

d. Future Direction and Budget Implication

4. Budget

a. Overview

There were extra supply requirements onboarding with Prometric Testing Company. \$250 was added to 2019-2020 budget to cover these supplies being a new sliding room dividing curtain. Additional PPE that was needed for Clinicals during COVID were ordered and covered by the Care Act Grant. \$10,800 was added to 2020-2021 Budget for salaries of added Instructors for CE Courses in Pleasanton and RN Basic Nursing Skills Courses at Beeville Campus. A new Linen Cart was purchased for Beeville Campus costing approximately \$450 and was inclusive with 2021-2022 Budget. Through a Grant, the Pleasanton Campus acquired new equipment of electric 10 beds, 10 mannequins, linen carts, and electronic Vital Sign monitoring machines.

b. Strengths

Supply costs have been kept within approved budgets from 2019 through 2022.

d. Future Direction and Budget Implication

Due to Prometric requiring MAC addresses from CBC testing computers, the Program is pending IT input as to how to best accommodate Student Written Skills at Beeville Testing Site. If it is decided that Computers are needed specific for Written Skills Testing on Beeville Campus, a cost would need to be determined and Budget additions added accordingly.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

The Coastal Bend College Nurse Aide Program is governed by the College Board of Directors with accreditations through THECB and SASCOC and the Texas NATCEP, Nurse Aide Competency and Training Evaluation Program. The College employs a full-time Director who oversees and manages Nurse Aide Courses, NURA 1301, NURA 1160, HPRS 2302, and HPRS 1201. These Courses are taught at all four Coastal Bend Campuses and twenty Dual Enrollment High Schools in the surrounding area. Basic Nursing Skills for RN AAS Program, the Level I Fundamental of Certified Nursing Assistant, Continuing Education Credits and College Credit Courses all incorporate these Courses. Student Learning Outcomes, enrollment, graduation, and testing numbers are reviewed and included in Annual Unit Plan and Program Reviews/Evaluation reports.

The State of Texas regulates all Nurse Aide Programs, requiring an RN Program Director. Courses NURA 1301 and NURA 1160, Lab/Lecture/Clinicals meet the Texas NATCEP and CBC requirements as the Curriculum for Nurse Aides to test for the State Certification Exam. Texas Nurse Aide Programs must provide Clinical rotations at local Nursing Homes aka Long Term Care Facilities that remain in "good-standing" with the State, free of certain government inspection deficiencies. Each Campus is assigned by the State a Site number for purposes of identification. All Sites, totaling twenty-four require an Initial Application then subsequent Renewal and Change Applications. Renewal Applications are completed every two years. Change Applications are required any time a Site changes their Clinical Rotation Nursing Home Facility, the Facility Director or Administrator changes, or the NA Program Director or Instructor's changes. Each Application requires an up-to-date Nursing Home Training Contract, Director, and Instructor Resumes attached that reflect required teaching, training experience. Site Instructor must teach the State Curriculum for Nurse Aides in Long-Term Care Facilities, and complete their specific documentation forms for Attendance, Skills Performance Checkoffs, Immunizations, and Criminal Background Checks. The Program Director receives and keeps on file for at least 2 years, each individual student's original NA Packet forms, performs a second step Criminal Background Check, and signs.

These Site records are Audited every two years On-Site or via Zoom Meeting with Program Director for compliance with State required documents.

* Appendix 16 through 35-NATCEP Application Approvals/Audits/Deficiency Corrections

b. Strengths

Site State Applications have been kept up to date since 2020 per new Program Director with only three requiring deficiency correction such as a facility changing Administrator unbeknown to Director.

State Audits have been deficiency free since 2020.

Annual Unit Plans and Program Reviews/Evaluations have been kept up to date since 2020

c. Areas for Improvement

Improve Instructor input from Student Learning Outcomes. Outcome reporting would be most accurate with 100% instructor response. Program Director to annually share Quizzes, train on

taking SLO information from Clinical Evaluation form, and send reminders to complete when grades are done prior to instructors leaving campuses at year's end.

d. Future Direction and Budget Implication

Coastal Bend College will continue to work in conjunction with Dual Enrollment, Continuing Education

B. Program Output

1. Activities

Program Director has visited High School Dual Enrollment Sites observing Instructors teaching and interacting with their students and given presentations of the Nurse Aide

Program and allowed for Question/Answer session for it and other Allied Health Programs. Each Semester's beginning, Director provides training to instructors regarding

new or changed CBC and State policies, regulations, and forms. A general NURA Courses review is conducted at this time, allowing Instructors to ask questions, and share

any course teaching materials methods that they like or work well for them. CBC's Dean of Allied Health conducts an Annual Advisory Meeting that includes the Nurse Aide

Program.

Program Director participated in local Health Fair for recruitment and health professional networking.

Program Director served on Curriculum Committee 2021-2022 for Program's Curriculum and Syllabi review and adoption of revisions.

* Appendix 36- Site Visits

* Appendix 37-Director Recruitment

2. Evaluation of outputs

Summary of Annual Reports Evaluation

2019-2020

293 students enrolled in Program

289 students completed & graduated course

26 students tested for State Certification
15 students passed State Certification Test

98% of enrolled Students completed Course
8% of students completing Course took State Certification
58% of students testing passed State Certification

2020-2021

124 students enrolled in Program

110 students completed Course

There was no testing during calendar year 2020

10 students tested in 2021

89% of enrolled Students Completing Course

10% of Students Completing Course took State Certification Exam at CBC In-Facility Testing Site

90% of Students testing at CBC In-Facility Site passed State Certification-90%

2021-2022

113 students enrolled in Program

101 students completed Course

58 students tested for State Certification

45 students passing State Certification Test-45

84 % of enrolled students completing Course

57% of students completing Course that took the State Certification

78% of Students that tested passed State Certification

Pass rates calculate first time testing, both Written and Skills Exams.

B. Outcomes (Immediate, intermediate, long-term and ultimate)

Analysis

Student Learning Outcomes were 92% to 96% throughout. There were some Instructors that did not report all information, so numbers were based upon details received which reviewed approximately 85% of all students.

With the COVID pandemic creating Classroom F2F, school and training facility shut-downs, students passing State Exams went from 15 to 10 to 45 the last 3 years. 5% last year is an indication that they will continue to increase. Student enrollment was 293, then dropped to 124, then to 113 declining all 3 years. However, NATCEP waiver allowed for Nursing Homes to on-the-job train. So, some of those trainees could account for students that may have chosen college courses otherwise. At, any rate, a Nurse Aide shortage has occurred. But, currently more of our local nursing homes have started their own NATCEP training Courses in-house attempting to improve the shortage.

With many of these shut-down restrictions being lifted, it will make it possible or the college to hold more recruiting events.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

Dual Classroom and Test Center-Beeville Campus. The Beeville Campus Classroom/Lab dual as CBC's In-Facility Testing Site providing 4 beds and 3 mannequins and ample required supplies for Classroom/Lab Instruction and Testing. It is next door to Program Director's office, making her readily available for assisting Prometric Testing Proctor as needed. While students test, the Director can use that time to build on relationships with Instructors and students providing information regarding other Coastal Bend College Allied Health Programs that interest them.

2. Areas of Improvement

Certification Tests Percentages. While the Program served 530 Nurse aide Students, only 70 students became State Certified in the past 3 years. With Students returning to full F2F Classrooms and Labs, COVID illness numbers and severity decreasing, testing numbers increasing in 2022, Certification numbers should continue to improve.

Manual crank bed at Beeville Campus. It would better serve if it were electric. Budget to accommodate one new electric bed.

One old mannequin is disrepair at Beeville Campus. Budget to accommodate one new mannequin.

3. Threats (external)

COVID was our greatest threat since 2020. It created nurse aide testing declines and employee shortages. The State waived certification hours from full F2F Classroom/Lab/Clinicals to instructor creative alternatives such as online instructions and written alternate clinical scenarios created a lesser quality of education and healthcare providers.

4. Opportunities (external)

State NATCEP waiver allowed for Nursing Home Trainees that received on the job training with proper documentation to test at any Testing Site. Coastal Bend College was able to provide testing for two local Nursing Home trainees.

* Appendix 38- Arden Place Prometric Pass Rate Document

C. Final Discussion on the merit and worth of the program.

The Nurse Aide Program continues to serve the surrounding communities through the twenty High School Dual Enrollment Programs and all four Coastal Bend College Campuses. The Program Courses are also offered through Continuing Education at Coastal Bend College. There is an abundance of job opportunities in this medical as there is currently Certified Nurse Aide shortage. Nursing Homes can offer the Nurse Aide Program in-house, but that slowed the last 3 years with the pandemic.

NATCEP Certification Exam pass rates dropped in 2019-2020 with COVID. Then in 2020, CBC had no Nurse Aides test due to closure of the State Testing Center, PearsonVue, transferring Testing Candidate's records and paid monies to new testing company, and re-application for Site Testing with, Prometric.

In 2021 students began to test again. The percentage of students completing the Nurse Aide courses and passing their certification exams declined from 2019 through SP 2022. Then FA2022 a greater number of students graduated and tested. 2022 test passing rate was at 78%. 2023 goal 85% pass rate.

I was amazed at the passion our Adjunct Instructors showed while getting students through the pandemic. Every one of them I worked with gave it 110% to get Students completed in their Course. With all of the hurdles they had, not only completed, but completed with as thorough a knowledge as they could possibly provide Students of being "good" Nurse Aides.

Allied Health Advisory Board will review and provide feedback for the next review

* Appendix 39, 40, 41- Nursing Advisory Board Meeting Minutes

TITLE 26 HEALTH AND HUMAN SERVICES

PART 1 HEALTH AND HUMAN SERVICES COMMISSION

CHAPTER 556 NURSE AIDES

§556.1 Basis

The chapter implements the requirements for training and evaluating the competency of nurse aides employed in nursing facilities that participate in Medicaid, Medicare, or both, and for maintaining a registry of nurse aides, required by §1819(b)(5) and §1919(b)(5) of the Social Security Act; the Code of Federal Regulations, Title 42, §§483.150-483.154; and Texas Health and Safety Code, Chapter 250.

§556.2 Definitions

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise.

- (1) Abuse--The willful infliction of injury, unreasonable confinement, intimidation, or punishment with resulting physical harm, pain, or mental anguish.
- (2) Act--The Social Security Act, codified at United States Code, Title 42, Chapter 7.
- (3) Active duty--Current full-time military service in the armed forces of the United States or as a member of the Texas military forces, as defined in Texas Government Code §437.001, or similar military service of another state.
- (4) Active status--The designation given to a nurse aide listed on the NAR who is eligible to work in a nursing facility.
- (5) Armed forces of the United States--The Army, Navy, Air Force, Coast Guard, or Marine Corps of the United States, including reserve units of those military branches.
- (6) Competency evaluation--A written or oral examination and a skills demonstration administered by a skills examiner to test the competency of a trainee.
- (7) Competency evaluation application--An HHSC form used to request HHSC approval to take a competency evaluation.
- (8) Curriculum--The publication titled Texas Curriculum for Nurse Aides in Long Term Care Facilities developed by HHSC.
- (9) Direct supervision--Observation of a trainee performing skills in a NATCEP.
- (10) EMR--Employee misconduct registry. The registry maintained by HHSC in accordance with Texas Health and Safety Code, Chapter 253, to record findings of reportable conduct by certain unlicensed employees.
- (11) Facility--A nursing facility that participates in Medicaid, a skilled nursing facility that participates in Medicare, or a nursing facility that participates in both Medicaid and Medicare.

- (12) Facility-based NATCEP--A NATCEP offered by or in a facility.
- (13) General supervision--Guidance and ultimate responsibility for another person in the performance of certain acts.
- (14) HHSC--The Texas Health and Human Services Commission or its designee.
- (15) IR--Informal review. An opportunity for a nurse aide to dispute a finding of misconduct made by HHSC by providing testimony and supporting documentation to an impartial HHSC staff person.
- (16) Licensed health professional--A person licensed to practice healthcare in the state of Texas including:
- (A) a physician;
 - (B) a physician assistant;
 - (C) a physical, speech, or occupational therapist;
 - (D) a physical or occupational therapy assistant;
 - (E) a registered nurse;
 - (F) a licensed vocational nurse; or
 - (G) a licensed social worker.
- (17) Licensed nurse--A registered nurse or licensed vocational nurse.
- (18) LVN--Licensed vocational nurse. An individual licensed by the Texas Board of Nursing to practice as a licensed vocational nurse.
- (19) Military service member--A person who is on active duty.
- (20) Military spouse--A person who is married to a military service member.
- (21) Military veteran--A person who has served on active duty and who was discharged or released from active duty.
- (22) Misappropriation of resident property--The deliberate misplacement, exploitation, or wrongful, temporary or permanent use of a resident's belongings or money without the resident's consent.
- (23) NAR--Nurse Aide Registry. A listing of nurse aides, maintained by HHSC, that indicates if a nurse aide has active status, revoked status, or is unemployable based on a finding of having committed an act of abuse, neglect or misappropriation of resident property.
- (24) NATCEP--Nurse aide training and competency evaluation program. A program approved by HHSC to train and evaluate an individual's ability to work as a nurse aide in a facility.
- (25) Neglect--The failure to provide goods and services necessary to avoid physical harm, mental anguish, or mental illness.
- (26) Non-facility-based NATCEP--A NATCEP not offered by or in a facility.

- (27) Nurse aide--An individual who provides nursing or nursing-related services to residents in a facility under the supervision of a licensed nurse and who has successfully completed a NATCEP or has been determined competent by waiver or reciprocity. This term does not include an individual who is a licensed health professional or a registered dietitian or who volunteers services without monetary compensation.
- (28) Nurse aide training and competency evaluation program (NATCEP) application--A HHSC form used to request HHSC initial approval to offer a NATCEP, to renew approval to offer a NATCEP, or to request HHSC approval of changed information in an approved NATCEP application.
- (29) Nursing services--Services provided by nursing personnel that include, but are not limited to:
- (A) promotion and maintenance of health;
 - (B) prevention of illness and disability;
 - (C) management of health care during acute and chronic phases of illness;
 - (D) guidance and counseling of individuals and families; and
 - (E) referral to other health care providers and community resources when appropriate.
- (30) Performance record--An evaluation of a trainee's performance of major duties and skills taught by a NATCEP.
- (31) Person--A corporation, organization, partnership, association, natural person, or any other legal entity that can function legally.
- (32) Program director--An individual who is approved by HHSC and meets the requirements in §556.5(a) of this chapter (relating to Program Director, Program Instructor, Supplemental Trainers, and Skills Examiner Requirements).
- (33) Program instructor--An individual who is approved by HHSC to conduct the training in a NATCEP and who meets the requirements in §556.5(b) of this chapter.
- (34) Resident--An individual accepted for care or residing in a facility.
- (35) RN--Registered nurse. An individual licensed by the Texas Board of Nursing to practice professional nursing.
- (36) Skills examiner--An individual who is approved by HHSC and meets the requirements in §556.5(d) of this chapter.
- (37) Trainee--An individual who is enrolled in and attending, but has not completed, a NATCEP.

§556.3 Nurse Aide Training and Competency Evaluation Program (NATCEP) Requirements

- (a) To train nurse aides, a facility must apply for and obtain approval from HHSC to offer a NATCEP or the facility must contract with another entity offering a NATCEP.
- (b) A person that wants to offer a NATCEP must file a complete NATCEP application with HHSC.
- (c) A person applying to offer a NATCEP must submit a separate NATCEP application for each classroom

location.

(d) A NATCEP application must identify one or more facilities that the NATCEP uses as a clinical site.

(e) HHSC does not approve a NATCEP offered by or in a facility if, within the previous two years, the facility:

- (1) has operated under a waiver concerning the services of a registered nurse under §1819(b)(4)(C)(ii)(II) or §1919(b)(4)(C)(i)-(ii) of the Act;
- (2) has been subjected to an extended or partially extended survey under §1819(g)(2)(B)(i) or §1919(g)(2)(B)(i) of the Act;
- (3) has been assessed a civil money penalty of not less than \$5,000 as described in §1819(h)(2)(B)(ii) or §1919(h)(2)(A)(ii) of the Act;
- (4) has been subjected to denial of payment under Title XVIII or Title XIX of the Act;
- (5) has operated under state-appointed temporary management to oversee the operation of the facility under §1819(h) or §1919(h) of the Act;
- (6) had its participation agreement terminated under §1819(h)(4) or §1919(h)(1)(B)(i) of the Act; or
- (7) pursuant to state action, closed or had its residents transferred under §1919(h)(2) of the Act.

(f) A facility that is prohibited from offering a NATCEP under subsection (e) of this section must contract with a person who has not been employed by the facility or by the facility's owner to offer NATCEP in accordance with §1819(f)(2) and §1919(f)(2) of the Act if:

- (1) the NATCEP is offered to employees of the facility that is prohibited from training nurse aides under subsection (e) of this section;
- (2) the NATCEP is offered in, but not by, the prohibited facility;
- (3) there is no other NATCEP offered within a reasonable distance from the facility; and
- (4) an adequate environment exists for operating a NATCEP in the facility.

(g) A person who wants to contract with a facility in accordance with subsection (f) of this section must submit a completed application to HHSC in accordance with §556.4 of this chapter (relating to Filing and Processing an Application for a Nurse Aide Training and Competency Evaluation Program (NATCEP)) and include the name of the prohibited facility in the application. HHSC may withdraw the application within two years of approving it if HHSC determines that the facility is no longer prohibited from offering a NATCEP.

(h) Before September 1, 2013, a NATCEP must provide at least 75 hours of training to a trainee. The 75 hours must include:

- (1) 51 hours of classroom training; and
- (2) 24 hours of clinical training, which includes care of residents and has at least one program instructor for every 10 trainees.

(i) Effective September 1, 2013, a NATCEP must provide at least 100 hours of training to a trainee. The 100 hours must include:

(1) 60 hours of classroom training; and

(2) 40 hours of clinical training, which includes care of residents and has at least one program instructor for every 10 trainees.

(j) A NATCEP must teach the curriculum established by HHSC and described in the Code of Federal Regulations, Title 42, §483.152. The NATCEP must include at least 16 introductory hours of classroom training in the following areas before a trainee has any direct contact with a resident:

(1) communication and interpersonal skills;

(2) infection control;

(3) safety and emergency procedures, including the Heimlich maneuver;

(4) promoting a resident's independence;

(5) respecting a resident's rights;

(6) basic nursing skills, including:

(A) taking and recording vital signs;

(B) measuring and recording height and weight;

(C) caring for a resident's environment;

(D) recognizing abnormal changes in body functioning and the importance of reporting such changes to a supervisor; and

(E) caring for a resident when death is imminent;

(7) personal care skills, including:

(A) bathing;

(B) grooming, including mouth care;

(C) dressing;

(D) toileting;

(E) assisting with eating and hydration;

(F) proper feeding techniques;

(G) skin care; and

(H) transfers, positioning, and turning;

(8) mental health and social service needs, including:

(A) modifying the aide's behavior in response to a resident's behavior;

(B) awareness of developmental tasks associated with the aging process;

(C) how to respond to a resident's behavior;

(D) allowing a resident to make personal choices, providing and reinforcing other behavior consistent with the resident's dignity; and

(E) using a resident's family as a source of emotional support;

(9) care of cognitively impaired residents, including:

(A) techniques for addressing the unique needs and behaviors of a resident with a dementia disorder including Alzheimer's disease;

(B) communicating with a cognitively impaired resident;

(C) understanding the behavior of a cognitively impaired resident;

(D) appropriate responses to the behavior of a cognitively impaired resident; and

(E) methods of reducing the effects of cognitive impairments;

(10) basic restorative services, including:

(A) training a resident in self care according to the resident's abilities;

(B) use of assistive devices in transferring, ambulation, eating, and dressing;

(C) maintenance of range of motion;

(D) proper turning and positioning in bed and chair;

(E) bowel and bladder training; and

(F) care and use of prosthetic and orthotic devices; and

(11) a resident's rights, including:

(A) providing privacy and maintenance of confidentiality;

(B) promoting the resident's right to make personal choices to accommodate their needs;

(C) giving assistance in resolving grievances and disputes;

(D) providing needed assistance in getting to and participating in resident, family, group, and other activities;

(E) maintaining care and security of the resident's personal possessions;

(F) promoting the resident's right to be free from abuse, mistreatment, and neglect and the need to report any instances of such treatment to appropriate facility staff; and

(G) avoiding the need for restraints in accordance with current professional standards.

(k) A NATCEP must have a program director and a program instructor when the NATCEP applies for initial approval by HHSC in accordance with §556.7 of this chapter (relating to Review and Reapproval of a Nurse Aide Training and Competency Evaluation Program (NATCEP)) and to maintain HHSC approval. The program director and program instructor must meet the requirements of §556.5(a) and (b) of this chapter (relating to Program Director, Program Instructor, Supplemental Trainers, and Skills Examiner Requirements).

(l) A NATCEP must verify that a trainee:

(1) is not listed on the NAR in revoked status;

(2) is not listed as unemployable on the EMR; and

(3) has not been convicted of a criminal offense listed in Texas Health and Safety Code (THSC), §250.006(a), or convicted of a criminal offense listed in THSC, §250.006(b) within the five years immediately before participating in the NATCEP.

(m) A NATCEP must ensure that a trainee:

(1) completes the first 16 introductory hours of training (Section I of the curriculum) before having any direct contact with a resident;

(2) only performs services for which the trainee has been trained and has been found to be proficient by a program instructor;

(3) is under the direct supervision of a licensed nurse when performing skills as part of a NATCEP until the trainee has been found competent by the program instructor to perform that skill;

(4) is under the general supervision of a licensed nurse when providing services to a resident after a trainee has been found competent by the program instructor; and

(5) is clearly identified as a trainee during the clinical training portion of the NATCEP.

(n) A NATCEP must submit a NATCEP application to HHSC if the information in an approved NATCEP application changes. A NATCEP may not continue training or start new training until HHSC approves the change. HHSC conducts a review of the NATCEP information if HHSC determines the changes are substantive.

(o) A NATCEP must use a HHSC performance record to document major duties or skills taught, trainee performance of a duty or skill, satisfactory or unsatisfactory performance, and the name of the instructor supervising the performance. At the completion of the NATCEP, the trainee and the employer, if applicable, will receive a copy of the performance record.

(p) A NATCEP must maintain records and make them available to HHSC or its designees at any reasonable time. The records must include:

(1) dates and times of all classroom and clinical training;

(2) full name and social security number of a trainee;

(3) attendance record of a trainee;

(4) final course grade for the training portion of the NATCEP that indicates pass or fail for a trainee; and

(5) daily sign-in records for classroom and clinical training.

(q) A facility must not charge a nurse aide for any portion of the NATCEP, including any fees for textbooks or other required course materials, if the nurse aide is employed by or has received an offer of employment from a facility on the date the nurse aide begins a NATCEP.

(r) HHSC reimburses a nurse aide for a portion of the costs incurred by the nurse aide to complete a NATCEP if the nurse aide is employed by or has received an offer of employment from a facility within 12 months after completing the NATCEP.

(s) HHSC must approve a NATCEP before the NATCEP solicits or enrolls trainees.

(t) HHSC approval of a NATCEP only applies to the required curriculum and hours. HHSC does not approve additional content or hours.

(u) A new employee or trainee orientation given by a facility to a nurse aide employed by the facility does not constitute a part of a NATCEP.

(v) A NATCEP that provides training to renew a nurse aide's listing on the NAR must include training in geriatrics and the care of residents with a dementia disorder, including Alzheimer's disease.

§556.4 Filing and Processing an Application for a Nurse Aide Training and Competency Evaluation Program (NATCEP)

(a) A person that wants to offer a NATCEP must complete a NATCEP application on forms prescribed by HHSC and submit the application to HHSC.

(b) HHSC determines whether to approve or deny the NATCEP application.

(c) Within 90 days after HHSC receives a complete NATCEP application, HHSC notifies a NATCEP applicant of approval or proposed denial of a NATCEP application, or notifies the applicant of a deficiency or error in accordance with subsection (d) of this section. If HHSC proposes to deny the application due to the applicant's noncompliance with the requirements of the Act or this chapter, HHSC provides the reason for the denial in the notice.

(d) If HHSC finds a deficiency or error in a NATCEP application, HHSC notifies the applicant in writing of the deficiency or error and gives the applicant an opportunity to correct the deficiency or error. The applicant must submit the additional or corrected information to HHSC, in writing, within 10 days after the applicant receives notice of the deficiency or error.

(e) If HHSC proposes to deny a NATCEP application based on the NATCEP's failure to comply with §556.3 of this chapter (relating to Nurse Aide Training and Competency Evaluation Program (NATCEP) Requirements), or §556.7 of this chapter (relating to Review and Reapproval of a Nurse Aide Training and Competency Evaluation Program (NATCEP)), the applicant may request a hearing to challenge the denial. A hearing is governed by 1 Texas Administrative Code (TAC) Chapter 357, Subchapter I (relating to Hearings Under the Administrative Procedure Act), and 40 TAC Chapter 91 (relating to Hearings Under the

Administrative Procedure Act). 1 TAC §357.484 (relating to Request for a Hearing) requires a hearing to be requested in writing within 15 days after the date the notice is received by the applicant. If an applicant does not make a timely request for a hearing, the applicant waives a hearing and HHSC may deny the NATCEP application.

§556.5 Program Director, Program Instructor, Supplemental Trainers, and Skills Examiner Requirements

(a) Program director. A program director must directly perform training or have general supervision of the program instructor and supplemental trainers. A NATCEP must have a program director when the NATCEP applies for initial approval by HHSC in accordance with §556.7 of this chapter (relating to Review and Reapproval of a Nurse Aide Training and Competency Evaluation Program (NATCEP)) and to maintain HHSC approval.

(1) The program director must:

(A) be an RN in the state of Texas;

(B) have a minimum of two years of nursing experience, with at least one year of providing long term care services in a facility; and

(C) have completed a course that focused on teaching adult students or have experience in teaching adult students or supervising nurse aides.

(2) In a facility-based NATCEP, the director of nursing (DON) for the facility may be approved as the program director, but must not conduct the training.

(3) A program director may supervise more than one NATCEP.

(4) A program director's responsibilities include, but are not limited to:

(A) directing the NATCEP in compliance with the Act and this chapter;

(B) directly performing training or having general supervision of the program instructor and supplemental trainers;

(C) ensuring that NATCEP records are maintained;

(D) determining if trainees have passed the training portion of the NATCEP;

(E) signing a competency evaluation application completed by a trainee who has passed the training portion of the NATCEP; and

(F) signing a certificate of completion or a letter on letterhead stationery of the NATCEP or the facility, stating that the trainee passed the training portion of the NATCEP if the trainee does not take the competency evaluation with the same NATCEP. The certificate or letter must include the date training was completed, the total training hours completed, and the official NATCEP name and number on file with HHSC.

(5) A NATCEP must submit a NATCEP application for HHSC approval if the program director of the NATCEP changes.

(b) Program instructor. A NATCEP must have at least one qualified program instructor when the NATCEP

applies for initial approval by HHSC in accordance with §556.7 of this chapter and when training occurs.

(1) A program instructor must:

(A) be a licensed nurse;

(B) have a minimum of one year of nursing experience in a facility;

(C) have completed a course that focused on teaching adult students or have experience teaching adult students or supervising nurse aides; and

(D) work under the general supervision of the program director or be the program director.

(2) The program instructor is responsible for conducting the classroom and clinical training of the NATCEP under the general supervision of the program director.

(3) An applicant for a NATCEP must certify on the NATCEP application that all program instructors meet the requirements in paragraph (1)(A) - (D) of this subsection.

(4) A NATCEP must submit a NATCEP application for HHSC approval if a program instructor of the NATCEP changes.

(c) Supplemental trainers. Supplemental trainers may supplement the training provided by the program instructor in a NATCEP.

(1) A supplemental trainer must be a licensed health professional acting within the scope of the professional's practice and have at least one year of experience in the field of instruction.

(2) The program director must select and supervise each supplemental trainer.

(3) A supplemental trainer must not act in the capacity of the program instructor without HHSC approval. To request approval, a NATCEP must submit a NATCEP application to HHSC.

(d) Skills examiner. A skills examiner must administer a competency evaluation.

(1) HHSC or its designee approves an individual as a skills examiner if the individual:

(A) is an RN;

(B) has a minimum of one year of professional experience in providing care for the elderly or chronically ill of any age; and

(C) has completed a skills training seminar conducted by HHSC or its designee.

(2) A skills examiner must:

(A) adhere to HHSC standards for each skill examined;

(B) conduct a competency evaluation in an objective manner according to the criteria established by HHSC;

(C) validate competency evaluation results on forms prescribed by HHSC;

(D) submit prescribed forms and reports to HHSC or its designee; and

(E) not administer a competency evaluation to an individual who participates in a NATCEP for which the skills examiner was the program director, the program instructor, or a supplemental trainer.

§556.6 Competency Evaluation Requirements

(a) A skills examiner must administer a competency evaluation.

(b) A trainee is eligible to take a competency evaluation if the trainee has successfully completed the training portion of a NATCEP, as determined by the program director, or is eligible under §556.11 of this chapter (relating to Waiver, Reciprocity, and Exemption Requirements).

(c) If a trainee cannot take a competency evaluation at the location where the trainee received training, the trainee may take a competency evaluation at another approved NATCEP that offers the competency evaluation and accepts the trainee for a competency evaluation.

(d) An eligible trainee who does not take a competency evaluation at the location where the trainee received training must obtain from the program director a signed competency evaluation application and a certificate or letter of completion of training. The trainee must arrange with another approved NATCEP to take the competency evaluation and must follow the instructions on the competency evaluation application.

(e) A NATCEP must:

(1) provide a facility where a trainee may perform the skills demonstration and a location where a trainee may take the written or oral examination;

(2) offer a competency evaluation to its own trainees promptly after successful completion of the training portion of a NATCEP;

(3) administer a competency evaluation to other eligible trainees the NATCEP has accepted for the competency evaluation;

(4) schedule a competency evaluation; and

(5) ensure that trainees accurately complete competency evaluation applications.

(f) A trainee must:

(1) take a competency evaluation within 24 months after completing the training portion of a NATCEP;

(2) verify the arrangements for competency evaluations;

(3) complete a competency evaluation application and submit the application in accordance with application instructions;

(4) request another competency evaluation if the trainee fails a competency evaluation; and

(5) meet any other procedural requirements specified by HHSC or its designated skills examiner.

(g) A competency evaluation must consist of:

- (1) a skills demonstration that requires the trainee to demonstrate five randomly selected skills drawn from a pool of skills that are generally performed by nurse aides, including all personal care skills listed in the curriculum; and
- (2) a written or oral examination, which includes 60 scored multiple choice questions selected from a pool of test items that address each course requirement in the curriculum. Written examination questions must be printed in a test booklet with a separate answer sheet. An oral examination must be a recorded presentation read from a prepared text in a neutral manner that includes questions to test reading comprehension.
- (h) A trainee with a disability, including a trainee with dyslexia as defined in Texas Education Code §51.970 (relating to Instructional Material for Blind and Visually Impaired Students and Students with Dyslexia), may request a reasonable accommodation for the competency evaluation under the Americans with Disabilities Act.
- (i) To successfully complete a NATCEP, a trainee must pass:
- (1) the skills demonstration, as determined by HHSC; and
- (2) the written or oral examination, as determined by HHSC.
- (j) A trainee who fails the skills demonstration or the written or oral examination may retake the competency evaluation twice.
- (1) A trainee must be advised of the areas of the competency evaluation that the trainee did not pass.
- (2) If a trainee fails a competency evaluation three times, the trainee must complete the training portion of a NATCEP before taking a competency evaluation again.
- (k) HHSC informs a trainee before taking a competency evaluation that HHSC records successful completion of the competency evaluation on the NAR.
- (l) HHSC records successful completion of the competency evaluation on the NAR within 30 days after the date the trainee passes the competency evaluation.
- (m) A facility must not offer or serve as a competency evaluation site if the facility is prohibited from offering a NATCEP under the provisions of §556.3(e) of this chapter (relating to Nurse Aide Training and Competency Evaluation Program (NATCEP) Requirements).
- (n) A facility must not charge a nurse aide for any portion of a competency evaluation if the nurse aide is employed by or has received an offer of employment from a facility on the date the nurse aide takes the competency evaluation.
- (o) HHSC reimburses a nurse aide for a portion of the costs incurred by the nurse aide to take a competency evaluation if the nurse aide is employed by or has received an offer of employment from a facility within 12 months after taking the competency evaluation.

§556.7 Review and Reapproval of a Nurse Aide Training and Competency Evaluation Program (NATCEP)

- (a) A NATCEP must apply to have its approval renewed every two years. HHSC sends a notice of renewal to a NATCEP at least 60 days before the expiration date of an approval.

- (b) A NATCEP must submit a NATCEP application at least 30 days before the expiration date of an approval. If a NATCEP does not file an application to renew an approval at least 30 days before the expiration of the approval, the approval expires.
- (c) HHSC uses the results of an on-site visit to determine NATCEP compliance with the Act and this chapter and to decide whether to renew the approval of a NATCEP.
- (d) HHSC may conduct an on-site review of a NATCEP at any reasonable time.
- (e) HHSC provides written notification to a NATCEP of deficiencies found during an on-site review.
- (1) If a NATCEP receives a notification of deficiencies from HHSC, the NATCEP must submit a written response to HHSC, which must include a plan of correction (POC) to correct all deficiencies.
- (2) HHSC may direct a NATCEP to comply with the requirements of the Act and this chapter.
- (3) HHSC may not renew the approval of a NATCEP that does not meet the requirements of the Act and this chapter by failing to provide an adequate POC.
- (f) A NATCEP approved by HHSC may provide in-service education to a nurse aide that is necessary to have a listing on the NAR renewed.
- (g) A NATCEP must receive approval or an exemption under Texas Education Code Chapter 132 (relating to Career Schools and Colleges).

§556.8 Withdrawal of Approval of a Nurse Aide Training and Competency Evaluation Program (NATCEP)

- (a) HHSC immediately withdraws approval of a facility-based NATCEP if the facility where the NATCEP is offered has:
 - (1) been granted a waiver concerning the services of an RN under §1819(b)(4)(C)(ii)(II) or §1919(b)(4)(C)(i)-(ii) of the Act;
 - (2) been subject to an extended (or partially extended) survey under §1819(g)(2)(B)(i) or §1919(g)(2)(B)(i) of the Act;
 - (3) been assessed a civil money penalty of not less than \$5,000 as described in §1819(h)(2)(B)(ii) or §1919(h)(2)(A)(ii) of the Act;
 - (4) been subject to denial of payment under Title XVIII or Title XIX of the Act;
 - (5) operated under state-appointed or federally appointed temporary management to oversee the operation of the facility under §1819(h) or §1919(h) of the Act;
 - (6) had its participation agreement terminated under §1819(h)(4) or §1919(h)(1)(B)(i) of the Social Security Act;
 - (7) pursuant to state action, closed or had its residents transferred under §1919(h)(2); or
 - (8) refused to permit unannounced visits by HHSC.

- (b) HHSC withdraws approval of a NATCEP if the NATCEP does not comply with §556.3 of this chapter (relating to Nurse Aide Training and Competency Evaluation Program (NATCEP) Requirements).
- (c) If HHSC withdraws approval of a NATCEP for failure to comply with §556.3 of this chapter, HHSC does not approve the NATCEP for at least two years after the date the approval was withdrawn.
- (d) If HHSC proposes to withdraw approval of a NATCEP based on subsection (a) of this section, HHSC notifies the NATCEP by certified mail of the facts or conduct alleged to warrant the withdrawal. HHSC mails the notice to the facility's last known address as shown in HHSC records.
- (e) A dually certified facility that offers a NATCEP may request a hearing to challenge the findings of noncompliance that led to the withdrawal of approval of the NATCEP, but not the withdrawal of approval of the NATCEP itself, in accordance with 42 Code of Federal Regulations (CFR), Part 498.
- (f) A facility that offers a NATCEP and that participates only in Medicaid may request a hearing to challenge the findings of noncompliance that led to the withdrawal of approval of the NATCEP, but not the withdrawal of approval of the NATCEP itself. A hearing is governed by 1 Texas Administrative Code (TAC) Chapter 357, Subchapter I (relating to Hearings Under the Administrative Procedure Act), and 40 TAC Chapter 91 (relating to Hearings Under the Administrative Procedure Act), except the facility must request the hearing within 60 days after receipt of the notice described in subsection (d) of this section, as allowed by 42 CFR §431.153.
- (g) A facility may request a hearing under subsection (e) or (f) of this section, but not both.
- (h) If the finding of noncompliance that led to the denial of approval of the NATCEP by HHSC is overturned, HHSC rescinds the denial of approval of the NATCEP.
- (i) If HHSC proposes to withdraw approval of a NATCEP based on §556.3 of this chapter or §556.7 of this chapter (relating to Review and Reapproval of a Nurse Aide Training and Competency Evaluation Program (NATCEP)), the NATCEP may request a hearing to challenge the withdrawal. A hearing is governed by 1 TAC Chapter 357, Subchapter I (relating to Hearings Under the Administrative Procedures Act), and 40 TAC Chapter 91 (relating to Hearings Under the Administrative Procedures Act). 1 TAC §357.484 (relating to Request for a Hearing) requires a hearing to be requested in writing within 15 days after the date the notice is received by the applicant. If a NATCEP does not make a timely request for a hearing, the applicant has waived the opportunity for a hearing and HHSC may withdraw the approval.
- (j) A trainee who started a NATCEP before HHSC sent notice that it was withdrawing approval of the NATCEP may complete the NATCEP.

§556.9 Nurse Aide Registry and Renewal

- (a) To be listed on the NAR as having active status, a nurse aide must successfully complete a NATCEP, as described in §556.6(i) of this chapter (relating to Competency Evaluation Requirements).
- (b) HHSC does not charge a fee to list a nurse aide on the NAR or to renew the nurse aide's listing of active status on the NAR.
- (c) A nurse aide listed on the NAR must inform HHSC of the nurse aide's current address and telephone number.
- (d) A listing of active status on the NAR expires 24 months after the nurse aide is listed on the NAR or 24 months after the last date of verified employment as a nurse aide, whichever is earlier. To renew active status

on the NAR, the following requirements must be met:

- (1) A facility must submit a HHSC Employment Verification form to HHSC that documents that the nurse aide has performed paid nursing or nursing-related services at the facility during the preceding year.
- (2) A nurse aide must submit a HHSC Employment Verification form to HHSC to document that the nurse aide has performed paid nursing or nursing-related services, if documentation is not submitted in accordance with paragraph (1) of this subsection by the facility or facilities where the nurse aide was employed.
- (3) A nurse aide must complete at least 24 hours of in-service education every two years. The in-service education must include training in geriatrics and the care of residents with a dementia disorder, including Alzheimer's disease. The in-service education must be provided by:
 - (A) a facility;
 - (B) an approved NATCEP;
 - (C) HHSC; or
 - (D) a healthcare entity, other than a facility, licensed or certified by HHSC; by the Department of State Health Services; or by the Board of Nursing.
- (4) No more than 12 hours of the in-service education required by paragraph (3) of this subsection may be provided by an entity described in paragraph (3)(D) of this subsection.

§556.10 Expiration of Active Status

- (a) A nurse aide's status on the NAR is changed to expired if:
 - (1) the nurse aide has not performed nursing-related services or acted as a nurse aide for monetary compensation for 24 consecutive months; or
 - (2) effective September 1, 2013, the nurse aide has not completed 24 hours of in-service education during the preceding two years.
- (b) A nurse aid whose status is listed as expired must complete a NATCEP or a competency evaluation to be listed on the NAR with active status.

§556.11 Waiver, Reciprocity, and Exemption Requirements

- (a) HHSC may waive the requirement for a nurse aide to take the NATCEP specified in §556.3 of this chapter (relating to Nurse Aide Training and Competency Evaluation Program (NATCEP) Requirements) and place a nurse aide on the NAR on active status if the nurse aide:
 - (1) submits proof of completing a nurse aide training course of at least 100 hours duration before July 1, 1989;
 - (2) submits a HHSC Employment Verification form to HHSC to document that the nurse aide performed nursing or nursing-related services for monetary compensation at least once every two years since July 1, 1989;
 - (3) is not listed as unemployable on the EMR;

(4) has not been convicted of a criminal offense listed in Texas Health and Safety Code (THSC), §250.006(a), or convicted of a criminal offense listed in THSC, §250.006(b) within the preceding five years; and

(5) completes the HHSC Waiver of Nurse Aide Training and Competency Evaluation Program form.

(b) HHSC places a nurse aide on the NAR by reciprocity if:

(1) the nurse aide is listed as having active status on another state's registry of nurse aides;

(2) the other state's registry of nurse aides is in compliance with the Act;

(3) the nurse aide is not listed as unemployable on the EMR;

(4) the nurse aide has not been convicted of a criminal offense listed in THSC, §250.006(a), or convicted of a criminal offense listed in THSC, §250.006(b) within the preceding five years; and

(5) the nurse aide completes a HHSC Reciprocity form and submits it to HHSC.

(c) A person is eligible to take a competency evaluation with an exemption from the nurse aide training specified in §556.3 of this chapter if the individual:

(1) meets one of the following requirements for eligibility:

(A) is seeking renewal under §556.9 of this chapter (relating to Nurse Aide Registry and Renewal);

(B) has successfully completed at least 100 hours of training at a NATCEP in another state within the preceding 24 months but has not taken the competency evaluation or been placed on an NAR in another state;

(C) has successfully completed at least 100 hours of military training, equivalent to civilian nurse aide training, on or after July 1, 1989;

(D) has successfully completed an RN or LVN program at an accredited school of nursing in the United States within the preceding 24 months, and:

(i) is not licensed as an RN or LVN in the state of Texas; and

(ii) has not held a license as an RN or LVN in another state that has been revoked; or

(E) is enrolled or has been enrolled within the preceding 24 months in an accredited school of nursing in the United States and demonstrates competency in providing basic nursing skills in accordance with the school's curriculum;

(2) is not listed as unemployable on the EMR;

(3) has not been convicted of a criminal offense listed in THSC, §250.006(a), or convicted of a criminal offense listed in THSC, §250.006(b) within the preceding five years;

(4) submits documentation to verify at least one of the requirements in paragraph (1) of this subsection;

(5) arranges for a facility or NATCEP to serve as a competency evaluation site; and

(6) before taking the competency evaluation, presents to the skills examiner an original letter from HHSC authorizing the person to take the competency evaluation.

§556.12 Findings and Inquiries

(a) HHSC reviews and investigates allegations of abuse, neglect, or misappropriation of resident property by a nurse aide employed in a facility. If HHSC finds that a nurse aide committed an act of abuse, neglect, or misappropriation of resident property, before entry of the finding on the NAR, HHSC provides the nurse aide an opportunity to dispute the finding through an informal review (IR) and a hearing as described in this section.

(b) If HHSC finds that a nurse aide committed an act of abuse, neglect or misappropriation of resident property, HHSC sends the nurse aide a written notice regarding the finding. The notice includes:

(1) a summary of the findings and facts on which the findings are based;

(2) a statement informing the nurse aide of the right to an IR to dispute HHSC findings;

(3) a statement informing the nurse aide that a request for an IR must be made within 10 days after the date the nurse aide receives the written notice; and

(4) the address and contact information for the local HHSC regional office, where the nurse aide must submit a request for an IR.

(c) If a nurse aide requests an IR, HHSC sets a date to allow the nurse aide to dispute the findings of the investigation of abuse, neglect, or misappropriation of resident property. The nurse aide may dispute the findings by providing testimony, in person or by telephone, to an impartial HHSC staff person at the local HHSC regional office.

(1) If the staff person does not uphold the findings, HHSC notifies the nurse aide of the results of the IR and closes the investigation. HHSC does not record information related to the investigation in the NAR.

(2) If the staff person upholds the findings, HHSC notifies the nurse aide of the results of the IR. The nurse aide may request a hearing in accordance with subsection (d) of this section.

(3) If the nurse aide does not request an IR, or fails to appear for a requested IR, HHSC upholds the findings. The nurse aide may request a hearing in accordance with subsection (d) of this section.

(d) A nurse aide may request a hearing after receipt of HHSC notice of the results of an IR described in subsection (c)(2) of this section. 1 Texas Administrative Code (TAC) Chapter 357, Subchapter I (relating to Hearings Under the Administrative Procedure Act), and 40 TAC Chapter 91 (relating to Hearings Under the Administrative Procedure Act) govern the hearing, except that a nurse aide must request a formal hearing within 30 days after receipt of HHSC notice in compliance with 42 CFR §488.335. If the nurse aide fails to request a hearing, the nurse aide waives the opportunity for a hearing and HHSC enters the finding of abuse, neglect, or misappropriation of resident property, as appropriate, on the NAR.

(e) If HHSC receives an allegation that a nurse aide, who has a medication aide permit under Chapter 557 of this title (relating to Medication Aides--Program Requirements), committed an act of abuse, neglect, or misappropriation of resident property, HHSC investigates the allegation under this section regarding the nurse aide practice and under Chapter 557 of this title to determine if the allegation violates the medication aide practice. The investigations run concurrently. If after the investigations, the nurse aide requests hearings on the findings under the nurse aide practice and the medication aide practice, only one hearing, conducted in

accordance with subsection (d) of this section, is available to the nurse aide.

(f) If HHSC finds that a nurse aide committed an act of abuse, neglect, or misappropriation of resident property, HHSC reports the finding to:

(1) the NAR;

(2) the nurse aide;

(3) the administrator of the facility in which the act occurred; and

(4) the administrator of the facility that employs the nurse aide, if different from the facility in which the act occurred.

(g) The NAR must include the findings involving a nurse aide listed on the NAR, as well as any brief statement of the nurse aide disputing the findings.

(h) The information on the NAR is available to the public.

(i) If an inquiry is made about a nurse aide's status on the NAR, HHSC must:

(1) verify if the nurse aide is listed on the NAR;

(2) disclose information concerning a finding of abuse, neglect, or misappropriation of resident property involving the nurse aide; and

(3) disclose any statement by the nurse aide related to the finding.

(j) If a nurse aide works in a capacity other than a nurse aide in a facility and is listed as unemployable in the EMR, HHSC changes the status of the nurse aide's listing on the NAR to revoked or suspended. The due process available to the nurse aide before placement on the EMR satisfies the due process required before HHSC changes the nurse aide's status on the NAR.

(k) If HHSC lists a nurse aide's status on the NAR as suspended or revoked because of a single finding of neglect, the nurse aide may request that HHSC remove the finding after the finding has been listed on the NAR for one year. To request removal of the finding, the nurse aide must submit a HHSC Petition for Removal of Neglect Finding to HHSC in accordance with the petition's instructions.

§556.13 Alternate Licensing Requirements for Military Service Personnel

(a) Additional time for in-service education.

(1) HHSC gives a nurse aide an additional two years to complete in-service education required for a nurse aide to maintain an active listing on the NAR, as described in §556.9(d)(3) of this chapter (relating to Nurse Aide Registry and Renewal), if HHSC receives and approves a request for additional time to complete in-service training from a nurse aide in accordance with this subsection.

(2) To request additional time to complete in-service education, a nurse aide must submit a written request for additional time to HHSC before the expiration date of the nurse aide's certification. The nurse aide must include with the request documentation of the nurse aide's status as a military service member that is acceptable to HHSC. Documentation as a military service member that is acceptable to HHSC includes a copy of a military service order issued by the United States Armed Forces, the State of Texas, or another

state.

(3) If HHSC requests additional documentation, the nurse aide must submit the requested documentation.

(4) HHSC approves a request for two additional years to complete in-service education submitted in accordance with this subsection if HHSC determines that the nurse aide is a military service member, except HHSC does not approve a request if HHSC granted the nurse aide a previous extension and the nurse aide did not complete the in-service education requirements during the previous extension period.

(b) Renewal of expired listing.

(1) HHSC changes the status of a listing from expired to active if HHSC receives and approves a request for an active status listing from a former nurse aide in accordance with this subsection.

(2) To request an active status listing, a former nurse aide must submit a written request with the documents required for renewal in accordance with §556.9(d) of this chapter within five years after the former nurse aide's listing expired. The former nurse aide must include with the request documentation of the former nurse aide's status as a military service member, military veteran, or military spouse that is acceptable to HHSC.

(3) Documentation of military status that is acceptable to HHSC includes:

(A) for status as a military service member, a copy of a current military service order issued to the former nurse aide by the armed forces of the United States, the State of Texas, or another state;

(B) for status as a military veteran, a copy of a military service discharge order issued to the former nurse aide by the armed forces of the United States, the State of Texas, or another state; and

(C) for status as a military spouse:

(i) a copy of a marriage certificate issued to the former nurse aide by a state of the United States or a foreign government; and

(ii) a copy of a current military service order issued to the former nurse aide's spouse by the armed forces of the United States, the State of Texas, or another state.

(4) If HHSC requests additional documentation, the former nurse aide must submit the requested documentation.

(5) HHSC approves a request for an active status listing submitted in accordance with this subsection if HHSC determines that:

(A) the former nurse aide meets the requirements for renewal described in §556.9(d)(1) - (4) of this chapter;

(B) the former nurse aide is a military service member, military veteran, or military spouse;

(C) the former nurse aide has not committed an offense listed in Texas Health and Safety Code (THSC) §250.006(a) and has not committed an offense listed in THSC §250.006(b) during the five years before the date the former nurse aide submitted the initial license application; and

(D) the former nurse aide is not listed on the EMR.

2019-2020
NURA-1160

CBC Institutional Effectiveness 5-Column Model For Assessing Individual Courses

Fall 2019

Academic Period

SACSCOC Principle: Assessment Measurement Activities:

- A. CS 3.3.1.1: Educational programs, to include student learning outcomes

- B. CS 3.5.1: The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

Course Rubric: NURA 1160 – Clinical - Nurse Aide

Course Description: _____

Class taught by Modality: Face to Face

Location: Beeville, Alice,

Dual Enrollment: _____

Vision 2020 CBC Goals:

Coastal Bend College will offer a quality educational experience for all students.

Coastal Bend College will provide comprehensive student services to increase overall student success. Coastal

Bend College will engage students and staff in support of our communities.

Coastal Bend College will effectively and efficiently use resources to benefit our students.

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results for Program Improvement (include budget Implications)	Competencies: Critical Thinking, Communication, Empirical and Quantitative, Teamwork, Personal Responsibility, Social Responsibility
<p>1. Upon successful completion of this course, students will utilize teamwork skills to demonstrate interpersonal and teamwork skills to function effectively as a member of the health care team.</p> <p>2. Upon successful completion of this course, students will utilize personal and social responsibility to demonstrate safety practices by providing safety and preventive measures in the care of residents.</p>	<p>1. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.</p> <p>2. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.</p>	<p>100% students passed teamwork & interpersonal skills, 75% or greater</p> <p>100% students passed social responsible safety/preventative measures, 75% or greater</p>		<p>Teamwork Skills</p> <p>Personal and Social responsibility Skills</p>

2019-2020
NURA 1301

CBC Institutional Effectiveness 5-Column Model For Assessing Individual Courses

Academic Period

SACSCOC Principle: Assessment Measurement Activities:

- A. CS 3.3.1.1: Educational programs, to include student learning outcomes
- B. CS 3.5.1: The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

Course Rubric: NURA 1301 - Nurse Aide for Health Care

Course Description: _____

Class taught by Modality: Face to Face

Location: Beeville, Alice

Dual Enrollment: _____

Vision 2020 CBC Goals:

Coastal Bend College will offer a quality educational experience for all students.

Coastal Bend College will provide comprehensive student services to increase overall student success. Coastal

Bend College will engage students and staff in support of our communities.

Coastal Bend College will effectively and efficiently use resources to benefit our students.

reporting and documentation.				
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Fall
2020

NURA 1301/1160
1st yr RN Students

NURA 1301/1160
Student Learning Outcomes

Instructors, Karen Bergwiller,
Lonna Hernandez, RN

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
4. Upon successful completion of this course, students will utilize teamwork skills to demonstrate interpersonal and teamwork skills to function effectively as a member of the health care team.
5. Upon successful completion of this course, students will utilize personal and social responsibility to demonstrate safety practices by providing safety and preventive measures in the care of residents.

Assessment:

1. The assessment for this SLO will be conducted with Vital Sign Competencies.
2. The assessment for this SLO will be conducted with the Resident's Rights Quiz.
3. The assessment for this SLO will be conducted with the Observing, Reporting and Documenting Assignment.
4. The assessment for this SLO will be conducted with the clinical evaluation.
5. The assessment for this SLO will be conducted with the clinical evaluation.

Target:

1. 90% of students in this course will pass the Vital Sign Competencies.
2. 90% of students in this course will pass the Resident's Rights Quiz with a score of 75 or better.
3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	21	21
Pass the Resident's Rights Quiz with a score of 75 or better	19	21
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	20	21
Receive a score of 3 or better on number 11 of the clinical evaluation form	21	21
Receive a score of 3 or better on number 8 of the clinical evaluation form	21	21

21 students exchanged into Parametric to test
Karen Bergwiller

Student name:	Date:
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LEVEL OF PERFORMANCE KEY:

- 4 - Good Performance = Meets competencies. Consistently, skillfully and with progressive self-direction is able to meet clinical competencies with minimal prompting.
- 3 - Satisfactory Performance = Meets competencies. Initially requires frequent prompting and direction in meeting clinical competencies, but responds proactively to guidance.
- 2 - Needs Improvement = Meets competencies. Requires frequent prompting and direction in meeting clinical competencies and responds reluctantly to guidance.
- 1 - Unsatisfactory Performance = Inconsistent in meeting competencies for safe practice even with detailed direction and frequent prompting.
- 0 - Unsafe Performance = Does not meet competencies or minimal standards for safe practice. Jeopardizes the safety of others through a series of events or single event. A "0" in any competency will result in failure.

Activity	Score	Comments
1. Attends and reports promptly.		
2. Maintains professional appearance and attitude.		
3. Maintains patient confidentiality and privacy.		
4. Adheres to rules and guidelines.		
5. Seeks clarification on any		
6. Functions within the legal scope of practice. Does not attempt a skill without permission of the instructor.		
7. Demonstrates progressive self-direction, responsibility and accountability for seeking and participating in learning experiences to improve own clinical competency.		
8. Maintains client safety and privacy.		
9. Demonstrates competency in all skills learned prior to and during this course.		
10. Reports any accidents or mistakes to the instructor immediately.		



11. Communicates clearly and in a timely manner with the clinical faculty and interdisciplinary healthcare team members to ensure the delivery of safe, holistic patient-centered care.		
12. Demonstrates respect for all patients and their families regardless of culture, race, ethnicity, socioeconomic status, age, gender or disability.		
	Total Score	
Total Score/Total Points Possible		Clinical Evaluation Grade

STUDENT SELF-EVALUATION	

Faculty Signature _____

Date _____

Student Signature _____

Date _____

Totals 2020-2021
NURA 1301/1160
Student Learning Outcomes

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2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
4. Upon successful completion of this course, students will utilize teamwork skills to demonstrate interpersonal and teamwork skills to function effectively as a member of the health care team.
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4. The assessment for this SLO will be conducted with the clinical evaluation.
5. The assessment for this SLO will be conducted with the clinical evaluation.

Target:

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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	46 96%	48
Pass the Resident's Rights Quiz with a score of 75 or better	44 92%	48
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	45 94%	48
Receive a score of 3 or better on number 11 of the clinical evaluation form	55 92%	60
Receive a score of 3 or better on number 8 of the clinical evaluation form	55 92%	60

NURA 1301/1160
Student Learning Outcomes

SAN Diego HS
YORRA L. NUNEZ, Instructor
FA 2020 NURA 1301
SP 2021 NURA 1160

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
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4. The assessment for this SLO will be conducted with the clinical evaluation.
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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	10	8
Pass the Resident's Rights Quiz with a score of 75 or better	10	8
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	10	8
Receive a score of 3 or better on number 11 of the clinical evaluation form	8	8
Receive a score of 3 or better on number 8 of the clinical evaluation form	8	8

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	11	13
Pass the Resident's Rights Quiz with a score of 75 or better		
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better		
Receive a score of 3 or better on number 11 of the clinical evaluation form	11	13
Receive a score of 3 or better on number 8 of the clinical evaluation form	11	13

11 input into parameters for testing

Karen Bywater

NURA 1301/1160
Student Learning Outcomes

CE Q1 & Q4 2021
NURA 1001/1060
Pleasanton Campus
M. Summers, EWST

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	5	5
Pass the Resident's Rights Quiz with a score of 75 or better	5	5
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	5	5
Receive a score of 3 or better on number 11 of the clinical evaluation form	5	5
Receive a score of 3 or better on number 8 of the clinical evaluation form	5	5

5 students input into Prometric for testings
Karon Byrnes

NURA 1301/1160
Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
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4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	10	14
Pass the Resident's Rights Quiz with a score of 75 or better	10	14
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	10	14
Receive a score of 3 or better on number 11 of the clinical evaluation form	10	13
Receive a score of 3 or better on, number 8 of the clinical evaluation form	10	13

10/13/21

10 students in put into Paramedic to test
10 - tested

10 - passed testing

Karen Byrnes RN

Fall
2020

NURA 1301/1160 Beaville Campus
1st yr RN Students

NURA 1301/1160
Student Learning Outcomes

Instructors, Karen Beany Miller,
Lorna Hernandez, RN

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
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Target:

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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	21	21
Pass the Resident's Rights Quiz with a score of 75 or better	19	21
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	20	21
Receive a score of 3 or better on number 11 of the clinical evaluation form	21	21
Receive a score of 3 or better on number 8 of the clinical evaluation form	21	21

21 students entered into Parametric
to test Karen Beany Miller

2

Student name:	Date:
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LEVEL OF PERFORMANCE KEY:

4 - Good Performance = Meets competencies. Consistently, skillfully and with progressive self-direction is able to meet clinical competencies with minimal prompting.

3 - Satisfactory Performance = Meets competencies. Initially requires frequent prompting and direction in meeting clinical competencies, but responds proactively to guidance.

2 - Needs Improvement = Meets competencies. Requires frequent prompting and direction in meeting clinical competencies and responds reluctantly to guidance.

1 - Unsatisfactory Performance = Inconsistent in meeting competencies for safe practice even with detailed direction and frequent prompting.

0 - Unsafe Performance = Does not meet competencies or minimal standards for safe practice. Jeopardizes the safety of others through a series of events or single event. A "0" in any competency will result in failure.

Activity	Score	Comments
1. Attends and reports promptly.		
2. Maintains professional appearance and attitude.		
3. Maintains patient confidentiality and privacy.		
4. Adheres to rules and guidelines.		
5. Seeks clarification on any		
6. Functions within the legal scope of practice. Does not attempt a skill without permission of the instructor.		
7. Demonstrates progressive self-direction, responsibility and accountability for seeking and participating in learning experiences to improve own clinical competency.		
8. Maintains client safety and privacy.		
9. Demonstrates competency in all skills learned prior to and during this course.		
10. Reports any accidents or mistakes to the instructor immediately.		



11. Communicates clearly and in a timely manner with the clinical faculty and interdisciplinary healthcare team members to ensure the delivery of safe, holistic patient-centered care.		
12. Demonstrates respect for all patients and their families regardless of culture, race, ethnicity, socioeconomic status, age, gender or disability.		
	Total Score	
Total Score/Total Points Possible		Clinical Evaluation Grade

STUDENT SELF-EVALUATION	

Faculty Signature _____

Date _____

Student Signature _____

Date _____

Totals 2021-2022
NURA 1301/1160
Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
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Target:

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2. 90% of students in this course will pass the Resident's Rights Quiz with a score of 75 or better.
3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	70 99%	71
Pass the Resident's Rights Quiz with a score of 75 or better	70 99%	71
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	68 96%	71
Receive a score of 3 or better on number 11 of the clinical evaluation form	68 96%	71
Receive a score of 3 or better on number 8 of the clinical evaluation form	68 96%	71

NURA 1301/1160
Student Learning Outcomes

NURA 1301/1160
FA 2021
Breville Campus
R. Berry Hill, East

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
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Assessment:

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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	27	27
Pass the Resident's Rights Quiz with a score of 75 or better	27	27
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	25	27
Receive a score of 3 or better on number 11 of the clinical evaluation form	25	27
Receive a score of 3 or better on number 8 of the clinical evaluation form	25	27

NURA 1301/1160
Student Learning Outcomes

CE 2022-Q4
NURA 1001-02029
NURA 1060-02029
Alice Campus - Drs R. Berryhill

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
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4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	10	10
Pass the Resident's Rights Quiz with a score of 75 or better	10	10
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	10	10
Receive a score of 3 or better on number 11 of the clinical evaluation form	8	9
Receive a score of 3 or better on number 8 of the clinical evaluation form	8	9

all 2022 8 students input into Prometrics for testing

Karen Berryhill

NURA 1301/1160
 Student Learning Outcomes

Cynthia Nunez
 San Diego HS

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
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5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	12	12
Pass the Resident's Rights Quiz with a score of 75 or better	12	12
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	12	12
Receive a score of 3 or better on number 11 of the clinical evaluation form	12	12
Receive a score of 3 or better on number 8 of the clinical evaluation form	12	12

12 students input into Prometric for test's

Karen Brown / Cynthia Nunez

NURA 1301/1160
Student Learning Outcomes

Q4 2021
NURA 1001 & 1060
Just K. Beayhill | P. Mcenna

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
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5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	8	9
Pass the Resident's Rights Quiz with a score of 75 or better	8	9
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	8	9
Receive a score of 3 or better on number 11 of the clinical evaluation form	8	9
Receive a score of 3 or better on number 8 of the clinical evaluation form	8	9

8 students entered into Paramedic
to test
Karen Byler

NURA 1301/1160
 Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
4. Upon successful completion of this course, students will utilize teamwork skills to demonstrate interpersonal and teamwork skills to function effectively as a member of the health care team.
5. Upon successful completion of this course, students will utilize personal and social responsibility to demonstrate safety practices by providing safety and preventive measures in the care of residents.

Assessment:

1. The assessment for this SLO will be conducted with Vital Sign Competencies.
2. The assessment for this SLO will be conducted with the Resident's Rights Quiz.
3. The assessment for this SLO will be conducted with the Observing, Reporting and Documenting Assignment.
4. The assessment for this SLO will be conducted with the clinical evaluation.
5. The assessment for this SLO will be conducted with the clinical evaluation.

Target:

1. 90% of students in this course will pass the Vital Sign Competencies.
2. 90% of students in this course will pass the Resident's Rights Quiz with a score of 75 or better.
3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	3	3
Pass the Resident's Rights Quiz with a score of 75 or better	3	3
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	3	3
Receive a score of 3 or better on number 11 of the clinical evaluation form	3	3
Receive a score of 3 or better on number 8 of the clinical evaluation form	3	3

NURA 1301/1160
 Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
4. Upon successful completion of this course, students will utilize teamwork skills to demonstrate interpersonal and teamwork skills to function effectively as a member of the health care team.
5. Upon successful completion of this course, students will utilize personal and social responsibility to demonstrate safety practices by providing safety and preventive measures in the care of residents.

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1. The assessment for this SLO will be conducted with Vital Sign Competencies.
2. The assessment for this SLO will be conducted with the Resident's Rights Quiz.
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4. The assessment for this SLO will be conducted with the clinical evaluation.
5. The assessment for this SLO will be conducted with the clinical evaluation.

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2. 90% of students in this course will pass the Resident's Rights Quiz with a score of 75 or better.
3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	2	2
Pass the Resident's Rights Quiz with a score of 75 or better	2	2
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	2	2
Receive a score of 3 or better on number 11 of the clinical evaluation form	2	2
Receive a score of 3 or better on number 8 of the clinical evaluation form	2	2

NURA 1301/1160
Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
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3. 90% of students in this course will pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better.
4. 90% of students in this course will receive a score of 3 or better on number 11 of the clinical evaluation form.
5. 90% of students in this course will receive a score of 3 or better on number 8 of the clinical evaluation form.

Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	4	4
Pass the Resident's Rights Quiz with a score of 75 or better	4	4
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	4	4
Receive a score of 3 or better on number 11 of the clinical evaluation form	4	4
Receive a score of 3 or better on number 8 of the clinical evaluation form	4	4

Maria Jauer, L

NURA 1301 - FA 2021
 NURA 1160 - SP 2022
 Alice HS - Inst - LVAsg

NURA 1301/1160
 Student Learning Outcomes

1. Upon successful completion of this course, students will utilize empirical and quantitative skill to provide person-centered basic care to residents of long-term care facilities while taking vital signs.
2. Upon successful completion of this course, students will utilize communication skills to discuss, protect, support and promote the rights of the residents.
3. Upon successful completion of this course, students will utilize critical thinking skills to demonstrate skills in observing and reporting and documentation.
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Assessment	Number of students that passed Assessment	Total number students in class
Pass the Vital Sign Competencies	4	4
Pass the Resident's Rights Quiz with a score of 75 or better	4	4
Pass the Observing, Reporting, and Documenting Assignment with a score of 75 or better	4	4
Receive a score of 3 or better on number 11 of the clinical evaluation form	4	4
Receive a score of 3 or better on number 8 of the clinical evaluation form	4	4

3/30/22 4 students I input into Pro metric
 for testing
 0 students tested
 Karen Byrd

2

Student name:	Date:
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LEVEL OF PERFORMANCE KEY:

4 - Good Performance = Meets competencies. Consistently, skillfully and with progressive self-direction is able to meet clinical competencies with minimal prompting.

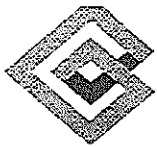
3 - Satisfactory Performance = Meets competencies. Initially requires frequent prompting and direction in meeting clinical competencies, but responds proactively to guidance.

2 - Needs Improvement = Meets competencies. Requires frequent prompting and direction in meeting clinical competencies and responds reluctantly to guidance.

1 - Unsatisfactory Performance = Inconsistent in meeting competencies for safe practice even with detailed direction and frequent prompting.

0 - Unsafe Performance = Does not meet competencies or minimal standards for safe practice. Jeopardizes the safety of others through a series of events or single event. A "0" in any competency will result in failure.

Activity	Score	Comments
1. Attends and reports promptly.		
2. Maintains professional appearance and attitude.		
3. Maintains patient confidentiality and privacy.		
4. Adheres to rules and guidelines.		
5. Seeks clarification on any		
6. Functions within the legal scope of practice. Does not attempt a skill without permission of the instructor.		
7. Demonstrates progressive self-direction, responsibility and accountability for seeking and participating in learning experiences to improve own clinical competency.		
8. Maintains client safety and privacy.		
9. Demonstrates competency in all skills learned prior to and during this course.		
10. Reports any accidents or mistakes to the instructor immediately.		



11. Communicates clearly and in a timely manner with the clinical faculty and interdisciplinary healthcare team members to ensure the delivery of safe, holistic patient-centered care.		
12. Demonstrates respect for all patients and their families regardless of culture, race, ethnicity, socioeconomic status, age, gender or disability.		
Total Score		
Total Score/Total Points Possible		Clinical Evaluation Grade

STUDENT SELF-EVALUATION	

Faculty Signature _____

Date _____

Student Signature _____

Date _____

Adjunct Nurse Aide Program Instructor Training

2020

4/13/2020

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1.5hours 4/14/2020

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1.5hours 4/24/2020

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1.5hours 8/17/2020

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-2hours 9/24/2020

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1hour

2021

1/13/2021

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1.5hrs 8/19/2021

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1.5hours

2022

1/11/2022

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per K Berryhill-1.5hours 8/29/2022

Virtual Adjunct Instructor Training-Lifesize Meeting Recorded- per Karen Berryhill-1.5hours

Program Director Trainings/Meetings

2020

5/29/2020-Dean/Directors Meeting

Funding

Advisory Committee Roles/Requirements

6/8/2020-QM Meeting

8hours Training on QM

7/13/2020-Co-Ordinator's/Director Meeting

8/18/2020-Convocation

8 hours Training

8/19/2020-CTE Department Meeting

9/28/2020- Co-Ordinator's/Director Meeting

9/28/2020-Instructional Assessment Meeting

2021

1/16/2021-Director Meeting with Dean Hernandez

1/18/2021-NAH Program Director Meeting

2/26//2021-Faculty Meeting

8/16/2021-Convocation

8hours Training

11/15/2021-Nursing Department Meeting

2022

1/5/22-NHA Program Director Meeting

1/10/2022-Convocation

8 hours Training

1/12/2022-Faculty Training

8 hours Training

2022 (cont)

3/22/2022-QEP Training

8 hours

4/1/2022-Spring Faculty Meeting

3 hours Training

Coastal Bend College

NAH Directors Meeting Minutes

Meeting Date: January 5, 2022

Meeting Time: 10 am

Meeting Place: Dirks 109

Minutes: Loana Hernandez

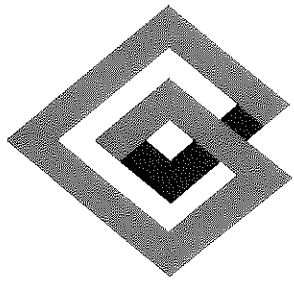
Attendees: Karen Berryhill, Loana Hernandez, Michelle Lane, Laura Lynn Southerland, Virginia Wall

Key Points	Discussion	Action
Program Updates	<ul style="list-style-type: none"> • Nurse Aide – 5 HS finished courses in December, 6 courses will be offered in Spring, still working on prometrix issues • RadTech – JRCERT response has been sent; there are 15 second year and 13 first year students • Dental Hygiene – 1 full-time and 1 part-time faculty resigned; there are 27 first year and 27 second year students 	<ul style="list-style-type: none"> • Karen will contact prometrix to see how many of our students have tested at other testing sites to evaluate the need for us to become a regional testing site • they are preparing students for cert exam • Positions are open on the website and in the process of interviewing candidates
Return week	<p>When faculty returns next week need to make sure they know the tasks they need to complete:</p> <ul style="list-style-type: none"> • Office Schedules • Blackboard shell • Syllabus and course information sheet • Curriculum vitae • Curriculum capacity forms 	<ul style="list-style-type: none"> • Use the “Faculty Responsibilities Checklist” to ensure everything is completed • Submit office schedules and vitae to Debbie by January 19th
Faculty Evaluations	<ul style="list-style-type: none"> • Self-evaluations are to be done by each faculty part-time and full-time • Evaluations to be done by directors of all part-time and full-time faculty • Refer to Employee Annual Performance Review Process 	<ul style="list-style-type: none"> • Self-evaluations are due by January 15 – send to Debbie • All forms can be found on HR website in Cougar Den

Annual Report	<ul style="list-style-type: none"> All reports have been received 	<ul style="list-style-type: none"> Ensure certification pass rates and attrition rates are included on the report
Unit Plans	<ul style="list-style-type: none"> It's time to start working on unit plans again; anticipate planning retreat in February; unit planning leads to budgets 	<ul style="list-style-type: none"> Review last year's unit plan (which you did with your annual report) and evaluate the needs for next year's plan Unit plan is a living document so if items were not accomplished on your unit plan make note of it and move it into next year's plan
Program Assessment	<ul style="list-style-type: none"> Program Assessment is done Spring each year There will be a workshop in the near future 	<ul style="list-style-type: none"> Review your program outcomes and make sure they align with your purpose of unit on your unit plan and standards from your accrediting body
Program Review	<ul style="list-style-type: none"> Program reviews are done every 3 years Allied Health is scheduled for program reviews this year Program review will review 2018-2019, 2019-2020, and 2020-2021 There will be multiple meetings to review Program reviews prior to presentations 	<ul style="list-style-type: none"> Make sure that as you prepare your program review that you write it in a way that someone that doesn't know your program will learn and understand the importance of your program
Meeting adjourned	<ul style="list-style-type: none"> Adjourned at 12:30pm 	

Approved By: _____

Date: _____



Coastal Bend COLLEGE

*Faculty
JAN 2012*

Curriculum Vitae

Name:

Work Address:

Office Telephone Number:

College Email Address:

Education:

Credential Earned	College/University and Location	Year Earned

Teaching Experience:

Institution and Location	Year(s)



Faculty Evaluation Process and Timeline:

Reports/Forms	Due to	Due Date
Faculty Self-Evaluation	Division Coordinators	Last Week in November
Fall Course Evaluations	Institutional Effectiveness and Research Office (link to course evaluation in Blackboard Shell)	Last Week in November/First 2 Weeks in December
Fall Observation of Part-Time and New Full-Time faculty and others as time permits	Deans	Last day of Fall semester
Winter Term Course Evaluations	Institutional Effectiveness and Research Office (link to course evaluation in Blackboard Shell)	Last week of Winter Term
Fall Course Evaluation Results	Faculty-IER office returns compiled course evaluation results to faculty.	Early January (prior to spring semester start)
Spring Observation of Faculty not observed in Fall	Deans	Mid-February
Formal Evaluation Process Completed	Deans/Provost	End of February
Recommendations for Full-time Faculty Contract Renewal Completed	Deans/Provost	March 1
Recommendations for Full-time Faculty Contract Renewal Submitted to BOT	Provost/President	Mid-March



Faculty Evaluation

Evaluation of faculty is a systematic process designed to support teaching excellence at Coastal Bend College and is required of all faculty members.

According to Coastal Bend College DLA (Local) Policy:

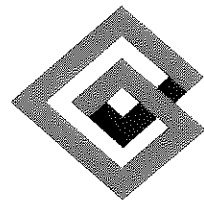
" The College District administration shall be responsible for developing and maintaining, with the cooperation of the division chairpersons and directors, procedures and criteria for the evaluation of all professional employees.

Immediate supervision of an instructor shall be the responsibility of the division chairperson or director. At regular intervals, the division chairperson shall visit classes and hold conferences with each first-year instructor in the division for the purpose of assisting him or her in improving his or her teaching. All instructors shall be visited frequently enough to provide an accurate evaluation of their progress.

An objective evaluation of teaching effectiveness shall be carried out annually with each instructor. Written reports of faculty evaluations and conferences shall be prepared by division chairpersons and directors.

Designated administrative personnel shall become sufficiently familiar with the progress of instructors to be in a position to make accurate written evaluations for the purpose of recommending retention or release. All final decisions on personnel retention or dismissal shall be the exclusive responsibility of the Board. These decisions shall be made after evaluating administrative recommendations."

A system of procedures, processes, timelines and forms is in place to assess the quality and effectiveness of the performance of all CBC faculty. This system is designed to identify professional growth opportunities for faculty and embraces continuous improvement.



Program Assessment

Program Outcome 1:		Course:
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Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
Findings 15-16	Findings 16-17	Findings 17-18
Findings 18-19	Findings 19-20	Findings 20-21

Evaluation and Use of Results for Program Improvement

2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021

3 years in Course Outcome
~~PROGRAM OUTCOMES~~
 Student Outcomes
 Conf. disk
 Cap. in. for
 these outcomes



FACILITY AVAILABILITY/IN-FACILITY TEST CENTER AGREEMENT

This Facility Availability/In-Facility Test Center Agreement (“Agreement”) is entered into between **Prometric LLC** located at 1501 South Clinton Street, Baltimore, Maryland 21224 (hereinafter referred to as “Prometric”) and Coastal Bend College located at 3800 Charco Road, Beeville, TX 78102 (hereinafter referred to as “In-Facility Test Center” or “IFT”) for the purpose of utilizing facility space, equipment and supplies for the administration of nurse aide competency evaluation examinations and shall be effective as of the date of signing (“Effective Date”).

DEFINITIONS

For the purposes of this Agreement, the following terms shall have the meaning indicated below:

Candidate: Any individual who receives or takes a nurse aide competency evaluation examination at the IFT.

Examination: The nurse aide competency evaluation examination comprised of the skills demonstration portion (may also be referred to as Test).

Manual: Any manual, guidelines or other documentation supplied to the IFT by Prometric (which is either developed by Prometric or a Prometric Client) that addresses the IFT facility setup, computer equipment requirements, security requirements, or similar information.

Prometric Client: An organization that is engaged in the promulgation of standardized or occupation-related tests and who has agreed to offer one or more of its tests through the IFT.

Testing Facility: Selected areas of the IFT convenient for access by Candidates and suitable for administering the Examination described herein.

1.0 SERVICES TO BE PERFORMED BY IN-FACILITY TEST CENTER

The IFT agrees to provide the Testing Facility, equipment and supplies noted herein for Prometric to conduct the skills demonstration evaluation. The IFT shall provide the Prometric employees access to the Testing Facility on scheduled testing dates.

The IFT shall provide the Testing Facility, a contact person, and additional equipment as are described below:

1.1 In-Facility Test Center’s Responsibilities.

1.1.1 Designate a primary contact responsible for ensuring that:

- the skills demonstration area is available on scheduled testing dates and during the time period arranged for the skills demonstration evaluation,



- the skills demonstration area will be used exclusively for the purpose of the Examination evaluation during the scheduled testing period,
- a computer station is available to the Prometric employee administering the skills demonstration, near or in the nursing lab area, and that the station is connected to an operational printer that is supplied with ink and paper to provide for the printing of tests and Candidate score reports (approximately four (4) pages per Candidate), and
- equipment and supplies required for the administration of the skills demonstration are available on the scheduled testing date and that equipment is in working order.

1.1.2 Provide a Testing Facility that is suitable for the administration of the Examination, and ensures that the testing area is:

- clean,
- well lit, and
- well maintained.

1.1.3 In preparation for *each testing date*, IFT shall:

- Ensure sufficient quantities of all testing supplies (See Exhibit B) are available for the number of Candidates scheduled to test;
- Ensure all equipment used for testing (see Sections 1.2 and 1.3 below and Exhibit B) is available and in good working order (e.g., bed controls to raise and lower height and head of bed working, wheelchair brakes lock both sides and foot rests attached); and
- Remove teaching supplies from testing area not required for testing.

1.1.4 Identify and designate areas where Candidates can wait between test administrations, including areas where Candidates can eat (since testing day may be long), and restroom areas.

1.2 Requirements for Skills Demonstration.

1.2.1 Provide for the administration of the skills demonstration in an area of the IFT that:

- is set up to simulate a resident's room with a hospital bed, overbed table and bedside cabinet,
- provides for in-room access to a working sink with hot and cold running water and hand controls, and a toilet or commode chair,
- provides for a computer station in the testing room or nearby with internet access and printer and paper supplies to allow for the launching and printing of the skills demonstration and results, and the computer entry of a Candidate's performance data by the Prometric employee upon completion of the Candidate's evaluation, and
- is used exclusively for the purpose of testing during a test administration.

1.2.2 Provide the equipment and supplies required for the administration of the skills demonstration (see Exhibit B).

1.2.3 Testing Session Recordings are Prohibited. Recordings of testing sessions covered by this Agreement are prohibited. IFT acknowledges that no testing session for the written/oral examination or skills demonstration shall be recorded (includes all types of audio/video recordings.)

1.2.4 Test Security. IFT must follow Prometric's Test security procedures at all times. IFT acknowledges and agrees that it is a material breach for IFT or IFT staff members to access Test content for any reason unless authorized by Prometric. Only Prometric employees shall have access to Test content; the Prometric employee will provide limited access to the Test to each Candidate scheduled to test during an evaluation.



Violators of this **Section 1.2.4** will be prosecuted to the fullest extent of the law.

1.3 ADA Requirements. The IFT will at all times conform in all material respects to the standards established by the Americans with Disabilities Act of 1990 (“ADA”) as amended.

2.0 TEST DATE CANCELLATIONS

IFT agrees to make reasonable efforts to provide Prometric with at least ten (10) days advance notice should it be necessary for IFT to cancel a scheduled test date. In those instances where the IFT will close due to inclement weather or an emergency incident that prevents testing, such as an electrical outage, IFT agrees to notify Prometric immediately. Prometric agrees to make reasonable efforts to provide IFT with at least five (5) days advance notice should it be necessary for Prometric to cancel any scheduled test date.

3.0 FEE

IFT acknowledges it has elected to provide the facility, equipment and supplies without the benefit of receiving compensation from Prometric. Prometric shall not be required to pay or otherwise compensate IFT under this Agreement.

4.0 TERM

The term of this Agreement shall be as set forth in Exhibit A.

5.0 GENERAL

5.1 Ownership. Prometric holds all proprietary and ownership rights, including, but not limited to, copyright, trade secret and patent in the Prometric systems, all Tests, Test forms, individual Test questions, the manuals, guides, forms and materials, and any other software, manuals, documentation, secure test administration or operational procedures which were previously developed or will be developed by Prometric and which may be utilized to perform its responsibilities under this Agreement.

5.2 Confidentiality. To the extent that IFT may be exposed to confidential information relating to this Agreement, IFT shall keep confidential all confidential information and shall hold Prometric owned materials, all Tests delivered on behalf of Prometric or a Prometric Client, testing exhibits, business information, Manuals, reference guides, and the pricing and terms of this Agreement in confidence and shall not use, disclose, copy or publish any such information without the prior written approval of Prometric, except where required by law or order of governmental authority. IFT shall safeguard such information to the same extent it safeguards its like information but in no event utilizing less than a reasonable degree of care.

5.3 Warranties and Indemnity. Each party represents and warrants that it has the right to enter into this Agreement and to perform its obligations hereunder and the performance of its obligations will not violate the rights of any third party. Each party indemnifies the other against any claims, suits or demands of any third party from the indemnifying party’s breach of its warranties or obligations under this Agreement.

5.4 No Guarantee. Prometric does not guarantee or make any representations regarding the number of Candidates to be tested pursuant to this Agreement. IFT acknowledges that Prometric may use other facilities for the purposes of testing Candidates within the State where IFT resides.



- 5.5 Relationship of the Parties.** Nothing in this Agreement is intended to create an employee or agent relationship. Neither Prometric nor the IFT shall have the power or authority to pledge or bind the other in any manner for any purpose to any third party.
- 5.6 Insurance.** During the term of this Agreement, IFT will maintain a Commercial Liability Insurance policy. Such policy will provide for a combined limit of US\$1,000,000.00 for each occurrence. Upon request, IFT shall produce adequate proof and assurance of such coverage to Prometric during the term of the Agreement.
- 5.7 Non-Discrimination.** In carrying out the terms of this Agreement, each Party agrees not to discriminate against any employee or applicant for employment because of race, color, religion, sex, age, handicap, disability, national origin, ancestry, veteran status, or any other factor pursuant to local general statutes.
- 5.8 Suspension.** Prometric and/or Prometric's Client has the right to suspend testing at any time during the term of the Agreement.
- 5.9 Termination.** Either Prometric or IFT can terminate this Agreement without cause at any time with sixty (60) days written notice. Prometric may terminate this Agreement upon notice to IFT at any time for IFT's breach of any its obligations set forth herein IFT acknowledges and agrees should Prometric's agreement with its client terminate, this Agreement shall automatically terminate.
- 5.10 Ethics.** Prometric maintains the highest ethical standards in conducting company affairs and in our relationships with customers, suppliers, employees, advisors and the communities in which our operations are located. Prometric maintains certain policies and best business practices to guide our employees and contractors with respect to standards of conduct expected in areas where improper activities could damage our reputation and otherwise result in serious adverse consequences for Prometric and to its employees and contractors involved. As a condition of conducting business with IFT, and by signing this Agreement below, IFT agrees to maintain the highest standards of ethical behavior as a representative of Prometric in accordance with Prometric's Code of Business Conduct and Ethics located at www.prometric.com.
- 5.11 E-Verify.** Operator agrees to participate in the U. S. Homeland Security E-Verify program and ensure that staff working at the IFT are eligible to work in the United States. Upon request from Prometric, Operator agrees to provide evidence of E-Verify enrollment.
- 5.12 Electronic and Fax Signatures.** Electronic and facsimile signatures of the Agreement shall be binding as originals. Unless required by applicable law, no originals of this Agreement shall be provided to IFT.
- 5.13 Entire Agreement.** This Agreement is the entire agreement between the parties and supersedes all prior representations and agreements, either oral or written. The parties may modify or amend this Agreement only in writing.



ACCEPTANCE OF AGREEMENT:

By placing your electronic signature below, you agree to provide the services described and to the terms and conditions of the Agreement. Provided you have not made changes or altered the Agreement (other than providing the information requested by Prometric), this offer and your acceptance below shall create a binding agreement between you and Prometric, and no further signature on the part of Prometric shall be required.

BY SIGNING BELOW, THIS AGREEMENT IS HEREBY ACCEPTED BY

Coastal Bend College

"In-Facility Test Center"

DocuSigned by:
Karen Berryhill
72E5351955D9474...

4/30/2021

Signature of In-Facility Test Center's authorized signer

"Effective Date"

Karen Berryhill

RN, Nurse Aide Director

Name of Authorized Signer: _____

Title: _____

Site Code: TX-IFTCBCB



**EXHIBIT A
TO
FACILITY AVAILABILITY/IN-FACILITY TEST CENTER AGREEMENT**

A. Facility included in this Agreement:

The In-Facility Testing Facility referred to in this Facility Availability/In-Facility Test Center Agreement between Prometric and Coastal Bend College
is located at the following address: 3800 Charco Road
Beeville, TX 78102
_____.

B. Term.

This Agreement shall commence the date signed by the IFT (“Effective Date”) and shall be effective for one (1) year. The Agreement shall automatically renew for one year periods on the anniversary of the Effective Date unless otherwise terminated under the terms of this Agreement.



**EXHIBIT B
TO
FACILITY AVAILABILITY/IN-FACILITY TEST CENTER AGREEMENT**

Equipment and Supply List for Skills Demonstration

Clinical Skills Administration

Clinical Skills Testing Room:

- A. Room with closed door to provide for the privacy of testing.
- B. Room should be of sufficient size to allow for all equipment and supplies in the testing room, and room for the candidate and nurse aide evaluator to move freely around both sides of bed and to allow for the positioning of a wheelchair at both sides for the transfer skill
- C. Area simulated to be resident room in Long Term Care Facility (LTCF). Actual resident room can be used in LTCF as long as use of space does not infringe on resident's use of room or resident's rights since testing cannot be interrupted.
- D. Sink with hot and cold running water and hand controls for turning on and off water located in testing room. Water from sink faucet must be potable (drinkable). Portable water stations must have capacity to avoid interruptions in testing to empty or refill supply; emptying and refilling portable water stations is the responsibility of the test site. If water is not drinkable from faucet, water bottles must be provided for drinking water as needed during testing.
- E. Privacy curtain. The curtain does not need to wrap around bed area; shorter widths of curtains from shorter rods are acceptable, as long as candidates have curtain to push and pull to demonstrate provision of privacy.
- F. Clock with second hand positioned on wall so it is directly visible from bed
- G. Provision in testing room to display inventory of testing supplies for candidate accessibility such as table, shelves, cart or cabinet. Supplies not required for testing that are used in training (e.g., urinals, condom catheters, razors and shaving equipment), should be separated from the testing supplies in advance of testing. The test site also needs to ensure that equipment not related to the skills test, such as Hoyer lifts, scales and IV poles be removed from the area during testing.
- H. Training posters related to skills should be covered or removed when testing is administered.

Equipment:

Resident Room Environment:

- Working hospital style-bed:
 - regular mattress (no air mattresses, etc.)
 - height of bed and head of bed must both be able to raise and lower
 - side rails on bed are optional, but preferred
 - if bed does not have a headboard, test sites must install a hook (e.g., cup hook or 3m Command wall hook) on wall at head of bed about 3 ½ feet above floor (to hold call light device)
- Paper towel dispenser at sink area; stocked with paper towels
- Liquid soap dispenser at sink for hand washing
- Call light device (Designated device does not need to be operational; must be corded (not built into side rail); prefer if cord end secured against back of headboard. Suggested devices to simulate call lights include jump ropes or an old computer mouse.)
- Side chair (2)
- Soiled linen hamper
- Overbed table – working controls to raise and lower with level surface with wheels to move (minimum of 1 per bed; 1 additional for nurse aide evaluator use preferred)



- Bedside cabinet (night stand)- must have 3-drawers or one drawer and 2-shelves (Rubbermaid style-plastic style drawer set suffices, if 2 bottom drawers are of sufficient size to hold basins in middle drawer, and bed pan, graduate container and toilet paper in lower drawer.)
- Commode chair or toilet (required)
- Wheelchair with footrests and brakes – standard size; model with swinging and/or removable footrests preferred

Basic Supplies:

- Bath Basins-rectangular (2) (shape necessary for foot care)
- Emesis basins (2)
- Bedpans (fracture and regular)
- Denture
- Denture container/cup with lid
- Toothpaste (2)
- Denture brush (1)
- Lotion
- Soap for bathing (liquid soap preferred); soap dish if bar soap used

Single Use and Disposable Supplies:

- Toothbrushes (individually wrapped)* (8)
- Sponge-tip applicators (e.g., Toothettes) (individually wrapped)* (8)
- Straws (individually wrapped)*
- Plastic spoons and forks (6) (individually wrapped preferred)*
- Snack-size containers of Jell-O-type gelatin, pudding or applesauce- not expired (6)
- Emery Boards (6)
- Orangewood Sticks (6)
- Alcohol pads/wipes (individually wrapped) (12)
- Gloves (non-latex- all sizes)
- Toilet paper (1 roll)
- Napkins
- Drinking Cups 6-8 oz cups (8); 3-oz cups (10)
- Hand wipes (individual) (8)
- Tissues (1 box)
- Paper towels stocked in paper towel dispenser as well as additional supply for use at bedside

*Note-Specific items such as toothbrushes are required as “individually wrapped” to ensure that the individuals who will have care provided on them are protected from contamination associated with the use of bulk supplies.

Linens: Linens must be freshly laundered and clean for each test event. If test sites do not launder linens after each test event, then test sites must increase inventory to ensure that the requisite clean inventory is provided for each event.

- Flat sheets (6)
- Fitted sheets (6) must fit mattress size
- Pillowcases (16)
- Bath blanket or similar item (4)
- Pillows (minimum 5)
- Hospital-style gowns (6) x-large (prefer without shoulder/arm snaps)
- Hand towels (20)
- Bath-size towels (20)
- Washcloths (60)
- Clothing protectors (bibs) (6)
- Underpads (disposable or reusable) (6)



Clothing: to fit mannequin

- Long-sleeved button or snap front shirt **extra large** size (2)
- Long-legged pants, elastic waist sweat pants style preferred, **extra large** size (2)
- Socks (**non**-tube socks; sock should have defined/formed heel area) (4 pair)

Additional items:

- Full-size Mannequin – with female genitalia that allows for catheter insertion; must have moveable joints; life-weight style mannequins are not permitted, mannequins should weigh less than 45 lbs.
- Gait or transfer belt (2 large)
- Disinfectant spray or wipes (bleach based) (used to disinfectant basins for multi-candidate use)
- Indwelling catheter (for insertion and retention in mannequin when testing catheter care)
- Urinary drainage bag
- Clear graduate container marked with cc's for measuring urine; markings for measurements should display in black for ease of reading (urinals, measuring-style cooking cups and metal containers are not permitted)
- Yellow food coloring
- Funnel
- Syringes: irrigation syringe (to facilitate filling of urinary drainage bag) and small syringe to inflate catheter balloon
- pencils (2)

Preparation for Testing Day:

- ✓ Ensure adequate inventory of all testing supplies are available
- ✓ Ensure equipment in working order (e.g., bed controls to raise and lower height and head of bed working; wheelchair brakes lock both sides and foot rests attached)
- ✓ Remove teaching supplies from testing area not required for testing

DS
KB

4/30/2021

Beaville Campus

TXCNA. . . Texas Nurse Aide

Score Report

Exam Date Range: 8/15/2021 -- 08/13/2022

Report Date: 10/14/2022 3:37:36 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 17			
<i>EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: Promotion of S</i>			
✓	Martinez Laura	Martinez	Laura
—	Monica Rae Thomas	Thomas	Monica
—	Cisneros Sierra	Cisneros	Sierra
	Abigail Lynn Esquivel (1)	Esquivel	Abigail
✓	Abigail Lynn Esquivel (2)	Esquivel	Abigail
—	Karli Michelle Buenger	Buenger	Karli
	OMOYEMI AJISEBILOWO MARGARET	OMOYEMI	AJISEBILOWO
—	Ledesma Cindy Ann	Ledesma	Cindy
✓	Hadnot Elissa Daychelle	Hadnot	Elissa
Group Exam Count: 9 Pass Count: 8 Fail Count: 1 Pass Percent: 89%			
<i>EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip, knee and ank.</i>			
✓	Laura Martinez	NameLast	NameFirst
—	Monica Rae Thomas (1)	Thomas	Monica
—	Karli Michelle Buenger	Buenger	Karli
✓	Abigail Lynn Esquivel	Esquivel	Abigail
—	Sierra Cisneros	NameLast	NameFirst
✓	Monica Thomas (2)	NameLast	NameFirst
—	Cindy Ledesma	NameLast	NameFirst
✓	Elissa Hadnot	NameLast	NameFirst
Group Exam Count: 8 Pass Count: 7 Fail Count: 1 Pass Percent: 88%			
Grand Total Count: 17 Pass Count: 15 Fail Count: 2 Pass Percent: 88%			

Provided by: Schroeder Measurement Technologies, Inc.

Middle Name	Candidate Id

afety 3: Promotion of Function and Health of Residents 4: Basic Nursing Co

	lleemartinez84@gmail.com
	mrthomas@study.coastalbend.edu
	sierracisneros5@gmail.com
	esquivel_abigail@icloud.com
	esquivel_abigail@icloud.com
	kb241527@gmail.com
	ajlsemagret@gmail.com
	Cvasquez190@gmail.com
	Lisa.hadnot@yahoo.com

le 3: Measure and record respirations 4: Dress a resident who has a weak

	lleemartinez84@gmail.com
	mrthomas@study.coastalbend.edu
	kb241527@gmail.com
	esquivel_abigail@icloud.com
	sierracisneros5@gmail.com
	mrthomas@study.coastalbend.edu
	Cvasquez190@gmail.com
	Lisa.hadnot@yahoo.com

Email Address	Exam Name	Abbrv

ire Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

lleemartinez84@gmail.com	Texas Nurse Aide MCQ English	41160
mrthomas@study.coastalbend.edu	Texas Nurse Aide MCQ English	41160
sierracisneros5@gmail.com	Texas Nurse Aide MCQ English	41160
esquivel_abigail@icloud.com	Texas Nurse Aide MCQ English	41160
esquivel_abigail@icloud.com	Texas Nurse Aide MCQ English	41160
kb241527@gmail.com	Texas Nurse Aide MCQ English	41160
ajisemagret@gmail.com	Texas Nurse Aide MCQ English	41160
Cvasquez190@gmail.com	Texas Nurse Aide MCQ English	41160
lisa.hadnot@yahoo.com	Texas Nurse Aide MCQ English	41160

ight arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right shoulder 9: M

	TX Nurse Aide Clinical	NATXCL
mrthomas@study.coastalbend.edu	TX Nurse Aide Clinical	NATXCL
kb241527@gmail.com	TX Nurse Aide Clinical	NATXCL
esquivel_abigail@icloud.com	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3	4
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9/4/2021	PASS	49	98	41160	2003	100	91	100	100
9/21/2021	PASS	47	94	41160	2001	90	91	90	100
9/30/2021	PASS	42	84	41160	2003	80	91	90	83
10/1/2021	FAIL	37	74	41160	2002	70	91	80	58
10/5/2021	PASS	43	86	41160	2003	80	73	90	100
10/13/2021	PASS	47	94	41160	2003	90	100	100	92
11/1/2021	PASS	40	80	41160	2002	70	73	80	100
2/5/2022	PASS	46	92	41160	2002	80	82	100	100
3/3/2022	PASS	46	92	41160	2003	90	91	100	100
				Average:		83	87	92	93

Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Perineal care 1

10/1/2021	PASS	66	66	NATXCL	59K1	100	0	100	0
10/1/2021	FAIL	54	54	NATXCL	59K1	86	0	100	0
10/4/2021	PASS	69	69	NATXCL	58K1	100	0	0	0
10/4/2021	PASS	65	65	NATXCL	50K1	100	100	100	93
10/19/2021	PASS	74	74	NATXCL	52K1	100	0	0	0
11/18/2021	PASS	67	67	NATXCL	53K1	100	0	0	0
2/25/2022	PASS	60	60	NATXCL	59K1	100	0	83	0
3/11/2022	PASS	66	66	NATXCL	59K1	100	0	100	0
				Average:		98	13	60	12
				Average:		90	52	77	54

5	6	7	8	9	10	11	12	13	14	15	16	17

100												
100												
71												
71												
86												
86												
71												
100												
71												
84												

13: Mouth care—brush teeth 14: Change of position 15: Feeding 16: ROM right elbow and wrist 17: Bedpan 18: Mouth c

0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	93.00	0.00	0.00	0.00
0	100	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	100	94	100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	100	0	0	0	0	100.00	95.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	93.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
0	25	0	13	12	13	13	12	0	48	0	0	0
44	25	0	13	12	13	13	12	0	48	0	0	0

18	19	20	21	22	23	24	25	26	27	28
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care and denture care 19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Change an oc

0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00		
0.00	0.00	0.00	0.00	0.00	86.00	0.00	0.00	68.00		
0.00	0.00	0.00	0.00	93.00	0.00	100.00	0.00	100.00		
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00		
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	80.00		
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	80.00		
0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	84.00		
0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00		
0	0	0	0	12	48	13	0	89		
0	0	0	0	12	48	13	0	89		

Method	Delivery Method	School	Address 1	Address 2

cbt	Remote Proctor	371	423 Pvt Rd 2001	
cbt	Remote Proctor	371	po box 88	
cbt	Remote Proctor	371	1505 N. Madison Ave	
cbt	AP&C	371	336 Mesquite rd	
cbt	AP&C	371	336 Mesquite rd	
cbt	IQT	371	3301 Oilfield rd	
cbt	IQT	371	405 nimitz dr	
cbt	AP&C	371	411 SE 3rd st. 503	
cbt	AP&C	371	2801 S Brahma Blvd	Apt 9A

occupied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1 26: IN

cbt	IQT	371		
cbt	IQT	371		
cbt	IQT	371		
cbt	IQT	371		
cbt	IQT	371		
cbt	IQT	371		
cbt	IQT	371		
cbt	IQT	371		

TXCNA. . .Texas Nurse Aide

Score Report

Exam Date Range: 10/12/2022 -- 10/13/2022

Report Date: 10/14/2022 3:42:07 PM

	Candidate	Last Name	First Name
	Score Report Total Candidates: 1		
	<i>EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip.</i>		
	Kendra Garza	NameLast	NameFirst
	Group Exam Count: 1 Pass Count: 1 Fail Count: 0 Pass Percent: 100%		
	Grand Total Count: 1 Pass Count: 1 Fail Count: 0 Pass Percent: 100%		
Provided by: Schroeder Measurement Technologies, Inc.			

Middle Name	Candidate Id	Email Address

, knee and ankle 3: Measure and record respirations 4: Dress a resident who has a weak right arm 5: ROM left ell

	Kendra8721@gmail.com	

Exam Name	Abbrv	Exam Date	Status

low and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right shoulder 9: Measure and record co

TX Nurse Aide Clinical	NATXCL	10/12/2022	PASS

Score	Scale	Test Code	Form	1	2	3	4	5	6	7	8

Contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Perineal care 13: Mouth care—bru

67	67	NATXCL	58K1	100	0	0	0	0	100	0	0
		Average:		100	0	0	0	0	100	0	0
		Average:		100	0	0	0	0	100	0	0

20	21	22	23	24	25	26	27	28

19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Change an occupied bed 24: Cha

0.00	0.00	100.00	0.00	93.00	0.00	92.00		
0	0	100	0	93	0	92		
0	0	100	0	93	0	92		

Method	Delivery Method	School	Address 1

Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1 26: INDIRECT CA

cbt	IQT	52672021	

Address 2	City	State	Zip Code	
<i>IRE</i>				

B. shop HS

TXCNA. . .Texas Nurse Aide

Score Report

Exam Date Range: 08/12/2021 -- 08/13/2022

Report Date: 10/14/2022 3:52:41 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 23			
EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: Promotio			
	Hughes Lauren Taylor	Hughes	Lauren
	Gallado Destiny	Gallado	Destiny
	Jazlynn Marie Cantu	Cantu	Jazlynn
	Buentello Makayla Angelina	Buentello	Makayla
	Sanchez Mia N.	Sanchez	Mia
	Herrera Mia A.	Herrera	Mia
	Castillo Olyvia J.	Castillo	Olyvia
	Moreno Alyssa N.	Moreno	Alyssa
	Trevino Aden R.	Trevino	Aden
	Diaz Samantha R.	Diaz	Samantha
	Emma M. Gonzalez	Gonzalez	Emma
Group Exam Count: 11 Pass Count: 10 Fail Count: 1 Pass Percent: 91%			
EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip, knee an			
	Lauren Hughes	NameLast	NameFirst
	Makayla Buentello	NameLast	NameFirst
	Jazlynn Marie Cantu	Cantu	Jazlynn
	Olyvia Castillo	NameLast	NameFirst
	Samantha Diaz	NameLast	NameFirst
	Destiny Gallado	NameLast	NameFirst
	Mia Garza	NameLast	NameFirst
	Emma M. Gonzalez	Gonzalez	Emma
	Mia Herrera	NameLast	NameFirst
	Alyssa Moreno	NameLast	NameFirst
	Mia Sanchez	NameLast	NameFirst
	Aden Trevino	NameLast	NameFirst
Group Exam Count: 12 Pass Count: 10 Fail Count: 2 Pass Percent: 83%			
Grand Total Count: 23 Pass Count: 20 Fail Count: 3 Pass Percent: 87%			

Provided by: Schroeder Measurement Technologies, Inc.

Middle Name	Candidate Id

in of Safety 3: Promotion of Function and Health of Residents 4: Basic Nursi

	memos2021@gmail.com
	destinygallardo30@gmail.com
	jazmarie2022@yahoo.com
	makayladlpz@icloud.com
	mia.nsanchez@yahoo.com
	hmia39858@gmail.com
	olyviajanayecastillo@gmail.com
	Morenoally361@gmail.com
	221319.aden.trevino@bcisd.me
	samgirl2230@gmail.com
	emmaroo2022@gmail.com

d ankle 3: Measure and record respirations 4: Dress a resident who has a v

	memos2021@gmail.com
	makayladlpz@icloud.com
	jazmarie2022@yahoo.com
	olyviajanayecastillo@gmail.com
	samgirl2230@gmail.com
	destinygallardo30@gmail.com
	miagarza03@yahoo.com
	emmaroo2022@gmail.com
	hmia39858@gmail.com
	Morenoally361@gmail.com
	mia.nsanchez@yahoo.com
	221319.aden.trevino@bcisd.me

Email Address	Exam Name	Abbrv
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ing Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

memos2021@gmail.com	Texas Nurse Aide MCQ English	41160
destinygallardo30@gmail.com	Texas Nurse Aide MCQ English	41160
jazmarie2022@yahoo.com	Texas Nurse Aide MCQ English	41160
makayladlpz@icloud.com	Texas Nurse Aide MCQ English	41160
mia.nsanchez@yahoo.com	Texas Nurse Aide MCQ English	41160
hmia39858@gmail.com	Texas Nurse Aide MCQ English	41160
olyviajanayecastillo@gmail.com	Texas Nurse Aide MCQ English	41160
Morenoally361@gmail.com	Texas Nurse Aide MCQ English	41160
Adenkatt@gmail.com	Texas Nurse Aide MCQ English	41160
samgirl2230@gmail.com	Texas Nurse Aide MCQ English	41160
emmaroo2022@gmail.com	Texas Nurse Aide MCQ English	41160

reak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right shoulder

	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
jazmarie2022@yahoo.com	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
emmaroo2022@gmail.com	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3	4
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12/17/2021	PASS	45	90	41160	2003	90	82	100	92
5/16/2022	PASS	39	78	41160	2003	90	64	90	75
5/16/2022	PASS	44	88	41160	2003	90	64	100	100
5/16/2022	PASS	40	80	41160	2003	90	64	100	67
5/17/2022	PASS	41	82	41160	2003	90	64	90	92
5/17/2022	PASS	48	96	41160	2001	90	100	100	100
5/17/2022	PASS	44	88	41160	2001	90	82	90	100
5/17/2022	PASS	49	98	41160	2002	100	100	90	100
5/19/2022	FAIL	36	72	41160	2002	60	73	80	58
5/19/2022	PASS	42	84	41160	2001	90	73	80	92
5/19/2022	PASS	45	90	41160	2003	100	73	100	100
				Average:		89	76	93	89

9: Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Perineal ca

9/21/2021	PASS	69	69	NATXCL	53K1	100	0	0	0
5/12/2022	PASS	80	80	NATXCL	52K1	100	0	0	0
5/12/2022	PASS	68	68	NATXCL	58K1	100	0	0	0
5/12/2022	PASS	64	64	NATXCL	59K1	100	0	100	0
5/12/2022	PASS	63	63	NATXCL	59K1	100	0	100	0
5/12/2022	FAIL	68	68	NATXCL	53K1	100	0	0	0
5/12/2022	FAIL	70	70	NATXCL	52K1	100	0	0	0
5/12/2022	PASS	73	73	NATXCL	53K1	100	0	0	0
5/12/2022	PASS	70	70	NATXCL	58K1	100	0	0	0
5/12/2022	PASS	66	66	NATXCL	50K1	100	100	100	100
5/12/2022	PASS	68	68	NATXCL	58K1	100	0	0	0
5/12/2022	PASS	66	66	NATXCL	59K1	100	0	100	0
				Average:		100	8	33	8
				Average:		95	41	62	47

5	6	7	8	9	10	11	12	13	14	15	16

86											
71											
86											
86											
71											
86											
71											
100											
100											
86											
71											
83											

13: Mouth care—brush teeth 14: Change of position 15: Feeding 16: ROM right elbow and wrist 17: Bedpan 18: M

0	100	0	0	0	0	100.00	80.00	0.00	0.00	0.00	0.00
0	0	0	100	100	100	0.00	0.00	0.00	0.00	0.00	0.00
0	100	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	86.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00
0	100	0	0	0	0	100.00	75.00	0.00	0.00	0.00	0.00
0	0	0	100	63	100	0.00	0.00	0.00	0.00	0.00	0.00
0	100	0	0	0	0	100.00	100.00	0.00	0.00	0.00	0.00
0	100	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
0	100	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00
0	50	0	17	14	17	25	21	0	24	0	0
40	50	0	17	14	17	25	21	0	24	0	0

28	Method	Delivery Method	School	Address 1

	cbt	AP&C	4068	904 S 17th st
	cbt	Remote Proctor	4068	510 W. Sixth St.
	cbt	IQT	4068	906 East Henderson
	cbt	IQT	4068	509 w 6th st
	cbt	IQT	4068	217 E Richard Ave
	cbt	IQT	4068	502 East 9th street
	cbt	IQT	4068	213 E 3rd St
	cbt	IQT	4068	508
	cbt	IQT	4068	1716 north 20th street
	cbt	IQT	4068	825 west avenue H
	cbt	IQT	4068	313 East 4th Street

Applied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1

	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	
	cbt	IQT	4068	

Colin HS

TXCNA. . .Texas Nurse Aide

Score Report

Exam Date Range: 8/12/2021 -- 8/13/2022

Report Date: 10/14/2022 3:47:52 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 7			
<i>EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: Pr</i>			
	Parker Emily Rae	Parker	Emily
	Danish Tiffany Ann	Danish	Tiffany
	Hernandez Haley Estel	Hernandez	Haley
Group Exam Count: 3 Pass Count: 3 Fail Count: 0 Pass Percent: 100%			
<i>EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip, h</i>			
	Tiffany Danish	NameLast	NameFirst
	Haley Hernandez	NameLast	NameFirst
	Emily Parker	NameLast	NameFirst
	Tiffany Danish	NameLast	NameFirst
Group Exam Count: 4 Pass Count: 3 Fail Count: 1 Pass Percent: 75%			
Grand Total Count: 7 Pass Count: 6 Fail Count: 1 Pass Percent: 86%			
Provided by: Schroeder Measurement Technologies, Inc.			

Middle Name	Candidate Id

Promotion of Safety 3: Promotion of Function and Health of Residents 4: Basic

	fishingtex3@yahoo.com
	anndanish23@gmail.com
	haleyhernandez2504@gmail.com

Knee and ankle 3: Measure and record respirations 4: Dress a resident who h

	anndanish23@gmail.com
	haleyhernandez2504@gmail.com
	fishingtex3@yahoo.com
	anndanish23@gmail.com

Email Address	Exam Name	Abbrv

: Nursing Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

fishingtex3@yahoo.com	Texas Nurse Aide MCQ English	41160
anndanish23@gmail.com	Texas Nurse Aide MCQ English	41160
haleyhernandez2504@gmail.com	Texas Nurse Aide MCQ English	41160

as a weak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right sho

	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3	4

5/19/2022	PASS	43	86	41160	2001	80	82	90	83
6/1/2022	PASS	39	78	41160	2003	80	73	80	83
6/1/2022	PASS	41	82	41160	2002	80	73	90	75
				Average:		80	76	87	80

ulder 9: Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Peri

5/23/2022	FAIL	66	66	NATXCL	51K1	100	0	0	0
5/23/2022	PASS	62	62	NATXCL	59K1	100	0	100	0
5/23/2022	PASS	78	78	NATXCL	60K1	100	0	0	0
6/23/2022	PASS	59	59	NATXCL	59K1	100	0	100	0
				Average:		100	0	50	0
				Average:		91	33	66	34

5	6	7	8	9	10	11	12	13	14	15	16	17

100												
71												
100												
90												

neal care 13: Mouth care—brush teeth 14: Change of position 15: Feeding 16: ROM right elbow and wrist 17: Be

67	56	100	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
17	14	25	0	0	0	0	0	0	50	0	0	0
48	14	25	0	0	0	0	0	0	50	0	0	0

18	19	20	21	22	23	24	25	26	27	28

span 18: Mouth care and denture care 19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Ch

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	96.00		
0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	84.00		
0.00	92.00	83.00	0.00	0.00	0.00	0.00	88.00	100.00		
0.00	0.00	0.00	0.00	0.00	79.00	0.00	0.00	84.00		
0	23	21	0	0	45	0	22	91		
0	23	21	0	0	45	0	22	91		

Method	Delivery Method	School	Address 1

cbt	Remote Proctor	3525	81 Sulphur Creek Estates Rd
cbt	IQT	3525	P.O.Box 583
cbt	IQT	3525	295 temple

Change an occupied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag -

cbt	IQT	3525	
cbt	IQT	3525	
cbt	IQT	3525	
cbt	IQT	3525	

Ryan's Cats HS

TXCNA. . . Texas Nurse Aide

Score Report

Exam Date Range: 08/12/2021 -- 08/13/2022

Report Date: 10/14/2022 3:59:27 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 10			
EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: P			
	Hernandez Kaiden	Hernandez	Kaiden
	Hopkins Acacia Marie	Hopkins	Acacia
	Serenil Jaden P (1)	Serenil	Jaden
	Pacheco Jamie L (1)	Pacheco	Jamie
	Serenil Jaden P (2)	Serenil	Jaden
	Pacheco Jamie L (2)	Pacheco	Jamie
Group Exam Count: 6 Pass Count: 4 Fail Count: 2 Pass Percent: 67%			
EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip,			
	Kaiden Hernandez	NameLast	NameFirst
	Jaden Serenil	NameLast	NameFirst
	Acacia Hopkins	NameLast	NameFirst
	Jamie Pacheco I	NameLast	NameFirst
Group Exam Count: 4 Pass Count: 4 Fail Count: 0 Pass Percent: 100%			
Grand Total Count: 10 Pass Count: 8 Fail Count: 2 Pass Percent: 80%			

Provided by: Schroeder Measurement Technologies, Inc.

Middle Name	Candidate Id

Promotion of Safety 3: Promotion of Function and Health of Residents 4: Bas

	Kaiden9492@gmail.com
	acaciamarie2022@gmail.com
	jadens1104@icloud.com
	jamiep456@icloud.com
	jadens1104@icloud.com
	jamiep456@icloud.com

knee and ankle 3: Measure and record respirations 4: Dress a resident who

	Kaiden9492@gmail.com
	jadens1104@icloud.com
	acaciamarie2022@gmail.com
	jamiep456@icloud.com

Email Address	Exam Name	Abbrv

ic Nursing Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

Kaiden9492@gmail.com	Texas Nurse Aide MCQ English	41160
acaciamarie2022@gmail.com	Texas Nurse Aide MCQ English	41160
jadens1104@icloud.com	Texas Nurse Aide MCQ English	41160
jamiiep456@icloud.com	Texas Nurse Aide MCQ English	41160
jadens1104@icloud.com	Texas Nurse Aide MCQ English	41160
jamiiep456@icloud.com	Texas Nurse Aide MCQ English	41160

has a weak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right sh.

	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3	4
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5/25/2022	PASS	43	86	41160	2002	70	91	90	100
5/25/2022	PASS	39	78	41160	2001	60	82	90	92
5/25/2022	FAIL	32	64	41160	2001	60	36	80	92
5/25/2022	FAIL	34	68	41160	2002	80	91	60	67
5/27/2022	PASS	43	86	41160	2003	100	73	90	83
5/27/2022	PASS	41	82	41160	2003	90	55	90	83
				Average:		77	71	83	86

oulder 9: Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Per

5/23/2022	PASS	78	78	NATXCL	52K1	100	0	0	0
5/23/2022	PASS	69	69	NATXCL	53K1	100	0	0	0
5/23/2022	PASS	84	84	NATXCL	60K1	100	0	0	0
5/23/2022	PASS	65	65	NATXCL	59K1	100	0	100	0
				Average:		100	0	25	0
				Average:		86	43	60	52

5	6	7	8	9	10	11	12	13	14	15	16

71											
57											
43											
29											
86											
100											
64											

inal care 13: Mouth care—brush teeth 14: Change of position 15: Feeding 16: ROM right elbow and wrist 17: Bedpan

0	0	0	100	100	100	0.00	0.00	0.00	0.00	0.00	0.00
0	100	0	0	0	0	100.00	100.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	93.00	0.00	0.00
0	25	0	25	25	25	25	25	0	23	0	0
39	25	0	25	25	25	25	25	0	23	0	0

17	18	19	20	21	22	23	24	25	26

18: Mouth care and denture care 19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Change ar

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	92.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	84.00
0.00	0.00	100.00	100.00	0.00	0.00	0.00	0.00	100.00	100.00
0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
0	0	25	25	0	0	25	0	25	94
0	0	25	25	0	0	25	0	25	94

27	28	Method	Delivery Method	School	Address 1

		cbt	Remote Proctor	5060	1325 HWY 80
		cbt	Remote Proctor	5060	509 W Fourth St
		cbt	Remote Proctor	5060	315s Panna Maria Ave.
		cbt	Remote Proctor	5060	106 west milam
		cbt	Remote Proctor	5060	315s Panna Maria Ave.
		cbt	Remote Proctor	5060	106 west milam

occupied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1 26: M

		cbt	IQT	5060	
		cbt	IQT	5060	
		cbt	IQT	5060	
		cbt	IQT	5060	

Kennedy HS

TXCNA. . . Texas Nurse Aide

Score Report

Exam Date Range: 08/12/2021 -- 08/13/2022

Report Date: 10/14/2022 3:55:20 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 5			
<i>EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: Promoti</i>			
—	Janecek Madelyn Bailee	Janecek	Madelyn
—	Alaniz Jasmine	Alaniz	Jasmine
	Alaniz Jasmine	Alaniz	Jasmine
Group Exam Count: 3 Pass Count: 2 Fail Count: 1 Pass Percent: 67%			
<i>EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip, knee ar</i>			
—	Jasmine Alaniz	NameLast	NameFirst
—	Madelyn Janecek	NameLast	NameFirst
Group Exam Count: 2 Pass Count: 2 Fail Count: 0 Pass Percent: 100%			
Grand Total Count: 5 Pass Count: 4 Fail Count: 1 Pass Percent: 80%			
Provided by: Schroeder Measurement Technologies, Inc.			

Middle Name	Candidate Id

on of Safety 3: Promotion of Function and Health of Residents 4: Basic Nursin

	mbjanecek@gmail.com
	alanizjasmine2@gmail.com
	alanizjasmine2@gmail.com

rd ankle 3: Measure and record respirations 4: Dress a resident who has a we

	alanizjasmine2@gmail.com
	mbjanecek@gmail.com

Email Address	Exam Name	Abbrv

g Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

mbjanecek@gmail.com	Texas Nurse Aide MCQ English	41160
alanizjasmine2@gmail.com	Texas Nurse Aide MCQ English	41160
alanizjasmine2@gmail.com	Texas Nurse Aide MCQ English	41160

ak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right shoulder 9:

	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3

5/19/2022	PASS	40	80	41160	2001	80	91	80
5/19/2022	FAIL	38	76	41160	2003	80	64	80
5/25/2022	PASS	43	86	41160	2001	80	91	100
				Average:		80	82	87

Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Perineal c

5/23/2022	PASS	77	77	NATXCL	60K1	100	0	0
5/23/2022	PASS	70	70	NATXCL	58K1	100	0	0
				Average:		100	0	0
				Average:		88	49	52

18	19	20	21	22	23	24	25	26	27

: Mouth care and denture care 19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Change an oc

0.00	96.00	92.00	0.00	0.00	0.00	0.00	94.00	84.00	
0.00	0.00	0.00	0.00	100.00	0.00	100.00	0.00	100.00	
0	48	46	0	50	0	50	47	92	
0	48	46	0	50	0	50	47	92	

28	Method	Delivery Method	School	Address 1

	cbt	Remote Proctor	5020	245 CR.382
	cbt	Remote Proctor	5020	13639 Highway 72
	cbt	Remote Proctor	5020	13639 Highway 72

cupied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1

	cbt	IQT	5020	
	cbt	IQT	5020	

Pleasanton Campus

TXCNA. . .Texas Nurse Aide

Score Report

Exam Date Range: 8/12/2021 -- 8/13/2022

Report Date: 10/14/2022 3:45:26 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 2			
<i>EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: Pro.</i>			
	Fernandez Cassidy M	Fernandez	Cassidy
Group Exam Count: 1 Pass Count: 1 Fail Count: 0 Pass Percent: 100%			
<i>EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip, kn</i>			
	Cassidy Fernandez	NameLast	NameFirst
Group Exam Count: 1 Pass Count: 1 Fail Count: 0 Pass Percent: 100%			
Grand Total Count: 2 Pass Count: 2 Fail Count: 0 Pass Percent: 100%			
Provided by: Schroeder Measurement Technologies, Inc.			

Middle Name	Candidate Id

motion of Safety 3: Promotion of Function and Health of Residents 4: Basic N

	cassidy.fernandez99@yahoo.com

ee and ankle 3: Measure and record respirations 4: Dress a resident who has

	cassidy.fernandez99@yahoo.com

Email Address	Exam Name	Abbrv

ursing Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

cassidy.fernandez99@yahoo.com	Texas Nurse Aide MCQ English	41160

a weak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right should

	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3

7/25/2022	PASS	48	96	41160	2003	100	100	100
				Average:		100	100	100

er 9: Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Perinec

8/3/2022	PASS	75	75	NATXCL	51K1	100	0	0
				Average:		100	0	0
				Average:		100	50	50

Method	Delivery Method	School	Address 1	Address 2

cbt	Remote Proctor	3324	10913 Klondike Ln	

an occupied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1 26: INL

cbt	IQT	3324		

City	State	Zip Code
Aubrey	TX	76227
DIRECT CARE		

SAN DIEGO HS

TXCNA. . . Texas Nurse Aide

Score Report

Exam Date Range: 8/12/2021 -- 8/13/2022

Report Date: 10/14/2022 3:49:34 PM

	Candidate	Last Name	First Name
Score Report Total Candidates: 9			
EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse .			
	Alaniz Alexa	Alaniz	Alexa
	Salaiz Miguel	Salaiz	Miguel
Group Exam Count: 2 Pass Count: 2 Fail Count: 0 Pass Percent: 100%			
EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM			
	Miguel Salaiz	NameLast	NameFirst
	Venessa Cantu	NameLast	NameFirst
	Alyra Hernandez	NameLast	NameFirst
	ReAnna Olvera	NameLast	NameFirst
	Miranda Perez	NameLast	NameFirst
	Larisa Saenz	NameLast	NameFirst
	Iysa Sanchez	NameLast	NameFirst
Group Exam Count: 7 Pass Count: 5 Fail Count: 2 Pass Percent: 71%			
Grand Total Count: 9 Pass Count: 7 Fail Count: 2 Pass Percent: 78%			

only 2 have taken written

So 7 passed clinicals

Provided by: Schroeder Measurement Technologies, Inc.

Middle Name	Candidate Id

Aide 2: Promotion of Safety 3: Promotion of Function and Health of Resident

	elexamariae@gmail.com
	salaiz13.miguel@gmail.com

left hip, knee and ankle 3: Measure and record respirations 4: Dress a reside

	salaiz13.miguel@gmail.com
	vcantu2022@sdisd.us
	alyrahernandez@gmail.com
	olverareanna22@gmail.com
	KimPerez1982@yahoo.com
	larisasaenz04@gmail.com
	iysasanchez13@yahoo.com

--	--

Email Address	Exam Name	Abbrv

ts 4: Basic Nursing Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Hea

elexamariae@gmail.com	Texas Nurse Aide MCQ English	41160
salaiz13.miguel@gmail.com	Texas Nurse Aide MCQ English	41160

ent who has a weak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM

	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3	4

lth

9/7/2021	PASS	41	82	41160	2002	90	91	80	75
2/5/2022	PASS	44	88	41160	2002	90	100	80	75
				Average:		90	96	80	75

right shoulder 9: Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12

2/16/2022	PASS	70	70	NATXCL	58K1	100	0	0	0
6/23/2022	FAIL	61	61	NATXCL	52K1	100	0	0	0
6/23/2022	PASS	59	59	NATXCL	59K1	100	0	100	0
6/23/2022	PASS	80	80	NATXCL	60K1	71	0	0	0
6/23/2022	PASS	61	61	NATXCL	59K1	100	0	100	0
6/23/2022	PASS	76	76	NATXCL	60K1	100	0	0	0
6/23/2022	FAIL	61	61	NATXCL	59K1	100	0	17	0
				Average:		96	0	31	0
				Average:		95	21	42	17

5	6	7	8	9	10	11	12	13	14	15	16	17

71												
100												
86												

: Perineal care 13: Mouth care—brush teeth 14: Change of position 15: Feeding 16: ROM right elbow and wrist 17: Bed

0	100	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	100	25	95	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0.00	0.00	0.00	100.00	0.00	0.00	0.00
0	14	0	14	4	14	0	0	0	43	0	0	0
19	14	0	14	4	14	0	0	0	43	0	0	0

18	19	20	21	22	23	24	25	26

van 18: Mouth care and denture care 19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Change

0.00	0.00	0.00	0.00	100.00	0.00	100.00	0.00	100.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	76.00
0.00	0.00	0.00	0.00	0.00	93.00	0.00	0.00	76.00
0.00	100.00	100.00	0.00	0.00	0.00	0.00	100.00	92.00
0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	80.00
0.00	100.00	92.00	0.00	0.00	0.00	0.00	81.00	84.00
0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
0	29	27	0	14	42	14	26	87
0	29	27	0	14	42	14	26	87

27	28	Method	Delivery Method	School	Address 1

		cbt	Remote Proctor	3625	730 North Stadium Road
		cbt	Remote Proctor	3625	903 Arridalva St

an occupied bed 24; Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1 26: INDIF

		cbt	IQT	3625	
		cbt	IQT	3625	
		cbt	IQT	3625	
		cbt	IQT	3625	
		cbt	IQT	3625	
		cbt	IQT	3625	
		cbt	IQT	3625	

Address 2	City	State	Zip Code
	Alice	TX	78332
	San Diego	TX	78384
RECT CARE			



June 03, 2021

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College - Academy High School Kings
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College - Academy High School Kings
Program Type:	NF
Program Code Number:	3215
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN Eva Orta LVN Evangelia Velásquez LVN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	06/04/2021
Expiration Date:	06/04/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Dr. Courtney N. Phillips

Executive Commissioner

June 03, 2019

Ms. Loana Elenora Hernandez, RN
Coastal Bend College - Academy High School Kings
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College - Academy High School Kings
Program Type:	NF
Program Code Number:	3215
Program Director:	Loana Elenora Hernandez
Instructor(s):	Raquel Renee Delapaz LVN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	06/04/2019
Expiration Date:	06/04/2021

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Charlotte Jackson
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



July 22, 2021

Ms. KAREN BERRYHILL, ASSISTANT DON
Coastal Bend College Alice High School
3800 Charco Road
Beville, Texas 78102

Subject: NATCEP Approval

Dear Ms. KAREN BERRYHILL:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Alice High School
Program Type:	NF
Program Code Number:	3635
Program Director:	KAREN BERRYHILL
Instructor(s):	Karen Berryhill RN Lorian Vasquez RN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833
Approval Date:	09/14/2021
Expiration Date:	09/14/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by email at Regulatory_NATCEP@hhs.texas.gov or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



August 30, 2019

Ms. Loana Elenora Hernandez, RN
Coastal Bend College Alice High School
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Alice High School
Program Type:	NF
Program Code Number:	3635
Program Director:	Loana Elenora Hernandez
Instructor(s):	Rachel Renee De La Paz LVN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833
Approval Date:	09/14/2019
Expiration Date:	09/14/2021

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Charlotte Jackson
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



August 30, 2022

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Alice Campus
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Alice Campus
Program Type:	NF
Program Code Number:	3140
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN Lorian Vasquez RN
Clinical Site:	The Premier SNF of Alice, FID#107306 MERIDIAN CARE OF ALICE, FID#004020
Approval Date:	11/01/2020
Expiration Date:	11/01/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

June 03, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Alice Campus
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Alice Campus
Program Type:	NF
Program Code Number:	3140
Program Director:	Karen Berryhill
Instructor(s):	Emmy Oaks LVN Karen Berryhill RN Lorian Vasquez RN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833
Approval Date:	11/01/2020
Expiration Date:	11/01/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

**NURSE AIDE TRAINING AND COMPETENCY EVALUATION PROGRAM (NATCEP)
STATEMENT OF DEFICIENCIES**

Program Number:
3140

Program Name:
Coastal Bend College Alice Campus

10/21/2020

40TAC, §556.3(b) A person that wants to offer a NATCEP must file a complete NATCEP application with HHSC.

Not Met as Evidenced by:

Your application indicates that V#4833 RETAMA MANOR NURSING CENTER/ALICE is to act as a clinical training site. The agreement letter attached with your renewal application is not a current dated letter. The agreement letter was signed in 2018 and was not signed by the current active Administrator for the clinical site. Please resubmit a current agreement letter for V#4833 RETAMA MANOR NURSING CENTER/ALICE for review.

Plan of Correction:

10/21/2020

- 1) Request immediate removal of Premont Nursing & Rehabilitation-V#4833 from Renewal Application 5514 Form dated 10/16/2020.
- 2) Request immediately new Contract from Retama Nursing Center of Alice

Please find attached copy of new Contract with Retama Nursing Center of Alice dated 10/21/2020

Karen Berryhill, RN
Nurse Aide Director
Coastal Bend College
Beeville, TX 78102

*Renewed
10/21/2020
Karen Berryhill*

CONTRACT AND AGREEMENT

STATE OF TEXAS

KNOW ALL MEN BY THESE PRESENTS

COUNTY OF BEE

THAT the Coastal Bend College, a public junior college in Beeville, Bee County, Texas hereinafter call "College", and the Retama Nursing Center Alice of Alice, Texas, hereinafter call "Nursing Center", do contract and agree as follows:

The Nursing Center agrees to:

1. Accept Certified Nurse Aide students to be rotated for clinical rotation.
2. Provide clinical learning activities and patient assignments in coordination with college Nurse Aide faculty.
3. Cooperate in any sexual harassment complaint investigation involving college students or faculty.
4. Assist the College Nurse Aide faculty in keeping daily records of student activities while assigned in the Nursing Center.
5. Hours of duty shall not be in excess of eight (8) hours per day or forty (40) hours per week. Split shifts will not be permitted.
6. Assist the College Nurse Aide faculty in evaluating student progress and competency during clinical training.
7. Maintain the criteria for accreditation as established by the Texas Department of Aging and Disability Services.
8. Provide designated space for conducting clinical conferences for use by instructors and students.
9. Accept students regardless of race, creed, color, national origin, sex, age or disability.
10. Work with college faculty to address any student grievance involving Nursing Center or its staff.

The College agrees to:

1. This agreement is in effect until terminated by either party.
2. This agreement may be terminated by either party with a 30-day written notification by either party. The termination shall not take effect until students who are enrolled at the time such notice is given have completed the scheduled clinical rotation.
3. The College reserves the right to dismiss faculty.

The terms of this agreement shall become effective as of October 21, 2020.

Karen Byrum

Nurse Aide Director

10/21/2020

Date

Araceli V. Moreno

Nursing Center Administrator

10.21.20

Date



July 06, 2022

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College Beeville Campus
3800 Charco Rd.
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Beeville Campus
Program Type:	NF
Program Code Number:	371
Program Director:	Karen Berryhill
Instructor(s):	Laura L. Wells RN Patricia Mercado LVN Karen Berryhill RN
Clinical Site:	Hacienda Oaks at Beeville, FID#004458 Arden Place of Beeville, FID#004950
Approval Date:	09/09/2020
Expiration Date:	09/09/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



June 03, 2021

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College Beeville Campus
3800 Charco Rd.
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Beeville Campus
Program Type:	NF
Program Code Number:	371
Program Director:	Karen Berryhill
Instructor(s):	Laura L. Wells RN Patricia Mercado LVN Karen Berryhill RN
Clinical Site:	Hacienda Oaks at Beeville, FID#004458
Approval Date:	09/09/2020
Expiration Date:	09/09/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



July 06, 2022

Ms. Karen Berryhill, RN
Coastal Bend College Bishop
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Bishop
Program Type:	NF
Program Code Number:	4068
Program Director:	Karen Berryhill
Instructor(s):	Rosalie Colecio RN Karen Berryhill RN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	09/17/2020
Expiration Date:	09/17/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

June 03, 2021

Ms. Karen Berryhill, RN
Coastal Bend College Bishop
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Bishop
Program Type:	NF
Program Code Number:	4068
Program Director:	Karen Berryhill
Instructor(s):	Rosalie Colecio RN Karen Berryhill RN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	09/17/2020
Expiration Date:	09/17/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



January 27, 2023

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Falfurrias Community
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Falfurrias Community
Program Type:	NF
Program Code Number:	3526
Program Director:	Karen Berryhill
Instructor(s):	Maria Nelda Villarreal LVN Karen Berryhill RN
Clinical Site:	The Premier SNF of Alice, FID#107306
Approval Date:	01/22/2021
Expiration Date:	01/22/2025

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda Montez
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



Regulatory Services
Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 11		Date of Onsite Review 12/16/22	
Name of Reviewer Erica Rosales		Title Compliance Reviewer	Telephone No. 361-878-7763
Name of NATCEP Coastal Bend College Falfurrias		NATCEP ID No. 3526	
Name of Person Interviewed Karen Berryhill		Title Program Director	
NATCEP Contact/Mailing Address 3800 Charco Rd	City Beeville	State Texas	ZIP Code 78102

Review is being conducted: On-Site Off-Site

Does NATCEP have students currently enrolled and in training? Yes No

If no class enrolled/training, please enter the date of last class completed: 04/24/2018

Is classroom training being provided online? Yes No

Are records for last class available for review? Yes No

The NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative authority select and complete the appropriate statement below:

I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand that my application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.

I wish to maintain the state's approval of this NATCEP, ID No. 3526. By my signature, I verify that no students have been trained by this program since 04/18/2018 two (2) years, and that no training records have been withheld from review.

Karen Berryhill
Name (please print)

RN/NA Director
Title

Karen Berryhill
Signature

1/5/2023
Date

NATCEP Requirements

1. §556.3(m)(1)-(2)

Each NATCEP must teach a minimum of 100 hours of training.

	Yes	No	N/A	Comments
Does the program consist of at least 60 classroom hours?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Does the program consist of at least 40 clinical hours and at least one program instructor for every 10 trainees?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. §556.3(n)(2)

A NATCEP that provides online training must adopt, implement, and enforce a policy and procedures for establishing that a trainee who registers in an online training is the same trainee who participates in and completes the course. Does the program include an online policy and procedure that includes:

	Yes	No	N/A	Comments
Does the online training verify a trainee's identity?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Does the online training ensure protection of a trainee's privacy and personal information?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Does the online training document the hours completed by each trainee?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. §556.3(o)(1)-(11)

Each NATCEP must teach the curriculum established by HHSC. Does the program teach the following from the Texas Curriculum?

	Yes	No	N/A	Comments
I. Intro to LTC: 16 hours a. Communication and interpersonal skills b. Infection control (required 8 hours of infection control that includes proper use of PPE §556.3(l)) c. Safety/emergency procedures d. Promoting resident independence e. Respecting resident's rights	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
II. Basic Nursing Skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
III. Personal Care Skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
IV. Mental Health and Social Services Needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
V. Care of Cognitively Impaired Residents	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
VI. Basic Restorative Services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
VII. Resident's Rights	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4. §556.3(r)(1)-(3)

Does NATCEP verify that trainees:

	Yes	No	N/A	Comments
1. Are not listed on the Nurse Aid Registry in revoked status?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Are not listed as unemployable on the Employee Misconduct Registry established pursuant to Texas Health and Safety Code, Chapter 253?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Have not been convicted of a criminal offense listed in Texas Health and Safety Code §250.006?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. §556.3(s)(1)-(5)

Does the NATCEP ensure that trainees:

	Yes	No	N/A	Comments
1. Complete at least the first 16 hours of training (listed in No. 3 above) before any direct contact with the residents?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Do not perform any services for which they have not been trained?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Are under the direct supervision of a licensed nurse when performing skills on individuals as part of the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Are under the general supervision of a licensed nurse when providing services to a resident?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Are clearly identified as trainees during clinical training?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6. §556.3(u)

Each NATCEP must use an HHSC performance record to account for major duties and skills taught. At the completion of the NATCEP, the trainee and the employer will receive a copy of the performance record.

	Yes	No	N/A	Comments
Does the program use the required performance record (as provided in Texas Curriculum for Nurse Aides) and give a copy to each trainee?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. §556.3(w)

A nurse aide who is employed by, or who has received an offer of employment from a facility, may not be charged for any portion of the NATCEP, including fees for textbooks or other required course materials.

	Yes	No	N/A	Comments
Does the program charge employees for any portion of the training?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

8. §556.3(v)(1)(A-E)

The NATCEP must maintain records for each session of classroom training, whether offered in person or online, and of clinical training, and must make these records available to HHSC or its designees at any reasonable time. Are the following records available?

	Yes	No	N/A	Comments
1. Dates and times of all classroom and clinical hours.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Full name and Social Security number of each trainee.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Record of the date and time of each classroom and clinical training session a trainee attends; (Electronic record is acceptable.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Final course grade for the training portion of the NATCEP that indicates pass or fail.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Physical or electronic sign-in record for each classroom and clinical training session. An electronic sign-in must include a form of identity verification for the trainee conducted in compliance with the requirements of subsection (i)(2)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

In-Service Education

9. §556.3(bb)

	Yes	No	N/A	Comments
Does the NATCEP offer in-service education? If so, does the training include geriatrics and the care of residents with a dementia disorder, including Alzheimer's disease?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Program Director

10. §556.5(a)

The training of nurse aides must be performed by or under the general supervision of an HHSC-approved program director.

Enter the name of the current approved program director: Karen Berryhill

11. §556.5(a)(1)(A)-(C)

Does the program director meet the following requirements?

	Yes	No	N/A	Comments
1. Licensed as an RN in the state of Texas?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Have a minimum of two years of nursing experience?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Have at least one year of experience in the provision of long-term care services in a facility?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Have completed a course in teaching adults or have experience in teaching adults or supervising nurse aides?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

12. §556.5(a)(2)

In a facility-based program, the director of nursing (DON) for the facility may be approved as the program director but must not conduct the training.

	Yes	No	N/A	Comments
Is the program director of the NATCEP the DON for the facility?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
If yes, does the DON perform any of the training?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

13. §556.5(a)(4)(A)-(F)

Does the program director:

	Yes	No	N/A	Comments
1. Provide direction to the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Directly perform the training or supervise the program instructor and supplemental trainers?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Ensure that NATCEP records are maintained?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Determine if trainees have passed the training portion of the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Sign a competency evaluation application completed by trainees who pass the training portion of the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Sign a certificate of completion or a letter on letterhead, at the request of an eligible trainee that includes the date training was completed, the total training hours completed, and the official NATCEP name and number on file with HHSC.?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Program Instructor

14. §556.5(b)(1)(A)-(D)

The actual training of nurse aides must be completed by an HHSC-approved instructor who may also be the approved program director. Below list the instructor's name, indicate if the instructor is an RN or LVN and if they have a minimum of one-year of experience in a facility.

Name	RN or LVN?	One Year Experience?	Completed a course that focused on teaching adult students or have experience teach adult students or supervising nurse aides?
1. Karen Berryhill	<input checked="" type="radio"/> RN <input type="radio"/> LVN	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
2. Pua-Lani Guerra	<input type="radio"/> RN <input checked="" type="radio"/> LVN	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
3.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
4.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Supplemental Trainer

15. §556.5(c)(1)-(2)

Supplemental Trainer may supplement the training provided by the program instructor in a NATCEP. A supplemental trainer must be a licensed health professional acting within the scope of the professional's practice and have at least one year of experience in the field of instruction. The program director must select and supervise each supplemental trainer. A supplemental trainer must not act in the capacity of the program instructor without HHSC approval. To request approval, a NATCEP must submit a NATCEP application to HHSC.

Name	License Type	One Year Experience?
1. N/A		<input type="radio"/> Yes <input type="radio"/> No
2.		<input type="radio"/> Yes <input type="radio"/> No
3.		<input type="radio"/> Yes <input type="radio"/> No
4.		<input type="radio"/> Yes <input type="radio"/> No

Clinical Sites

16. List all clinical sites used for NATCEP, Facility Type and Facility Number.

Is the clinical training provided under the direct supervision of the NATCEP Instructor and not delegated to any staff of the facility and provide clinical training only in those services that are authorized to be provided by that facility type under Texas Health and Safety Code. Yes No

1. Facility Name The Premier SNF of Alice		Facility Type: <input checked="" type="radio"/> NF <input type="radio"/> ICF/IID <input type="radio"/> ALF <input type="radio"/> Hospital	Facility ID: License Number:
Street Address 800 Coyote Trail			
City Alice		State Texas	ZIP Code 78332
Does the clinical site have the required equipment to provide all of the training?			<input checked="" type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, please list the prohibition and date:			
2. Facility Name		Facility Type: <input type="radio"/> NF <input type="radio"/> ICF/IID <input type="radio"/> ALF <input type="radio"/> Hospital	Facility ID: License Number:
Street Address			
City		State	ZIP Code
Does the clinical site have the required equipment to provide all of the training?			<input type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input type="radio"/> No
If yes, please list the prohibition and date:			
3. Facility Name		Facility Type: <input type="radio"/> NF <input type="radio"/> ICF/IID <input type="radio"/> ALF <input type="radio"/> Hospital	Facility ID: License Number:
Street Address			
City		State	ZIP Code
Does the clinical site have the required equipment to provide all of the training?			<input type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input type="radio"/> No
If yes, please list the prohibition and date:			
4. Facility Name		Facility Type: <input type="radio"/> NF <input type="radio"/> ICF/IID <input type="radio"/> ALF <input type="radio"/> Hospital	Facility ID: License Number:
Street Address			
City		State	ZIP Code
Does the clinical site have the required equipment to provide all of the training?			<input type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input type="radio"/> No
If yes, please list the prohibition and date:			
Does the NATCEP use a laboratory setting for clinical training? <input checked="" type="radio"/> Yes <input type="radio"/> No			
Is there a qualified clinical site located within 20 miles of the location of the NATCEP? <input checked="" type="radio"/> Yes <input type="radio"/> No			
Provide the address of the laboratory setting: _____			
Does your laboratory setting have the required equipment to provide all the training? <input checked="" type="radio"/> Yes <input type="radio"/> No			

Reviewer Additional Comments

Reviewer Signature

Review Completion Date



June 03, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Falfurrias Community
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Falfurrias Community
Program Type:	NF
Program Code Number:	3526
Program Director:	Karen Berryhill
Instructor(s):	Maria Nelda Villarreal LVN Karen Berryhill RN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833
Approval Date:	01/22/2021
Expiration Date:	01/22/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

November 01, 2022

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Falfurrias High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Falfurrias High School
Program Type:	NF
Program Code Number:	3527
Program Director:	Karen Berryhill
Instructor(s):	Pua-Lani Guerra LVN Karen Berryhill RN
Clinical Site:	The Premier SNF of Alice, FID#107306
Approval Date:	01/22/2021
Expiration Date:	01/22/2025

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



Regulatory Services

Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 11		Date of Onsite Review 12/16/22	
Name of Reviewer Erica Rosales	Title Compliance Reviewer	Telephone No. 361-878-7763	
Name of NATCEP Coastal Bend College Falfurrias High School		NATCEP ID No. 3527	
Name of Person Interviewed Karen Berryhill		Title Program Director	
NATCEP Contact/Mailing Address 3800 Charco Rd	City Beeville	State Texas	ZIP Code 78102

Review is being conducted: On-Site Off-Site

Does NATCEP have students currently enrolled and in training? Yes No

If no class enrolled/training, please enter the date of last class completed: 05/08/2020

Is classroom training being provided online? Yes No

Are records for last class available for review? Yes No

NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative authority select and complete the appropriate statement below:

I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand that my application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.

I wish to maintain the state's approval of this NATCEP, ID No. 3527. By my signature, I verify that no students have been trained by this program since _____, and that no training records have been withheld from review.

Karen Berryhill
Name (please print)

RN/NA Director
Title

Karen Berryhill
Signature

11/4/2023
Date

NATCEP Requirements

1. §556.3(m)(1)-(2)

Each NATCEP must teach a minimum of 100 hours of training.

	Yes	No	N/A	Comments
Does the program consist of at least 60 classroom hours?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Does the program consist of at least 40 clinical hours and and at least one program instructor for every 10 trainees?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. §556.3(n)(2)

A NATCEP that provides online training must adopt, implement, and enforce a policy and procedures for establishing that a trainee who registers in an online training is the same trainee who participates in and completes the course. Does the program include an online policy and procedure that includes:

	Yes	No	N/A	Comments
Does the online training verify a trainee's identity?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Does the online training ensure protection of a trainee's privacy and personal information?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Does the online training document the hours completed by each trainee?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. §556.3(o)(1)-(11)

Each NATCEP must teach the curriculum established by HHSC. Does the program teach the following from the Texas Curriculum?

	Yes	No	N/A	Comments
I. Intro to LTC: 16 hours a. Communication and Interpersonal skills b. Infection control (required 8 hours of Infection control that includes proper use of PPE §556.3(l)) c. Safety/emergency procedures d. Promoting resident independence e. Respecting resident's rights	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
II. Basic Nursing Skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
III. Personal Care Skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
IV. Mental Health and Social Services Needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
V. Care of Cognitively Impaired Residents	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
VI. Basic Restorative Services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
VII. Resident's Rights	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4. §556.3(r)(1)-(3)

Does NATCEP verify that trainees:

	Yes	No	N/A	Comments
1. Are not listed on the Nurse Aid Registry in revoked status?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Are not listed as unemployable on the Employee Misconduct Registry established pursuant to Texas Health and Safety Code, Chapter 253?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Have not been convicted of a criminal offense listed in Texas Health and Safety Code §250.006?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. §556.3(s)(1)-(5)

Does the NATCEP ensure that trainees:

	Yes	No	N/A	Comments
1. Complete at least the first 16 hours of training (listed in No. 3 above) before any direct contact with the residents?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Do not perform any services for which they have not been trained?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Are under the direct supervision of a licensed nurse when performing skills on individuals as part of the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Are under the general supervision of a licensed nurse when providing services to a resident?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Are clearly identified as trainees during clinical training?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	college named badges and color blue scrubs.

6. §556.3(u)

Each NATCEP must use an HHSC performance record to account for major duties and skills taught. At the completion of the NATCEP, the trainee and the employer will receive a copy of the performance record.

	Yes	No	N/A	Comments
Does the program use the required performance record (as provided in Texas Curriculum for Nurse Aides) and give a copy to each trainee?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. §556.3(w)

A nurse aide who is employed by, or who has received an offer of employment from a facility, may not be charged for any portion of the NATCEP, including fees for textbooks or other required course materials.

	Yes	No	N/A	Comments
Does the program charge employees for any portion of the training?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

8. §556.3(v)(1)(A-E)

The NATCEP must maintain records for each session of classroom training, whether offered in person or online, and of clinical training, and must make these records available to HHSC or its designees at any reasonable time. Are the following records available?

	Yes	No	N/A	Comments
1. Dates and times of all classroom and clinical hours.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Full name and Social Security number of each trainee.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Record of the date and time of each classroom and clinical training session a trainee attends; (Electronic record is acceptable.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Final course grade for the training portion of the NATCEP that indicates pass or fail.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Physical or electronic sign-in record for each classroom and clinical training session. An electronic sign-in must include a form of identity verification for the trainee conducted in compliance with the requirements of subsection (1)(2)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

In-Service Education

9. §556.3(bb)

	Yes	No	N/A	Comments
Does the NATCEP offer in-service education? If so, does the training include geriatrics and the care of residents with a dementia disorder, including Alzheimer's disease?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Program Director

10. §556.5(a)

The training of nurse aides must be performed by or under the general supervision of an HHSC-approved program director.

Enter the name of the current approved program director: Karen Berryhill

11. §556.5(a)(1)(A)-(C)

Does the program director meet the following requirements?

	Yes	No	N/A	Comments
1. Licensed as an RN in the state of Texas?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Have a minimum of two years of nursing experience?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Have at least one year of experience in the provision of long-term care services in a facility?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Have completed a course in teaching adults or have experience in teaching adults or supervising nurse aides?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

12. §556.5(a)(2)

In a facility-based program, the director of nursing (DON) for the facility may be approved as the program director but must not conduct the training.

	Yes	No	N/A	Comments
Is the program director of the NATCEP the DON for the facility?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
If yes, does the DON perform any of the training?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

13. §556.5(a)(4)(A)-(F)

Does the program director:

	Yes	No	N/A	Comments
1. Provide direction to the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Directly perform the training or supervise the program instructor and supplemental trainers?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Ensure that NATCEP records are maintained?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Determine if trainees have passed the training portion of the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Sign a competency evaluation application completed by trainees who pass the training portion of the NATCEP?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Sign a certificate of completion or a letter on letterhead, at the request of an eligible trainee that includes the date training was completed, the total training hours completed, and the official NATCEP name and number on file with HHSC.?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Program Instructor

14. §556.5(b)(1)(A)-(D)

The actual training of nurse aides must be completed by an HHSC-approved instructor who may also be the approved program director. Below list the instructor's name, indicate if the instructor is an RN or LVN and if they have a minimum of one-year of experience in a facility.

Name	RN or LVN?	One Year Experience?	Completed a course that focused on teaching adult students or have experience teach adult students or supervising nurse aides?
1. Karen Berryhill	<input checked="" type="radio"/> RN <input type="radio"/> LVN	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
2. Pua-Lani Guerra	<input type="radio"/> RN <input checked="" type="radio"/> LVN	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
3.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
4.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Supplemental Trainer

15. §556.5(c)(1)-(2)

Supplemental Trainer may supplement the training provided by the program instructor in a NATCEP. A supplemental trainer must be a licensed health professional acting within the scope of the professional's practice and have at least one year of experience in the field of instruction. The program director must select and supervise each supplemental trainer. A supplemental trainer must not act in the capacity of the program instructor without HHSC approval. To request approval, a NATCEP must submit a NATCEP application to HHSC.

Name	License Type	One Year Experience?
1. N/A		<input type="radio"/> Yes <input type="radio"/> No
2.		<input type="radio"/> Yes <input type="radio"/> No
3.		<input type="radio"/> Yes <input type="radio"/> No
4.		<input type="radio"/> Yes <input type="radio"/> No

Clinical Sites

16. List all clinical sites used for NATCEP, Facility Type and Facility Number.

Is the clinical training provided under the direct supervision of the NATCEP instructor and not delegated to any staff of the facility and provide clinical training only in those services that are authorized to be provided by that facility type under Texas Health and Safety Code. Yes No

1. Facility Name The Premier SNF of Alice		Facility Type: <input checked="" type="checkbox"/> NF <input type="checkbox"/> ICF/IID <input type="checkbox"/> ALF <input type="checkbox"/> Hospital	Facility ID: License Number:
Street Address 800 Coyote Trail			
City Alice		State Texas	ZIP Code 78332
Does the clinical site have the required equipment to provide all of the training?			<input checked="" type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, please list the prohibition and date:			
2. Facility Name		Facility Type: <input type="checkbox"/> NF <input type="checkbox"/> ICF/IID <input type="checkbox"/> ALF <input type="checkbox"/> Hospital	Facility ID: License Number:
Street Address			
City		State	ZIP Code
Does the clinical site have the required equipment to provide all of the training?			<input type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input type="radio"/> No
If yes, please list the prohibition and date:			
3. Facility Name		Facility Type: <input type="checkbox"/> NF <input type="checkbox"/> ICF/IID <input type="checkbox"/> ALF <input type="checkbox"/> Hospital	Facility ID: License Number:
Street Address			
City		State	ZIP Code
Does the clinical site have the required equipment to provide all of the training?			<input type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input type="radio"/> No
If yes, please list the prohibition and date:			
4. Facility Name		Facility Type: <input type="checkbox"/> NF <input type="checkbox"/> ICF/IID <input type="checkbox"/> ALF <input type="checkbox"/> Hospital	Facility ID: License Number:
Street Address			
City		State	ZIP Code
Does the clinical site have the required equipment to provide all of the training?			<input type="radio"/> Yes <input type="radio"/> No
If the clinical site is a nursing facility, has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years?			<input type="radio"/> Yes <input type="radio"/> No
If yes, please list the prohibition and date:			
Does the NATCEP use a laboratory setting for clinical training? <input checked="" type="radio"/> Yes <input type="radio"/> No			
Is there a qualified clinical site located within 20 miles of the location of the NATCEP? <input checked="" type="radio"/> Yes <input type="radio"/> No			
Provide the address of the laboratory setting: <u>100 Jersey Drive, Falfurrias Texas 78355</u>			
Does your laboratory setting have the required equipment to provide all the training? <input checked="" type="radio"/> Yes <input type="radio"/> No			

Reviewer Additional Comments

[Empty box for Reviewer Additional Comments]

Reviewer Signature

Review Completion Date



June 03, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Falfurrias High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Falfurrias High School
Program Type:	NF
Program Code Number:	3527
Program Director:	Karen Berryhill
Instructor(s):	Pua-Lani Guerra LVN Karen Berryhill RN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833
Approval Date:	01/22/2021
Expiration Date:	01/22/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



August 18, 2021

Ms. Karen Berryhill, RN
Coastal Bend College - Falls City High School
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College - Falls City High School
Program Type:	NF
Program Code Number:	5389
Program Director:	Karen Berryhill
Instructor(s):	Maria Jauer LvN Karen Berryhill RN
Clinical Site:	Bluebonnet Nursing & Rehabilitation, FID#005331 JOHN PAUL II NURSING HOME, FID#004084
Approval Date:	09/30/2019
Expiration Date:	09/30/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Regulatory Services
Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 11		Date of Onsite Review 07/08/2021	
Name of Reviewer Luci Sheppard		Title Facility/Surveyor Liaison	Telephone No. 361-433-3386
Name of NATCEP Coastal Bend College - Falls City High School		NATCEP ID No. 5389	
Name of Person Interviewed Karen Berryhill		Title Program Director	
NATCEP Contact/Mailing Address 3800 Charco Rd		City Beeville	State TX
		ZIP Code 78102	

Does NATCEP have students currently enrolled and in training?..... Yes No

If no class enrolled/training, please enter the date of last class completed: No classes have ever been held at NATCEP 5389

Are records for last class available for review? Yes No

The NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative authority select and complete the appropriate statement below:

I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand that my application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.

I wish to maintain the state's approval of this NATCEP, ID No. 5389. By my signature, I verify that no students have been trained by this program since never been held, and that no training records have been withheld from review.

Karen Berryhill, RN
Name (please print)

Karen Berryhill, RN
Signature

NA Director
Title

7/8/2021
Date



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

June 03, 2021

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College Freer High School
3800 Charco Ro
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Freer High School
Program Type:	NF
Program Code Number:	4952
Program Director:	Karen Berryhill
Instructor(s):	Lori Ann Ruiz LVN Dionne McPherson LVN Karen Berryhill RN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833
Approval Date:	05/31/2019
Expiration Date:	05/31/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Dr. Courtney N. Phillips

Executive Commissioner

May 07, 2019

Ms. Loana Elenora Hernandez, RN
Coastal Bend College Freer High School
3800 Charco Ro
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Freer High School
Program Type:	NF
Program Code Number:	4952
Program Director:	Loana Elenora Hernandez
Instructor(s):	Lori Ann Ruiz LVN
Clinical Site:	RETAMA MANOR NURSING CENTER/ALICE, FID#004833 LA PALOMA NURSING CENTER, FID#005323
Approval Date:	05/31/2019
Expiration Date:	05/31/2021

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

A handwritten signature in cursive script that reads "Rebecca Botbyl".

Rebecca Botbyl
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Re: Notice of Expiration of Approval for Coastal Bend College Goliad High School #3535

Karen S Berryhill <ksberryhill@coastalbend.edu>

Tue 1/3/2023 2:45 PM

To: HHSC Regulatory NATCEP <Regulatory_NATCEP@hhs.texas.gov>

Thanks so much Amanda!!

Karen Berryhill, RN
Nurse Aide Director
Coastal Bend College
3800 Charco Road
Beeville, TX 78102
361 354-2732

From: HHSC Regulatory NATCEP <Regulatory_NATCEP@hhs.texas.gov>

Sent: Tuesday, January 3, 2023 2:20 PM

To: Karen S Berryhill <ksberryhill@coastalbend.edu>

Subject: RE: Notice of Expiration of Approval for Coastal Bend College Goliad High School #3535

**** EXTERNAL EMAIL ****

This email originated outside of the Coastal Bend College Email System. Please exercise caution when clicking on links or opening attachments!!

Good afternoon,

Yes, the renewal was approved. The renewal letter will be sent once the recent survey is conducted, which should be soon.

Thank you,

Amanda Montez

Nurse Aide Training

Licensing & Credentialing, LTC Regulation

regulatory_natcep@hhs.texas.gov

(512)438-2017

(512)438-2051 fax

701 W. 51st Street, Austin, TX 78751

Mail Code E414

Office Hours: Monday, Tuesday, Wednesday, Friday 6:30am – 5pm



TEXAS
Health and Human Services

From: Karen S Berryhill <ksberryhill@coastalbend.edu>

Sent: Tuesday, January 3, 2023 2:06 PM

To: HHSC Regulatory NATCEP <Regulatory_NATCEP@hhs.texas.gov>

Subject: Re: Notice of Expiration of Approval for Coastal Bend College Goliad High School #3535

WARNING: This email is from outside the HHS system. Do not click on links or attachments unless you expect them from the sender and know the content is safe.

Hello Amanda,

I sent a NATCEP Renewal form for Site #3525 into State on 12/7/22. I have not gotten any response. I know we have been through a long Holiday season. I was just wondering if it has been received and processed.

Awaiting your response.

Thank you,

Karen Berryhill, RN

Nurse Aide Director

Coastal Bend College

3800 Charco Road

Beeville, TX 78102

361 354-2732



December 05, 2022

Program Director or Administrator
Coastal Bend College Goliad High School
Nurse Aide Training Program
3800 Charco Rd
Beeville, Texas 78102

Subject: Notice of Expiration of Approval for NATCEP# 3525

Dear Program Director or Administrator:

This is to notify you that we have not received an application for renewal of the above-referenced training program. Approval for this program will expire on 2/2/2023.

Standards for Nurse Aides found at Texas Administrative Code, Title 40, Part 1, Chapter 556, §556.7 require that a NATCEP must file a renewal application 30 days before the expiration of the approval.

To avoid interruption of approval for this training program, a renewal application must be received in this office no later than 1/2/2023.

If you have any questions regarding this matter, please contact us at 512/438-2017.

Sincerely,

Amanda Montez
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



December 05, 2022

Program Director or Administrator
Coastal Bend College Goliad High School
Nurse Aide Training Program
3800 Charco Rd
Beeville, Texas 78102

Subject: Notice of Expiration of Approval for NATCEP# 3525

Dear Program Director or Administrator:

This is to notify you that we have not received an application for renewal of the above-referenced training program. Approval for this program will expire on 2/2/2023.

Standards for Nurse Aides found at Texas Administrative Code, Title 40, Part 1, Chapter 556, §556.7 require that a NATCEP must file a renewal application 30 days before the expiration of the approval.

To avoid interruption of approval for this training program, a renewal application must be received in this office no later than 1/2/2023.

If you have any questions regarding this matter, please contact us at 512/438-2017.

Sincerely,

Amanda Montez
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



June 07, 2021

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College Goliad High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Goliad High School
Program Type:	NF
Program Code Number:	3525
Program Director:	Karen Berryhill
Instructor(s):	Renata Williams LVN Karen Berryhill RN Kristin Russell RN
Clinical Site:	La Bahia Nursing & Rehabilitation, FID#005339
Approval Date:	02/02/2021
Expiration Date:	02/02/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by email at Regulatory_NATCEP@hhs.texas.gov or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

February 08, 2022

Ms. Karen Berryhill, RN
Coastal Bend College-Karnes City H. S.
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Karnes City H. S.
Program Type:	NF
Program Code Number:	5060
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN Maria Jauer LVN
Clinical Site:	Bluebonnet Nursing & Rehabilitation, FID#005331 JOHN PAUL II NURSING HOME, FID#004084
Approval Date:	03/21/2020
Expiration Date:	03/21/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

December 03, 2021

Ms. Karen Berryhill, RN
Coastal Bend College-Karnes City H. S.
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Karnes City H. S.
Program Type:	NF
Program Code Number:	5060
Program Director:	Karen Berryhill
Instructor(s):	Velma Sanchez RN Maria Jauer LVN
Clinical Site:	Hacienda Oaks at Beeville, FID#004458 KARNES CITY HEALTH AND REHABILITATION CENTER, FID#004527
Approval Date:	03/21/2020
Expiration Date:	03/21/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

NURSE AIDE TRAINING AND COMPETENCY EVALUATION PROGRAM (NATCEP)
STATEMENT OF DEFICIENCIES

Program Number:
0060

Program Name:
Coastal Bend College-Karnes City H. S.

02/07/2022

Rule:

40TAC, §556.3 (b) *A person that wants to offer a NATCEP must file a complete NATCEP application with HHSC.*

Not Met as Evidenced by:

Note:
Your recently submitted NATCEP renewal application is incomplete. Item #10 and #12 are missing the Program Director's signature, Administrative Authority signature, the notary signature, and the notary seal. Please complete the whole page making sure that the Administrative Authority signature, the notary signature, and the notary seal are at Item 12 as required and return along with a copy of this deficiency page.

Plan of Correction:

Reply all Delete Junk Block

Coastal Bend College-Karnes City HS

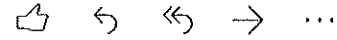
KB

Karen S Berryhill

Tue 8/4/2020 11:10 AM

To: Botbyl,Rebecca D (HHSC) <rebecca.botbyl@hhsc.state.tx.us>

Cc: Loana E Hernandez



<p>Karnes City 5514changedefici...</p> <p>473 KB</p>
--

Hello Ms Botbyl,

Please find attached Statement of Deficiency for Coastal Bend College-Karnes City HS-program # 5060. I mailed original on 6/9/2020. I am sending my copy of it.

Thanks,

Karen Berryhill, RN
 Nurse Aide Director
 Coastal Bend College
 3800 Charco Road
 Beeville, TX 78102
 361 354-2732

Reply | Reply all | Forward

**NURSE AIDE TRAINING AND COMPETENCY EVALUATION PROGRAM (NATCEP)
STATEMENT OF DEFICIENCIES**

Program Number:
060

Program Name:
Coastal Bend College-Karnes City H. S.

05/19/2020

40TAC, §94.3(e)(7): DADS will not approve a NATCEP offered by or in a facility if, within the previous two years, the facility, pursuant to state action, closed or had its residents transferred §1919(h)(2) of the Act.

Not Met as Evidenced by:

Your recently submitted NATCEP renewal application indicates that V# 4527 Karnes City Health and Rehabilitation Center is to act as your clinical training site. Karnes City Health and Rehabilitation Center has closed and is not able to participate with the NATCEP because the closure. Please submit an agreement letter and the following information for the nursing home to replace Karnes City Health and Rehabilitation:

a.	Facility Name	Blackbonnet Nursing & Rehabilitation, LP			Facility ID
	Street	696 FM 99			
	City	State	ZIP Code	Area Code and Telephone No.	
	KARNES CITY	TX	78118	830 780-3944	

Plan of Correction:

HAD input Karnes City Health & Rehabilitation Center, in error.

Blackbonnet Nursing & Rehabilitation, LP was also input as a "Clinical Training Site" on SS14 Form. Vendor ID # 005331

We are using Blackbonnet Nursing & Rehabilitation

Clinical Training Site(s): In the space(s) provided below, list all certified nursing facilities that will be used for the required 40 hours of clinical training for the NATCEP. Complete this section even if the clinical site is already listed in the Mailing Address and Classroom Location.
Note: You must attach a current agreement letter for each facility listed and all clinical training and testing must be conducted at a facility listed on this application. (Additional sites may be listed on a separate sheet.)

a.	Street 696 FM 99			Facility ID 005331
	Facility Name Bluebonnet Nursing & Rehabilitation, LP			
	City Karnes City	State TX	ZIP Code 78102	Area Code and Telephone No. 830 780-3944
	b. Facility Name			Facility ID
	Street			
	City	State <input checked="" type="checkbox"/>	ZIP Code	Area Code and Telephone No.

9. Administrative Authority: Enter the name of the individual who will have administrative authority for the program. This may be an administrator of the facility or school or the designated program director. This individual must sign the affidavit in Section 12, below. All correspondence from HHSC will be directed to this individual.

Name Karen Berryhill	Title Assistant Dean Of Allied Health
Area Code and Telephone No. 361 354-2732	E-Mail Address ksberryhill@coastalbend.edu

10. Program Director:

Name Karen Berryhill	E-Mail Address ksberryhill@coastalbend.edu
Social Security No. 461-08-4683	Texas RN License No. 239119

Check responses to the following questions about the program director (please attach resume):

a. Does the program director have at least two (2) years of nursing experience?.....	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b. Is at least one (1) year of the required nursing experience in the provision of long-term care facility services in a nursing facility or skilled nursing facility?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
c. Has the program director completed a course in teaching adults or have experience in teaching adults or supervising nurse aides?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
d. NATCEPs must ensure that trainees meet the requirements listed in the Standards for Nurse Aides at §94.3(l)(1)-(3). Trainees may not be listed on the NAR in revoked status or listed as unemployable on the Employee Misconduct Registry (EMR) or have been found to have a conviction of a criminal offense listed in Texas Health and Safety Code §250.006. By signing this statement I am acknowledging that I am aware of this requirement.	

Karen Berryhill
Signature - Program Director

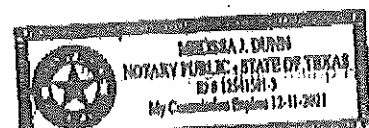
11. Program Instructor(s): List the name(s) and requested information below for individuals who will conduct the actual NATCEP training. Please attach resume.

Name:	Discipline:		Does Instructor have at least one year of nursing experience in a facility?
	RN No.	LVN No.	
Karen Berryhill	239119		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Maria Jauer		1116012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

12. I certify that the information submitted in this application and attachments is true and correct. I agree to provide prior notification to the nurse aide training program of any change in information presented in this application by submitting a Program Change Application, as required. I acknowledge that failure to comply with rules (40 TAC, Part I, Chapter 94) may result in withdrawal of NATCEP approval.

Karen Berryhill
Signature - Administrative Authority (must be signed before a notary)

Sworn and subscribed to me on this 9th day of June, 2020
 In Dee County, in the state of Texas



CONTRACT AND AGREEMENT

STATE OF TEXAS

KNOW ALL MEN BY THESE PRESENTS

COUNTY OF BEE

THAT the Coastal Bend College at 3800 Charco Road, Beeville, Bee County, Texas, 78102 hereinafter call "College", and Bluebonnet Nursing and Rehabilitation LP at 696 FM 99, Karnes City, Texas, 78118 hereinafter call "Nursing Center", do contract and agree as follows:

The Nursing Center agrees to:

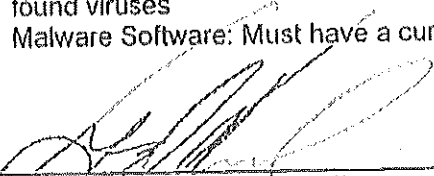
1. Accept Certified Nurse Aide students to be rotated for clinical rotation.
2. Provide clinical learning activities and patient assignments in coordination with college Nurse Aide faculty.
3. Cooperate in any sexual harassment complaint investigation involving college students or faculty.
4. Assist the College Nurse Aide faculty in keeping daily records of student activities while assigned in the Nursing Center.
5. Hours of duty shall not be in excess of eight (8) hours per day or forty (40) hours per week. Split shifts will not be permitted.
6. Assist the College Nurse Aide faculty in evaluating student progress and competency during clinical training.
7. Maintain the criteria for accreditation as established by the Texas Department of Aging and Disability Services.
8. Provide designated space for conducting clinical conferences for use by instructors and students.
9. Accept students regardless of race, creed, color, national origin, sex, age or disability.
10. Work with college faculty to address any student grievance involving Nursing Center or its staff.
11. Indemnify and hold harmless and defend Provider / Company, its directors, officers, employees, volunteers, and agents from and against any and all claims, suits, damages, fines, penalties, liabilities and expenses (including reasonable attorney's fees and court cost)


- vi Any inadvertent disclosure by a person who is otherwise authorized to access PHI at a Covered Entity or Business Associate to another, similarly authorized person at the same Covered Entity, Business Associate or organized health care arrangement in which the Covered Entity participates and such information received as a result of such disclosure is not further used or disclosed in an impermissible manner.
- b. Business Associate means a service provider that receives PHI from, or creates or maintains PHI on behalf of, a Covered Entity including, but not limited to, claims processing or administration, data analysis, processing or administration, utilization review, quality assurance, billing, benefits management, practice management, re-pricing, transcription, legal, actuarial, accounting, consulting, data aggregation, administrative, accreditation or financial services, and vendors that offer personal health records to patients as part of a Covered Entity's electronic health record, where the service or function involves the use or disclosure of individually identifiable health information from the Covered Entity or from another Business Associate of the Covered Entity. A Business Associate excludes, among others, employees of Covered Entities.
- c. Covered Entities include (i) health care providers that transmit patient health information electronically in connection with a covered transaction, (ii) health plans (including employer-sponsored employee welfare benefit plans and self-insured employer-offered health plans), and (iii) health care clearinghouses.
- d. Data Aggregation means, with respect to PHI created or received by a Business Associate, the combining of PHI received by a Business Associate in its capacity as a Business Associate for more than one Covered Entity to permit data analyses that relate to the health care operations of the respective Covered Entities.
- e. Designated Record Set means any grouping of information that includes PHI and is maintained, collected, used, or disseminated by or for a Covered Entity that is (i) medical records and billing records about individuals, and/or (ii) enrollment, payment, claims adjudication, and case or medical management record systems maintained by or for a health plan, used, in whole or in part, by or for the Covered Entity, to make decisions about individuals.
- f. Electronic Protected Health Information ("Electronic PHI") means PHI that is transmitted by or maintained in electronic media.
- g. HIPAA Rules. "HIPAA Rules" shall mean the Privacy, Security, Breach Notification, and Enforcement Rules at 45 CFR Part 160 and Part 164; as well as the modifications to those rules under the HITECH Act and in the HIPAA Omnibus Rules.
- h. Individual means the person who is the subject of PHI and includes a person who qualifies as a personal representative (45 C.F.R. 164.502(g)).
- i. Protected Health Information ("PHI") means physical and/or mental health, genetic, and demographic information collected from an individual and created or received by a Covered Entity and/or Business Associate that identifies or could reasonably identify an individual (i.e., is "individually identifiable") and is held or transmitted in any form including electronic media. PHI excludes educational records and employment records held by a Covered Entity as an employer (45 C.F.R. 164.501).
- j. Required By Law means that Covered Entity may use and disclose PHI without individual authorization as required by law (including by statute, regulation, or court orders) in accordance with the requirements in 45 C.F.R. 164.512(c), (e) or (f).
- k. Unsecured PHI means PHI not rendered unusable, unreadable, or indecipherable to unauthorized individuals through the use of technology or methodology specified by the Secretary of HHS, primarily through encryption.

Covered Entity and Business Associate hereby agree that Business Associate shall be permitted to use and/or disclose PHI created or received on behalf of Covered Entity for the following purpose(s) [the following should be a descriptive list that encompasses the purpose of the contract and the services to be provided-the following are only examples of the many possible Business Associate Functions]

- a. Treatment, payment and health care operations as defined in the Act.

18. Covered Entity may amend this Agreement by providing ten (10) days prior written notice to Business Associate in order to maintain compliance with State or Federal law. Such amendment shall be binding upon Business Associate at the end of the ten (10) day period and shall not require the consent of Business Associate. Business Associate may elect to discontinue the Agreement within the ten (10) day period, but Business Associate's duties hereunder to maintain the security and privacy of PHI shall survive such discontinuance. Covered Entity and Business Associate may otherwise amend this Agreement by mutual written agreement.
19. Business Associate shall, to the fullest extent permitted by law, protect, defend, indemnify and hold harmless Covered Entity and its respective employees, directors, and agents ("Indemnities") from and against any and all losses, costs, claims, penalties, fines, demands, liabilities, legal actions, judgments, and expenses of every kind including reasonable attorneys' fees asserted or imposed against any of the Indemnities arising out of the acts or omissions of Business Associate or any subcontractor of or consultant of Business Associate or any of Business Associate's employees, directors, or agents related to the performance or nonperformance of this Agreement.
20. Business Associate shall perform its duties per the agreement for services or goods and in line with guidance for compliance Covered Entity's ACA mandated compliance and ethics program as outlined in Covered Entity's compliance plan. Covered Entity's compliance plan is available to Business Associate upon request.
21. Business Associate and Covered Entity each warrants that they are not currently excluded from a federal or State health care program as of the Effective Date of this Agreement. In the event Business Associate or Covered Entity becomes excluded from a federal or State health care program, the party shall notify the other party within one business day following the receipt of notification of such exclusion. If either party is excluded from a federal health care program, the other party may immediately terminate this Agreement.
22. Business Associate will perform background checks on all individuals and subcontractors as required by State and Federal Regulation. The background checks will consist of annual criminal background check, monthly misconduct registry and monthly US DHHS/OIG and State HHS/OIG exclusions checks.
23. For all medications that require a prior authorization, the Hospice understands that it is the Hospice's responsibility to complete and process all prior authorizations.
24. In the event the Hospice does not complete and file the prior authorization for that patient, the Hospice understands that the Hospice is responsible for all charges associated with that prior authorization and Hospice will reimburse Facility for all charges within thirty (30) days of invoice from Facility.
25. PC requirement: Daybreak Venture requires that a Minimum Standards list is met before any computer or electronic device can be connected to the Daybreak Venture's network. The below list must also be adhered to and maintained with Daybreak's "Minimum Standards List" revisions;
 - Operating Systems: Windows 7 or higher
 - Operating system updates: All OS updates must be installed and kept current
 - Internet Explorer: Version 10 or higher
 - Antivirus Software: Windows or other desktop software is acceptable. Must be kept current and set to auto clean on found viruses
 - Malware Software: Must have a current Malware protection software


 Bluebonnet Nursing and Rehabilitation, LP
 419 S. Elm Street
 Denton, Texas 76201


 Coastal Bend College
 3800 Charco Rd
 Beeville, TX 78102

_____, 2020
 Date

January 21, 2020
 Date

Director of Nursing/Nursing Supervisor of 114 bed Nursing Home, with an average census of 100, generally 10 of those beds being Skilled/Acute Care. Responsible for approximately 70 nursing employees including hiring process, disciplinary action, and performance evaluations. Required to maintain multiple systems/processes, including inservice education for nursing staff, weight loss prevention, fall/restraint reduction, toileting program, skin integrity, pharmacy regulations, and infection control/employee health. Screening all admissions for appropriateness and co-ordinating care with multiple disciplines including therapies, physicians, dietary, activities, & social worker.

COLORADO FAYETTE MEDICAL CENTER-WEIMAR, TX

April 2000 to October 2002

Hospital night supervisor until December 2000. Responsible for approximately 40 acute care and skilled beds. Also, worked/co-ordinated the Emergency Department. Later transferred to Director of Home Health from December 2000 through October 2002. Was responsible for 6 to 8 employees with an average census of 20 and 250 to 300 visits per month.

EDUCATION

Associate of Nursing Degree

Paris Jr College

Paris, TX

1974 To 1976

BLS Certified

May 2018-May 2020

ACTIVITIES

2015 to present

Vocalist

New Life

Beeville, TX

1998 to present

Volunteer numerous Medical Missions

Mexico & Haiti

ABOUT ME

My children are all grown & doing well on their own. My husband was relocated with his job in 2012 & I joined him in 2013. We now reside near Corpus Christi, Texas and are enjoying the coast & bay fishing.

Maria Jauer

Karnes City, TX terri10_8@yahoo.com 830-391-0738

Authorized to work in the US for any employer

Work Experience

- Licensed Vocational Nurse (LVN) Blue Bonnets Nursing and Rehab - Karnes City, TX May 2015 to Present Charge nurse overseeing all general nursing duties and overseeing certified nursing assistants.
- Licensed vocational nurse LIVE OAK NURSING CENTER - George West, TX 2012 to 2015 All general nursing duties. Overseeing certified nursing assistants.
- Licensed vocational nurse Hacienda Nursing Home - Beeville, TX 2010 to 2012 All general nursing duties. Overseeing certified nurse assistants.
- Licensed vocational nurse Connally Prison-University of Texas Medical Branch - Kenedy, TX 1994 to 2010 All general licensed vocational nursing duties. Certified Spanish interpreter.

Education

Licensed vocational nursing in Nursing Coastal Bend College - Beeville, TX August 1984 to August 1986

Nursing Licenses PN Expires: June 2019 State: TX

References

Noelle Hoffman- (210) 268-9802

Angie Avila- (830)423-7060

Mona Ramoz- (830) 313-3571

Rachel Ramoz- (361) 362-7203



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

July 22, 2021

Ms. KAREN BERRYHILL, ASSISTANT DON
Coastal Bend College Kenedy High School
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. KAREN BERRYHILL:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Kenedy High School
Program Type:	NF
Program Code Number:	5020
Program Director:	Karen Berryhill
Instructor(s):	San Juanita De La Garza LVN
Clinical Site:	Bluebonnet Nursing & Rehabilitation, FID#005331 JOHN PAUL II NURSING HOME, FID#004084
Approval Date:	09/26/2021
Expiration Date:	09/26/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by email at Regulatory_NATCEP@hhs.texas.gov or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



August 30, 2019

Ms. Loana Elenora Hernandez, Assistant Dean of Allied Health
Coastal Bend College Kenedy High School
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Kenedy High School
Program Type:	NF
Program Code Number:	5020
Program Director:	Loana Elenora Hernandez
Instructor(s):	San Juanita De La Garza LVN
Clinical Site:	KARNES CITY HEALTH AND REHABILITATION CENTER, FID#004527
Approval Date:	09/26/2019
Expiration Date:	09/26/2021

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Charlotte Jackson
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



November 08, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College - King High School Kingsville
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College - King High School Kingsville
Program Type:	NF
Program Code Number:	3305
Program Director:	Karen Berryhill
Instructor(s):	Evangelina Velasquez LVN Eva Orta LVN Analisa Coleman LVN Karen Berryhill RN/Nurse Aide Director
Clinical Site:	The Premier SNF of Alice, FID#107306 KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	01/14/2020
Expiration Date:	01/14/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



*10/21/21
Ms. Villaipando
says signature
required.
R. Berryhill*

Regulatory Services

Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 7		Date of Onsite Review 10/21/21 Virtual	
Name of Reviewer Edelmira Villaipando	Title Facility Liaison	Telephone No. 210-241-1194	
Name of NATCEP Coastal Bend College - King High School Kingsville		NATCEP ID No. 3305	
Name of Person Interviewed Karen Berryhill		Title Program Director	
NATCEP Contact/Mailing Address 3800 Charco Rd	City Beeville	State Tx	ZIP Code 78102

Does NATCEP have students currently enrolled and in training?..... Yes No

If no class enrolled/training, please enter the date of last class completed: December 16, 2019

Are records for last class available for review? Yes No

The NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative authority select and complete the appropriate statement below:

I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand that my application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.

I wish to maintain the state's approval of this NATCEP, ID No. _____. By my signature, I verify that no students have been trained by this program since _____, and that no training records have been withheld from review.

Name (please print)

Title

Signature

Date

NATCEP Requirements

1. §94.3(f)

A facility that is prohibited from participating in the training and testing of nurse aides may arrange with an external entity to provide training according to provision under Public Law 105-15.

	Yes	No	N/A	Comments
Does the program have approval to operate under this rule?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	not a nursing facility

2. §94.3(i)(1)-(2)

Each NATCEP must teach a minimum of 100 hours of training.

	Yes	No	N/A	Comments
Does the program consist of at least 60 classroom hours?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64
Does the program consist of at least 40 clinical hours and and at least one program instructor for every 10 trainees?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	96 lab and onsite

3. §94.3(j)(1)-(11)

Each NATCEP must teach the curriculum established by HHSC. Does the program teach the following from the Texas Curriculum?

	Yes	No	N/A	Comments
I. Intro to LTC: 16 hours a. Communication and interpersonal skills b. Infection control c. Safety/emergency procedures d. Promoting resident independence e. Respecting resident's rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hartman Nursing assistance care
II. Basic Nursing Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III. Personal Care Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV. Mental Health and Social Services Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V. Care of Cognitively Impaired Residents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VI. Basic Restorative Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VII. Resident's Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. §94.3(l)(1)-(3)

Does NATCEP verify that trainees:

	Yes	No	N/A	Comments
1. Are not listed on the Nurse Aid Registry in revoked status?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	student packet
2. Are not listed as unemployable on the Employee Misconduct Registry established pursuant to Texas Health and Safety Code, Chapter 253?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Have not been convicted of a criminal offense listed in Texas Health and Safety Code §250.006?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. §94.3(m)(1)-(5)

Does the NATCEP ensure that trainees:

	Yes	No	N/A	Comments
1. Complete at least the first 16 hours of training (listed in No. 3 above) before any direct contact with the residents?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do not perform any services for which they have not been trained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are under the direct supervision of a licensed nurse when performing skills on individuals as part of the NATCEP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are under the general supervision of a licensed nurse when providing services to a resident?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are clearly identified as trainees during clinical training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Badges with student nurse aide

6. §94.3(o)

Each NATCEP must use an HHSC performance record to account for major duties and skills taught. At the completion of the NATCEP, the trainee and the employer will receive a copy of the performance record.

	Yes	No	N/A	Comments
Does the program use the required performance record (as provided in Texas Curriculum for Nurse Aides) and give a copy to each trainee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. §94.3(q)

A nurse aide who is employed by, or who has received an offer of employment from a facility, may not be charged for any portion of the NATCEP, including fees for textbooks or other required course materials.

	Yes	No	N/A	Comments
Does the program charge employees for any portion of the training?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

8. §94.3(p)(1)-(5)

The NATCEP must maintain records that must be available to HHSC. Are the following records available?

	Yes	No	N/A	Comments
1. Dates and times of all classroom and clinical hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Full name and Social Security number of each trainee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Attendance record of each trainee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Final course grade for the training portion of the NATCEP that indicates pass or fail.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Daily sign-in records for classroom and clinical training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In-Service Education

9. §94.3(v)

	Yes	No	N/A	Comments
Does the NATCEP offer in-service education? If so, does the training include geriatrics and the care of residents with a dementia disorder, including Alzheimer's disease?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Program Director

10. §94.5(a)

The training of nurse aides must be performed by or under the general supervision of an HHSC-approved program director.

Enter the name of the current approved program director: Karen Berryhill

11. §94.5(a)(1)(A)-(C)

Does the program director meet the following requirements?

	Yes	No	N/A	Comments
1. Licensed as an RN in the state of Texas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Have a minimum of two years of nursing experience?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Have at least one year of experience in the provision of long-term care services in a facility?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Have completed a course in teaching adults or have experience in teaching adults or supervising nurse aides?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12. §94.5(a)(2)

In a facility-based program, the director of nursing (DON) for the facility may be approved as the program director but must not conduct the training.

	Yes	No	N/A	Comments
Is the program director of the NATCEP the DON for the facility?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	not a NH
If yes, does the DON perform any of the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

13. §94.5(a)(4)(A)-(F)

Does the program director:

	Yes	No	N/A	Comments
1. Provide direction to the NATCEP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Teach the NATCEP or supervise the program instructor and supplemental trainers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Ensure that NATCEP records are maintained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Determine if trainees have passed the training portion of the NATCEP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Sign an application for exam for each trainee who has passed the training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Sign a certificate of completion or a letter on letterhead, at the request of an eligible trainee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Program Instructor

14. §94.5(b)(1)(A)-(D)

The actual training of nurse aides must be completed by an HHSC-approved instructor who may also be the approved program director. Below list the instructor name, indicate if the instructor is an RN or LVN and if they have a minimum of one-year of experience in a facility.

Name	RN or LVN?		One Year Experience?	
1. Eva Orta	<input type="checkbox"/> RN	<input checked="" type="checkbox"/> LVN	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2. Evangelina Velasquez	<input type="checkbox"/> RN	<input checked="" type="checkbox"/> LVN	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3. Analisa Coleman	<input type="checkbox"/> RN	<input checked="" type="checkbox"/> LVN	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4. Karen Berryhill	<input checked="" type="checkbox"/> RN	<input type="checkbox"/> LVN	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Supplemental Trainer

15. §94.5(c)(1)-(2)

Supplemental Trainer may supplement the training provided by the program instructor in a NATCEP. A supplemental trainer must be a licensed health professional acting within the scope of the professional's practice and have at least one year of experience in the field of instruction. The program director must select and supervise each supplemental trainer. A supplemental trainer must not act in the capacity of the program instructor without HHSC approval. To request approval, a NATCEP must submit a NATCEP application to HHSC.

Name: _____	License Type: _____	One Year Experience?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name: _____	License Type: _____	One Year Experience?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name: _____	License Type: _____	One Year Experience?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name: _____	License Type: _____	One Year Experience?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

List all clinical sites used for NATCEP, ID No. 3305

1. Facility Name Kingville Nursing and Rehab		Facility Vendor ID 5398	
Street Address 3130 S BRAHMA BLVD			
City Kingville		State TX	ZIP Code 78363
Has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, please list the prohibition and date: _____			

2. Facility Name		Facility Vendor ID	
Street Address			
City		State	ZIP Code
Has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please list the prohibition and date: _____			

3. Facility Name		Facility Vendor ID	
Street Address			
City		State	ZIP Code
Has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please list the prohibition and date: _____			

4. Facility Name		Facility Vendor ID	
Street Address			
City		State	ZIP Code
Has the facility been subject to one or more prohibiting conditions as defined in 42 CFR 483.151 within the past two years? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please list the prohibition and date: _____			

Reviewer Additional Comments

[Empty box for Reviewer Additional Comments]

Edelmira Villalpando Digitally signed by Edelmira Villalpando
Date: 2021.10.21 15:06:51 -05'00'
Reviewer Signature

10/21/2021
Review Completion Date



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Dr. Courtney N. Phillips
Executive Commissioner

February 28, 2020

Ms. Loana Elenora Hernandez, RN
Coastal Bend College - King High School Kingsville
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College - King High School Kingsville
Program Type:	NF
Program Code Number:	3305
Program Director:	Loana Elenora Hernandez
Instructor(s):	Evangelina Velasquez LVN Eva Orta LVN Analisa Coleman LVN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	01/14/2020
Expiration Date:	01/14/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Alejandra Palomares
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

June 03, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College Kingsville Campus
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Kingsville Campus
Program Type:	NF
Program Code Number:	997
Program Director:	Karen Berryhill
Instructor(s):	Eva Orta LVN Evangelina Velasquez LVN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	07/23/2021
Expiration Date:	07/23/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



July 26, 2019

Ms. Loana Elenora Hernandez, RN
Coastal Bend College Kingsville Campus
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Kingsville Campus
Program Type:	NF
Program Code Number:	997
Program Director:	Loana Elenora Hernandez
Instructor(s):	Velma Sanchez RN Rachel Renee Delapaz LVN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	07/23/2019
Expiration Date:	07/23/2021

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Charlotte Jackson
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



January 13, 2022

Ms. KAREN BERRYHILL, ASSISTANT DON
Coastal Bend College - Pleasanton Campus
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. KAREN BERRYHILL:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College - Pleasanton Campus
Program Type:	NF
Program Code Number:	3324
Program Director:	KAREN BERRYHILL
Instructor(s):	Karen Berryhill RN/Nurse Aide Director Modesta Peralta Summers LVN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	02/21/2022
Expiration Date:	02/21/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or via email at Regulatory_NATCEP@hhs.texas.gov.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

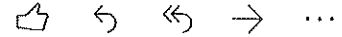
Enclosure

Reply all Delete Junk Block ...

FW: NATCEP Renewal Approval Coastal Bend College - Pleasanton Campus - NATCEP #3324

LH

Loana E Hernandez
Thu 7/30/2020 1:25 PM
To: Karen S Berryhill



DOC.PDF
158 KB

From: Botbyl, Rebecca D (HHSC) <rebecca.botbyl@hhsc.state.tx.us>
Sent: Friday, April 24, 2020 11:36 AM
To: Loana E Hernandez <lhernandez@coastalbend.edu>
Subject: NATCEP Renewal Approval Coastal Bend College - Pleasanton Campus - NATCEP #3324

April 23, 2020

Ms. Loana Elenora Hernandez, RN
Coastal Bend College - Pleasanton Campus
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name: Coastal Bend College - Pleasanton Campus
Program Type: NF
Program Code Number: 3324
Program Director: Loana Elenora Hernandez
Instructor(s): Stephanie Cook RN
Clinical Site: THE HEIGHTS, FID#103408
Approval Date: 02/21/2020
Expiration Date: 02/21/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.



Regulatory Services
Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 07		Date of Onsite Review 12/03/2021	
Name of Reviewer Edelmira Villalpando		Title Regional Facility Liaison	Telephone No. 210-241-1194
Name of NATCEP Coastal Bend College-Poth H. S.		NATCEP ID No. 5061	
Name of Person Interviewed Karen S Berryhill		Title Program Manager	
NATCEP Contact/Mailing Address 3800 Charco Rd	City Beeville	State TX	ZIP Code 78102

Does NATCEP have students currently enrolled and in training?..... Yes

If no class enrolled/training, please enter the date of last class completed: No classes held this certification period _____

Are records for last class available for review? Yes

NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative at select and complete the appropriate statement below:

I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand t application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.

I wish to maintain the state's approval of this NATCEP, ID No. 5061 . By my signature, I verify students have been trained by this program since unknown , and that no training records have been withheld from review.

Karen Berryhill, RN
Name (please print)

Nurse Aide Director
Title

Karen Berryhill, RN
Signature

12/03/2021
Date



January 10, 2022

Ms. Karen Berryhill, RN
Coastal Bend College-Poth H. S.
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Poth H. S.
Program Type:	NF
Program Code Number:	5061
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN Krysta Glass RN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	03/21/2022
Expiration Date:	03/21/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or via email at Regulatory_NATCEP@hhs.texas.gov.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Renewal Notice for NATCEP Coastal Bend College-Poth H. S. #5061

HHSC Regulatory NATCEP <Regulatory_NATCEP@hhs.texas.gov>

Mon 12/6/2021 8:41 AM

To: Karen S Berryhill <ksberryhill@coastalbend.edu>

**** EXTERNAL EMAIL ******This email originated outside of the Coastal Bend College Email System. Please exercise caution when clicking on links or opening attachments!!**

December 6, 2021

ELECTRONIC MAIL 0312

Program Director or Administrator
Coastal Bend College-Poth H. S.
3800 Charco Rd
Beeville, TX 78102

Subject: Renewal Notice for NATCEP# 5061 which Expires on 3/21/2022

Dear Program Director or Administrator:

Federal regulations require that approval of your Nurse Aide Training and Competency Evaluation Program (NATCEP) be renewed every two years. This letter is to notify you that your approval will expire on the above date. If you want to continue approval of your NATCEP, you must complete the NATCEP application in its entirety. The content of your application must be in compliance with the requirements at 42 Code of Federal Regulations, Title 42, Part A Section 483.152 and Texas Administrative Code, Title 40, Part 1, Chapter 556. The findings of an on-site review will also be used in the decision to renew approval of your NATCEP. This on-site review must also reflect compliance with these requirements.

Your timely response is necessary to allow for completion of your application and to avoid interruption in your approval to train nurse aides. Please use the following web address to download the required NATCEP application Form 5514-NATCEP:

Reply all Delete Junk Block ...

Fw: NATCEP Renewal Approval for Coastal Bend College-Poth H. S. - NATCEP #5061

Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Loanna E. Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Poth H. S.
Program Type:	NF
Program Code Number:	5061
Program Director:	Loana Elenora Hernandez
Instructor(s):	Loana Hernandez RN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	03/21/2020
Expiration Date:	03/21/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by e-mail at Regulatory_NATCEP@hhsc.state.tx.us.

Sincerely,

Rebecca Botbyl

Rebecca Botbyl
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Reply | Forward



Regulatory Services
Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 07		Date of Onsite Review 12/03/2021	
Name of Reviewer Edelmira Villalpando		Title Regional Facility Liaison	Telephone No. 210-241-1194
Name of NATCEP Coastal Bend College-Poth H. S.		NATCEP ID No. 5061	
Name of Person Interviewed Karen S Berryhill		Title Program Manager	
NATCEP Contact/Mailing Address 3800 Charco Rd	City Beeville	State TX	ZIP Code 78102

Does NATCEP have students currently enrolled and in training?..... Yes

If no class enrolled/training, please enter the date of last class completed: No classes held this certification period _____

Are records for last class available for review? Yes

NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative at select and complete the appropriate statement below:

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I wish to maintain the state's approval of this NATCEP, ID No. 5061 . By my signature, I verify students have been trained by this program since unknown , and that no training records have been withheld from review.

Karen Berryhill, RN
Name (please print)

Nurse Aide Director
Title

Karen Berryhill, RN
Signature

12/03/2021
Date



January 10, 2022

Ms. Karen Berryhill, RN
Coastal Bend College-Poth H. S.
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Poth H. S.
Program Type:	NF
Program Code Number:	5061
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN Krysta Glass RN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	03/21/2022
Expiration Date:	03/21/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or via email at Regulatory_NATCEP@hhs.texas.gov.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Renewal Notice for NATCEP Coastal Bend College-Poth H. S. #5061

HHSC Regulatory NATCEP <Regulatory_NATCEP@hhs.texas.gov>

Mon 12/6/2021 8:41 AM

To: Karen S Berryhill <ksberryhill@coastalbend.edu>

**** EXTERNAL EMAIL ******This email originated outside of the Coastal Bend College Email System. Please exercise caution when clicking on links or opening attachments!!**

December 6, 2021

ELECTRONIC MAIL 0312

Program Director or Administrator
Coastal Bend College-Poth H. S.
3800 Charco Rd
Beeville, TX 78102

Subject: Renewal Notice for NATCEP# 5061 which Expires on 3/21/2022

Dear Program Director or Administrator:

Federal regulations require that approval of your Nurse Aide Training and Competency Evaluation Program (NATCEP) be renewed every two years. This letter is to notify you that your approval will expire on the above date. If you want to continue approval of your NATCEP, you must complete the NATCEP application in its entirety. The content of your application must be in compliance with the requirements at 42 Code of Federal Regulations, Title 42, Part A Section 483.152 and Texas Administrative Code, Title 40, Part 1, Chapter 556. The findings of an on-site review will also be used in the decision to renew approval of your NATCEP. This on-site review must also reflect compliance with these requirements.

Your timely response is necessary to allow for completion of your application and to avoid interruption in your approval to train nurse aides. Please use the following web address to download the required NATCEP application Form 5514-NATCEP:

Reply all Delete Junk Block ...

Fw: NATCEP Renewal Approval for Coastal Bend College-Poth H. S. - NATCEP #5061

Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Loanna E. Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Poth H. S.
Program Type:	NF
Program Code Number:	5061
Program Director:	Loana Elenora Hernandez
Instructor(s):	Loana Hernandez RN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	03/21/2020
Expiration Date:	03/21/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by e-mail at Regulatory_NATCEP@hhsc.state.tx.us.

Sincerely,

Rebecca Botbyl

Rebecca Botbyl
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Reply | Forward



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

June 28, 2022

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College Riviera High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Riviera High School
Program Type:	NF
Program Code Number:	3473
Program Director:	Karen Berryhill
Instructor(s):	Eva Orta LVN Karen Berryhill RN
Clinical Site:	The Premier SNF of Alice, FID# 107306 KINGSVILLE NURSING AND REHABILITATION CENTER, FID# 005398
Approval Date:	08/26/2020
Expiration Date:	08/26/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

June 03, 2021

Ms. Karen Berryhill, Nurse Aide Director/RN
Coastal Bend College Riviera High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Riviera High School
Program Type:	NF
Program Code Number:	3473
Program Director:	Karen Berryhill
Instructor(s):	Evangelina Velasquez LVN Eva Orta LVN Karen Berryhill RN
Clinical Site:	KINGSVILLE NURSING AND REHABILITATION CENTER, FID#005398
Approval Date:	08/26/2020
Expiration Date:	08/26/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



1/3/23
e-mailed to
erica.rosales@hhs.texas.gov

Regulatory Services

Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 11		Date of Onsite Review 12/16/22	
Name of Reviewer Erica Rosales		Title Compliance Reviewer	Telephone No. 361-878-7763
Name of NATCEP Coastal Bend College Falfurrias		NATCEP ID No. 3526	
Name of Person Interviewed Karen Berryhill		Title Program Director	
NATCEP Contact/Mailing Address 3800 Charco Rd		City Beeville	State Texas
		ZIP Code 78102	

Review is being conducted: On-Site Off-Site

Does NATCEP have students currently enrolled and in training? Yes No

If no class enrolled/training, please enter the date of last class completed: 04/24/2018

Is classroom training being provided online? Yes No

Are records for last class available for review? Yes No

The NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative authority select and complete the appropriate statement below:

I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand that my application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.

I wish to maintain the state's approval of this NATCEP, ID No. 3526. By my signature, I verify that no students have been trained by this program since 04/24/2018, and that no training records have been withheld from review.

Karen Berryhill
Name (please print)

Karen Berryhill
Signature

Nurse Aide Director
Title

01/03/2023
Date

5. §556.3(s)(1)-(5)

Does the NATCEP ensure that trainees:

	Yes	No	N/A	Comments
1. Complete at least the first 16 hours of training (listed in No. 3 above) before any direct contact with the residents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Do not perform any services for which they have not been trained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Are under the direct supervision of a licensed nurse when performing skills on individuals as part of the NATCEP?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Are under the general supervision of a licensed nurse when providing services to a resident?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Are clearly identified as trainees during clinical training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6. §556.3(u)

Each NATCEP must use an HHSC performance record to account for major duties and skills taught. At the completion of the NATCEP, the trainee and the employer will receive a copy of the performance record.

	Yes	No	N/A	Comments
Does the program use the required performance record (as provided in Texas Curriculum for Nurse Aides) and give a copy to each trainee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. §556.3(w)

A nurse aide who is employed by, or who has received an offer of employment from a facility, may not be charged for any portion of the NATCEP, including fees for textbooks or other required course materials.

	Yes	No	N/A	Comments
Does the program charge employees for any portion of the training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8. §556.3(v)(1)(A-E)

The NATCEP must maintain records for each session of classroom training, whether offered in person or online, and of clinical training, and must make these records available to HHSC or its designees at any reasonable time. Are the following records available?

	Yes	No	N/A	Comments
1. Dates and times of all classroom and clinical hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Full name and Social Security number of each trainee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Record of the date and time of each classroom and clinical training session a trainee attends; (Electronic record is acceptable.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Final course grade for the training portion of the NATCEP that indicates pass or fail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Physical or electronic sign-in record for each classroom and clinical training session. An electronic sign-in must include a form of identity verification for the trainee conducted in compliance with the requirements of subsection (l)(2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

In-Service Education

9. §556.3(bb)

	Yes	No	N/A	Comments
Does the NATCEP offer in-service education? If so, does the training include geriatrics and the care of residents with a dementia disorder, including Alzheimer's disease?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Program Instructor

14. §556.5(b)(1)(A)-(D)

The actual training of nurse aides must be completed by an HHSC-approved Instructor who may also be the approved program director. Below list the Instructor's name, indicate if the Instructor is an RN or LVN and if they have a minimum of one-year of experience in a facility.

Name	RN or LVN?	One Year Experience?	Completed a course that focused on teaching adult students or have experience teach adult students or supervising nurse aides?
1.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
2.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
3.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
4.	<input type="radio"/> RN <input type="radio"/> LVN	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Supplemental Trainer

15. §556.5(c)(1)-(2)

Supplemental Trainer may supplement the training provided by the program instructor in a NATCEP. A supplemental trainer must be a licensed health professional acting within the scope of the professional's practice and have at least one year of experience in the field of instruction. The program director must select and supervise each supplemental trainer. A supplemental trainer must not act in the capacity of the program instructor without HHSC approval. To request approval, a NATCEP must submit a NATCEP application to HHSC.

Name	License Type	One Year Experience?
1.		<input type="radio"/> Yes <input type="radio"/> No
2.		<input type="radio"/> Yes <input type="radio"/> No
3.		<input type="radio"/> Yes <input type="radio"/> No
4.		<input type="radio"/> Yes <input type="radio"/> No

Reviewer Additional Comments

[Empty rectangular box for reviewer additional comments]

Reviewer Signature

Review Completion Date



TEXAS
Health and Human
Services

Texas Health and Human Services Commission

Cecile Erwin Young
Executive Commissioner

August 18, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College San Diego High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College San Diego High School
Program Type:	NF
Program Code Number:	3625
Program Director:	Karen Berryhill
Instructor(s):	Yesenia Gaza RN Karen Berryhill RN/Nurse Aide Director
Clinical Site:	LA PALOMA NURSING CENTER, FID#005323
Approval Date:	09/03/2021
Expiration Date:	09/03/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



August 13, 2021

Ms. Karen Berryhill, RN/Nurse Aide Director
Coastal Bend College San Diego High School
3800 Charco Rd
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College San Diego High School
Program Type:	NF
Program Code Number:	3625
Program Director:	Karen Berryhill
Instructor(s):	Yesenia Gaza RN Karen Berryhill RN/Nurse Aide Director
Clinical Site:	LA PALOMA NURSING CENTER, FID#005323
Approval Date:	09/03/2019
Expiration Date:	09/03/2023

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or by mail at Mail Code E-420, PO Box 149030, Austin, Texas 78714-9030.

Sincerely,

Amanda
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



January 10, 2022

Ms. Karen Berryhill, RN
Coastal Bend College-Woodsboro High School
3800 Charco Rd
Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Karen Berryhill:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Woodsboro High School
Program Type:	NF
Program Code Number:	5062
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN Carolyn Baker RN
Clinical Site:	Hacienda Oaks at Beeville, FID#004458
Approval Date:	03/21/2022
Expiration Date:	03/21/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or via email at Regulatory_NATCEP@hhs.texas.gov.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure



Regulatory Services
Nurse Aide Training and Competency Evaluation (NATCEP) Review

P.O. Box 149030, Mail Code E-420, Austin, Texas 78714-9030

Region 07		Date of Onsite Review 12/03/2021	
Name of Reviewer Edelmira Villalpando		Title Regional Facility Liaison	Telephone No. 210-241-1194
Name of NATCEP Coastal Bend College-Woodsboro High School		NATCEP ID No. 5062	
Name of Person Interviewed Karen S Berryhill		Title Program Manager	
NATCEP Contact/Mailing Address 3800 Charco Rd	City Beeville	State TX	ZIP Code 78102

Does NATCEP have students currently enrolled and in training?..... Yes

If no class enrolled/training, please enter the date of last class completed: no classes this certification period _____

Are records for last class available for review? Yes

NATCEP may choose to voluntarily withdraw from participation. Please have the program director or person with administrative authority select and complete the appropriate statement below:

- I request that this NATCEP, ID No. _____ be withdrawn from participation. I understand that my application for renewal (if one has been submitted) will not be processed based on my choice to withdraw from participation.
- I wish to maintain the state's approval of this NATCEP, ID No. 5062. By my signature, I verify students have been trained by this program since 1/22/2019 to 5/16/2019, and that no training records have been withheld from review.

Karen Berryhill, RN
Name (please print)

Karen Berryhill RN
Signature

Nurse Aide Director
Title






12/03/2021
Date

 Reply all
 
 Delete
  Junk
  Block
 

FW: NATCEP Renewal Approval Coastal Bend College-Woodsboro High School

LH

Loana E Hernandez
 Thu 7/30/2020 1:26 PM
 To: Karen S Berryhill

DOC.PDF
 158 KB

From: Botbyl,Rebecca D (HHSC) <rebecca.botbyl@hpsc.state.tx.us>
Sent: Monday, April 27, 2020 7:57 AM
To: Loana E Hernandez <lhernandez@coastalbend.edu>
Subject: NATCEP Renewal Approval Coastal Bend College-Woodsboro High School

April 23, 2020

Ms. Loanna E. Hernandez, Assistant Dean of Allied Health
 Coastal Bend College-Woodsboro High School
 3800 Charco Rd
 Beeville, TX 78102

Subject: NATCEP Approval

Dear Ms. Loanna E. Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College-Woodsboro High School
Program Type:	NF
Program Code Number:	5062
Program Director:	Loana Elenora Hernandez
Instructor(s):	Carolyn Baker RN
Clinical Site:	HACIENDA OAKS AT BEEVILLE, FID#004458
Approval Date:	<u>03/21/2020</u>
Expiration Date:	<u>03/21/2022</u>

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.



January 12, 2022

Ms. KAREN BERRYHILL, ASSISTANT DON
Coastal Bend College Pleasanton High School Campus
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. KAREN BERRYHILL:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Pleasanton High School Campus
Program Type:	NF
Program Code Number:	3335
Program Director:	Karen Berryhill
Instructor(s):	Karen Berryhill RN/Nurse Aide Director Krysta Glass RN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	03/18/2022
Expiration Date:	03/18/2024

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the department of substantive changes, allow unannounced visits by the State and comply with requirements of §556.1 - 556.12.

Please see the enclosed Texas Workforce Commission letter.

For additional information or assistance, please contact the Nurse Aide Training Program by telephone at 512/438-2017 or via email at Regulatory_NATCEP@hhs.texas.gov.

Sincerely,

Daisy Saenz

Daisy Saenz
Nurse Aide Training Program
Long Term Care Regulatory

Enclosure

Reply all Delete Junk Block ...

FW: NATCEP Renewal Approval Coastal Bend College Pleasanton High School Campus - NATCEP #3335

LH

Loana E Hernandez
Thu 7/30/2020 1:25 PM
To: Karen S Berryhill

Like Reply Reply all Forward ...

DOC.PDF
158 KB

From: Botbyl,Rebecca D (HHSC) <rebecca.botbyl@hhsc.state.tx.us>
Sent: Friday, April 24, 2020 11:41 AM
To: Loana E Hernandez <lhernandez@coastalbend.edu>
Subject: NATCEP Renewal Approval Coastal Bend College Pleasanton High School Campus - NATCEP #3335

April 23, 2020

Ms. Loana Elenora Hernandez, RN
Coastal Bend College Pleasanton High School Campus
3800 Charco Road
Beeville, Texas 78102

Subject: NATCEP Approval

Dear Ms. Loana Elenora Hernandez:

The following program has been approved by the Texas Health and Human Services Commission as a Nurse Aide Training and Competency Evaluation Program:

Program Name:	Coastal Bend College Pleasanton High School Campus
Program Type:	NF
Program Code Number:	3335
Program Director:	Loana Elenora Hernandez
Instructor(s):	Stephanie Cook RN
Clinical Site:	THE HEIGHTS, FID#103408
Approval Date:	03/18/2020
Expiration Date:	03/18/2022

This program is approved as meeting the minimum requirements for nurse aide training in accordance with Texas Administrative Code Title 40, Part 1, Chapter 556 the Standards for Nurse Aides. The approval is granted with the understanding that the program will notify the

Site Visits

2020

FA 2020 Hebbbronville HS (they stand alone with their own NATCEP Program Director, JoAnn Posas, but teach our CBC Curriculum NURA 1301/1160 and HPRS Courses. I reviewed their NATCEP State required paperwork for accuracy, and discussed the new Texas NATCEP Testing Company, Prometric, their processes, Testing Site application, and requirements.

Instructors present were JoAnn Posas, Jessica Garza, and Patricia Garza was interviewing and hired.

2021

10/5/2021 at 10 am-Pleasanton Campus, Instructor Modesta Summers and her students were observed practicing Skills Check Offs. I reviewed some NATCEP paperwork requirements and assisted Modesta with some Course Online Blackboard set-up.

2022

5/6/2022 12:15 pm-Goliad HS. I observed Instructor, Kristin Glass and her students practicing Skill's Check Offs. I discussed Prometric testing with the instructor and students and reviewed NATCEP State required documents.

5/9/2022 8:30am-Karnes City HS. I observed Instructor, Maria Jauer and her students practicing Skill's Check Offs. I discussed Prometric testing with the instructor and students and reviewed NATCEP State required documents.

5/9/2022 10:00am-Kenedy HS. I observed Instructor, Sandy DeLaGarza and her students practicing Skill's Check Offs. I discussed Prometric testing with the instructor and students and reviewed NATCEP State required documents.

5/20/2022 11:00am-SanDiego HS. I observed Instructor, Cynthia Nunez teaching her students and reviewed NATCEP documents and Prometric requirements.

Director Recruitment

4/24/2020-Mathis ISD Virtual Meeting for discussion of Summer Nurse Aide Course

2/16/2022-Kaufer ISD Virtual Meeting for discussion of a new Nurse Aide Program in their District

3/7/2022-Ben Bolt ISD-Virtual Meeting for discussion of a new Nurse Aide Program in their District

11/10/2022-Live Oak County Health Fair

TXCNA. . . Texas Nurse Aide

Score Report

Exam Date Range: 08/12/2021 -- 08/13/2022

Report Date: 10/14/2022 4:06:15 PM

Local
NH
Anders Place

	Candidate	Last Name	First Name
Score Report Total Candidates: 3			
<i>EXAM -- Texas Nurse Aide MCQ English DOMAIN -- 1: Role of the Nurse Aide 2: Promoti</i>			
	Gentry Dannelle marie	Gentry	Dannelle
Group Exam Count: 1 Pass Count: 1 Fail Count: 0 Pass Percent: 100%			
<i>EXAM -- TX Nurse Aide Clinical DOMAIN -- 1: Handwashing Skill 2: ROM left hip, knee ar</i>			
	Dannelle Gentry	NameLast	NameFirst
	Dannelle Gentry	NameLast	NameFirst
Group Exam Count: 2 Pass Count: 0 Fail Count: 2 Pass Percent: 0%			
Grand Total Count: 3 Pass Count: 1 Fail Count: 2 Pass Percent: 33%			
Provided by: Schroeder Measurement Technologies, Inc.			

Middle Name	Candidate Id

on of Safety 3: Promotion of Function and Health of Residents 4: Basic Nursi

	dannelle01@gmail.com

1d ankle 3: Measure and record respirations 4: Dress a resident who has a v

	dannelle01@gmail.com
	dannelle01@gmail.com



--	--

Email Address	Exam Name	Abbrv

ing Care Provided by the Nurse Aide 5: Providing Specialized Care for Residents with Changes in Health

Dannelle01@gmail.com	Texas Nurse Aide MCQ English	41160

weak right arm 5: ROM left elbow and wrist 6: Measure and record pulse 7: Partial bed bath 8: ROM right shoulder

	TX Nurse Aide Clinical	NATXCL
	TX Nurse Aide Clinical	NATXCL

Exam Date	Status	Score	Scale	Test Code	Form	1	2	3

2/1/2022	PASS	45	90	41160	2003	100	73	100
				Average:		100	73	100

9: Measure and record contents of urinary drainage bag - Skill 2 10: Catheter care 11: ROM left shoulder 12: Perineal c

2/2/2022	FAIL	67	67	NATXCL	53K1	100	0	0
5/31/2022	FAIL	57	57	NATXCL	59K1	100	0	100
				Average:		100	0	50
				Average:		100	24	67

4	5	6	7	8	9	10	11	12	13	14	15	16

100	71											
100	71											

are 13: Mouth care—brush teeth 14: Change of position 15: Feeding 16: ROM right elbow and wrist 17: Bedpan 18: M

0	0	100	0	0	0	0	92.00	75.00	0.00	0.00	0.00	0.00
0	0	0	0	0	0	0	0.00	0.00	0.00	93.00	0.00	0.00
0	0	50	0	0	0	0	46	38	0	47	0	0
33	24	50	0	0	0	0	46	38	0	47	0	0

17	18	19	20	21	22	23	24	25	26

louth care and denture care 19: Transfer 20: Hand and fingernail care 21: Ambulation 22: Foot care 23: Change an c

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	68.00
0	0	0	0	0	0	50	0	0	84
0	0	0	0	0	0	50	0	0	84

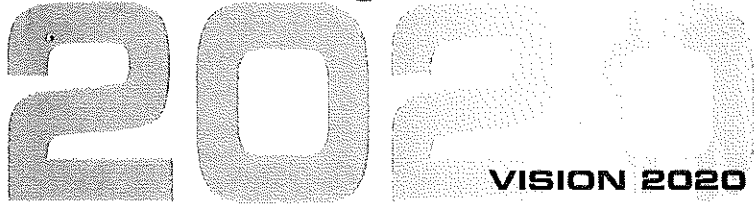
27	28	Method	Delivery Method	School	Address 1

		cbt	Remote Proctor	49502021	2207 Saratoga St

occupied bed 24: Change of position - Skill 1 25: Measure and record contents of urinary drainage bag - Skill 1 26: INDIRECT

		cbt	IQT	49502021	
		cbt	IQT	49502021	

Address 2	City	State	Zip Code
	Beeville	TX	78102
<i>T CARE</i>			



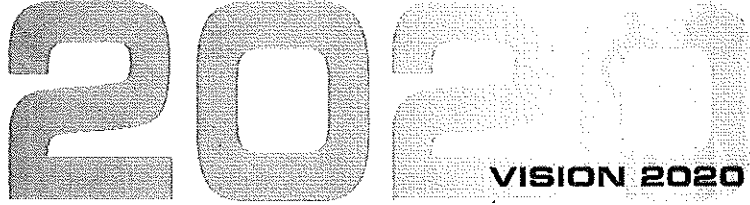
Nursing Advisory Committee Meeting		
DATE: 07/22/2020	TIME: 5:15 p.m.	PLACE: Lifesize virtual meeting
RECORDER: Jeannie Winter		

MEMBERS PRESENT

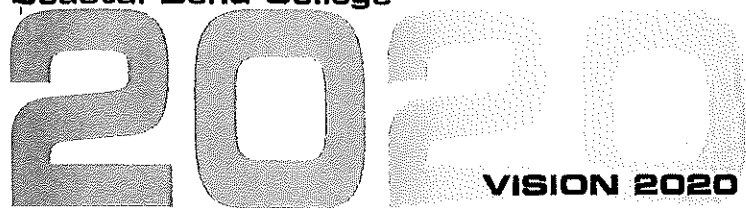
Others Present

Victor Gomez- Exclusive Home Health	Dr. Charlene Bell
Anna Marie Silvas – Service Mkting Dir. and Municipal Judge in BV	Loana Hernandez
Charles Hernandez- Admin for Meridian Care	Jeannie Winter
	Susie Gaitan
	Velma Sanchez
	Karen Berryhill
	Tammy Phillips
	Suzette Ulbricht

AGENDA	DISCUSSION~ACTION~INFORMATION	RESPONSIBILITY
Welcome and Introduction	Members and attendees were introduced	Dr. Bell
Approve Minutes	Discussion of Last year's minutes Motion made to Approve by Loana Hernandez seconded by Anna Marie Silvas carried	Dr. Bell
Old Business	Pass Rates for NCLEX 2018-2019, RN 81%, LVN 87%	Dr. Bell
CNA Program	CNA Program is making adjustments to COVID-19 with classroom time, labs done in Nursing Fac. and simulated. Small groups meet for classes. State is allowing modifications and virtual simulation.	Karen Berryhill
Remediation	A discussion of the proper implementation of remediation for all programs. Time management is a big issue. Two tutors are available for BV and can meet at campus, via Lifesize, through emails and also face time. 1 tutor available in Alice.	Dr. Bell
New Business	RN Traditional program- 1 group has graduated and now 27 being taught by Loana Hernandez. Challenges online due to COVID-19, students needing clinicals. Looking for Instructor for RN Trad. Program. Bridge Program – Leoda Presley has resigned and now CBC is looking for new Bridge program Instructor.	Dr. Bell, Loana Hernandez, Nursing faculty



	<p>LVN program – COVID challenges for clinicals. Decreased clinical hours.</p> <p>Victor Gomez states his Nursing Fac. can accommodate a student a day for clinical hours.</p>	
BON News	Simulation	Dr. Bell
WCEM Hours for Clinical	<p>*First semester instructors could decide to decrease clinical hours to 64 or 80 hours.</p> <p>*Second semester decrease clinical hours to 156 hours.</p> <p>*Third semester keep 384 hours.</p>	Faculty
Communication	<p>Loana Hernandez ask for a vote by members to modify changes in the curriculum for Trad. RN Program. Not enough members to vote at today's meeting so an emailed vote will take place to all members and Nursing faculty.</p> <p>Anna Marie Silvas makes motion for the vote by email, Tammy Phillips 2nd motion.</p>	Dr. Bell/ Loana Hernandez
Scholarships	<p>Suzette Ulbricht ask about available scholarships?</p> <p>Anna Marie Silvas adds she can check and get back to us on them, there are many available.</p> <p>Victor Gomez says he will also check for scholarships available in his area and let us know.</p>	
Next meeting dates	7/16/2021 at 5 p.m. virtually	Faculty
Feedback	<p>Anna Marie Silvas: There is a shortage of CNA's in the area of Beeville. A concern she has as a big factor are the poor scores reported on cust. service, bedside manners of CNA's in the field.</p> <p>Victor Gomez: He would like to see more medication mgmt. training and also bedside manners taught.</p> <p>Charles Hernandez would like to see students take their time to study for the 6 months before taking the NCLEX. They need more hands on experience and time to prepare and study more. He states he can arrange clinical hours to be done at his facility.</p>	Board
Adjournment:	<p>At 5:51 p.m.</p> <p>Motion to Adjourn made by Anna Marie Silvas, seconded by Victor Gomez, motion carried!</p>	



Nursing Advisory Committee Meeting

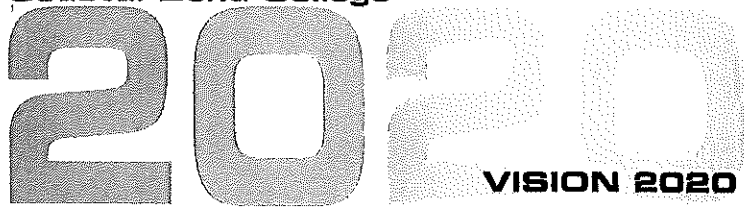
DATE: 04/16/2021	TIME: 1:15 p.m.	PLACE: Lifesize virtual meeting
RECORDER: Jeannie Winter		

MEMBERS PRESENT

Others Present

Victor Gomez- Exclusive Home Health	Dean Loana Hernandez
Anna Marie Silvas – Service Mktg Dir. and Municipal Judge in BV	Carol Saunders
Margot Rios – Christus Health	Jeannie Winter
	Susie Gaitan
	Velma Sanchez
	Karen Berryhill
	Millie Hillis
	Suzette Ulbricht
	Debbie Cadena
	Melissa Cisneros

AGENDA	DISCUSSION~ACTION~INFORMATION	RESPONSIBILITY
Welcome and Introduction	Members and attendees were introduced	Loana Hernandez
Approve Minutes	Discussion of Last year's minutes	Loana Hernandez
Adjustments	Labs only through summer. October- face to face.	Loana Hernandez
Old Business	Labs and classes now face to face from virtual.	Loana Hernandez
CNA Program	Agenda Reports- Nurse Aides Dual Enrollment at High School's, Testing and curtain installed.	Karen Berryhill
Student Count	Currently- 39 in current cohort 120 new LVN's in June 2021 65 Bridge students 50 traditional students (24 1st year) (26 for 2 nd year) Traditional 2021- 30 new students coming in Fall	Loana Hernandez
New Business	There are concerns from students not doing well with face to face learning. CBC Nursing offering test taking strategies, referrals, tutoring, time management to students.	Loana Hernandez
Scholarships	New Scholarships- \$40,000 being offered to RN program to 40 students	Loana Hernandez
Pass Rates 2020	VN- below 80% 70 out of 93 passed on first attempt. Virtual learning made it difficult.	



	<p>RN below 69.1 % 56 out of 81 passed first time Exams were offered from home. 5 Traditional RN (Only 1 passed first time)</p>	
<p>Curriculum Proposal</p>	<p>VN current curriculum move to level 1 certificate, make level 2 certificate. Reducing– Go from 6 hours week to 4 hours 6 clinical days versus 8 days</p>	<p>Loana Hernandez</p>
<p>Feedback</p>	<p>Margot Rios concerns- When facility's open back up for clinical students need to work on communication with the patients. Bed side shift reports. Introducing their selves, plan for patient care, more informed patients. Rounding with purpose, what the patients' needs are. Practice skills, use on live patients instead of mannequins.</p> <p>Susie Gaitan wants to know of any boot camps for testing with CAN/</p> <p>Karen Berryhill replies yes some kind of refresher courses will be offered. Anna Marie Silva suggest shared job boards for jobs.</p> <p>Margot Rios answered there needs to be a way to post job openings, there is always a shortage of job opportunity boards.</p> <p>Loana- Something will be put together for the job boards.</p>	
<p>Adjournment:</p>	<p>At 1:58 p.m.</p>	

Vocational Nursing Level II Degree Plan

Prerequisites

COURSES	CR	GR	YR
*EDUC 1300 Learning Frameworks	3		
**BCIS 1305 Business Computer Applications	3		
HPRS 1106 Essentials of Medical Terminology	1		
Total hours	7		

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
VNSG 1320 Anatomy and Physiology for Allied Health	3			VNSG 1230 Maternal-Neonatal Nursing	2		
VNSG 1226 Gerontology	2			VNSG 2431 Advanced Nursing Skills	4		
VNSG 1327 Essentials of Medication Administration	3			VNSG 1331 Pharmacology	3		
VNSG 1260 Clinical – Licensed Vocational Nurse Training	2			VNSG 2361 Clinical – Licensed Vocational Nurse Training	3		
VNSG 1423 Basic Nursing Skills	4			VNSG 1429 Medical-Surgical Nursing I	4		
Total hours	14			Total hours	16		

Sophomore Year

First Semester			
COURSES	CR	GR	YR
VNSG 1105 NCLEX-PN Review	1		
VNSG 1201 Mental Health and Mental Illness	2		
VNSG 1219 Leadership and Professional Development	2		
VNSG 1234 Pediatrics	2		
VNSG 1432 Medical-Surgical Nursing II	4		
VNSG 2366 Practicum – Licensed Vocational Nurse Training	3		
Total hours	14		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.

**BCIS is required for all college students, a test out option of 70% in computer literacy is available.

Associate of Applied Science LVN to RN Bridge Program Degree Plan

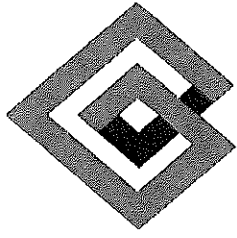
Prerequisite Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
BIOL 2101 Human Anatomy and Physiology I Lab	1			*NURA 1301 Nurse Aide for Health Care	3		
BIOL 2301 Human Anatomy and Physiology	3			*NURA 1160 Clinical – Nursing Assistant/Aide	1		
BIOL 2102 Human Anatomy and Physiology II Lab	1			*HPRS 1106 Essentials of Medical Terminology	1		
BIOL 2302 Human Anatomy and Physiology II	3			*RNSG 1244 Nursing Skills II	2		
BIOL 2120 Microbiology for Non-Science Majors Lab	1			*RNSG 2213 Mental Health Nursing	2		
BIOL 2320 Microbiology for Non-Science Majors	3			*RNSG 1341 Common Concepts of Adult Health	3		
MATH 1314 College Algebra	3			*RNSG 1161 Clinical – Registered Nursing	1		
ENGL 1301 Composition I	3			*RNSG 1201 Pharmacology	2		
Total hours	18			Total hours	15		

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
**BCIS 1305 Business Computer Applications	3			Language, Philosophy, and Culture Core Course	3		
RNSG 1227 Transition to Professional Nursing	2			PSYC 2314 Lifespan Growth and Development	3		
RNSG 1343 Complex Concepts of Adult Health	3			RNSG 2130 Professional Nursing Review and Licensure Preparation	1		
RNSG 2201 Care of Children and Families	2			RNSG 1251 Care of the Childbearing Family	2		
RNSG 2206 Nursing Informatics	2			RNSG 2121 Professional Nursing: Leadership and Management	1		
RNSG 1166 Practicum – Registered Nursing/ Registered Nurse	1			RNSG 2331 Advanced Concepts of Adult Health	3		
				RNSG 2166 Practicum – Registered Nursing/ Registered Nurse	1		
Total hours	13			Total hours	14		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*Credit given for previous Vocational Nursing coursework.

**BCIS is required for all college students, a test out option of 70% in computer literacy is available.



Coastal Bend COLLEGE

LVN-RN Curriculum Proposal Comparison

Current Curriculum	Proposed Curriculum	Rationale
	Add Medical Terminology (HPRS 1106) course	match RN Traditional Curriculum; credit given for VN coursework
	Move A&P I, A&P II, Microbiology, English, Math, Medical Terminology, and Nurse Aide Training courses to prerequisite semester	prepare students for program
	Add BCIS 1305 Business Application	meet college core requirement and prepare students for online coursework
RNSG 1161 Clinical 1 credit; 48 clinical hours	RNSG 1161 Clinical 1 credit; 96 clinical hours	match RN Traditional curriculum
RNSG 1163 & RNSG 2160 Clinical 1 credit; 48 clinical hours each	RNSG 1166 Clinical 1 credit; 112 clinical hours	Differentiate different format (preceptors) and give students more experience with increased hours
RNSG 2161 & RNSG 2162 Clinical 1 credit; 48 clinical hours each	RNSG 2166 Practicum 1 credit; 112 clinical hours	Differentiate different format (preceptors) and give students more experience with increased hours
	Add RNSG 2121 Professional Nursing: Leadership and Management 1 credit; 16 hours	Course needed to prepare students for practice and teach delegation. Nursing jurisprudence concept included in this course.
	Add RNSG 2130 Professional Nursing Review and Licensure Preparation	prepare students for licensure exam

Associate of Applied Science Professional Nursing (Traditional) Degree Plan

Prerequisite Semester

COURSES	CR	GR	YR
BIOL 2101 Human Anatomy and Physiology I Lab	1		
BIOL 2301 Human Anatomy and Physiology	3		
BIOL 2102 Human Anatomy and Physiology II Lab	1		
BIOL 2302 Human Anatomy and Physiology II	3		
NURA 1301 Nurse Aide for Health Care	3		
NURA 1160 Clinical – Nursing Assistant/Aide	1		
HPRS 1106 Essentials of Medical Terminology	1		
Total hours	13		

Freshman Year

First Semester

Second Semester

COURSES	CR	GR	YR	COURSES	CR	GR	YR
ENGL 1301 Composition I	3			PSYC 2314 Lifespan Growth & Development	3		
MATH 1314 College Algebra	3			RNSG 1201 Pharmacology	2		
RNSG 1209 Introduction to Nursing	2			RNSG 1341 Common Concepts of Adult Health	3		
RNSG 1244 Nursing Skills II	2			RNSG 2201 Care of Children and Families	2		
RNSG 2213 Mental Health Nursing	2			RNSG 1161 Clinical – Registered Nursing/ Registered Nurse	1		
Total hours	13			Total hours	11		

Sophomore Year

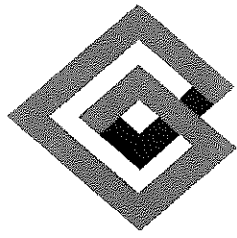
First Semester

Second Semester

COURSES	CR	GR	YR	COURSES	CR	GR	YR
**BCIS 1305 Business Computer Applications	3			BIOL 2320 Microbiology for Non-Science Majors	3		
Language, Philosophy, and Culture Core Course	3			BIOL 2120 Microbiology for Non-Science Majors (lab)	1		
RNSG 2121 Professional Nursing: Leadership and Management	1			RNSG 2130 Professional Nursing Review and Licensure Preparation	1		
RNSG 1343 Complex Concepts of Adult Health	3			RNSG 2206 Nursing Informatics	2		
RNSG 1251 Care of the Childbearing Family	2			RNSG 2331 Advanced Concepts of Adult Health	3		
RNSG 2162 Clinical – Registered Nursing/ Registered Nurse	1			RNSG 2166 Clinical – Registered Nursing/ Registered Nurse	1		
Total hours	13			Total hours	11		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

**BCIS is required for all college students, a test out option of 70% in computer literacy is available.

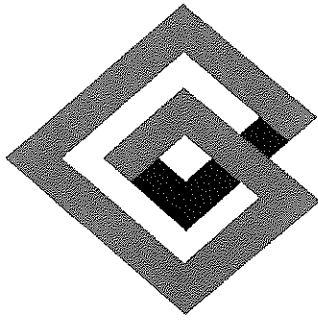


Coastal Bend COLLEGE

Professional Nursing Traditional Curriculum Proposal Comparison

The main purpose for the changes for this curriculum are to align the courses with the VN program so that if students are unsuccessful with their last semester they will qualify to take licensure exam for LVN.

Current Curriculum	Proposed Curriculum	Rationale
	Add Medical Terminology (HPRS 1106)	prepare students for program and match course work for VN program
	Move A&P I, A&P II, Medical Terminology, Nurse Aide Training courses to prerequisite semester	prepare students for program
	Resequencing courses so that all courses that align with VN program are completed in first 3 semesters	Create a MEEP program – if student drops or fails they will be able to get a VN certificate
RNSG 1161 Clinical 1 credit; 48 clinical hours	RNSG 1161 Clinical 1 credit; 96 clinical hours	give students more hands on experience
	Add BCIS 1305 Business Application	college core requirement
RNSG 1106 Nursing Jurisprudence 1 credit; 16 hours	Remove	Incorporate content into another course
	Add RNSG 2121 Professional Nursing: Leadership and Management 1 credit; 16 hours	Course needed to prepare students for practice and teach delegation. Nursing jurisprudence concept included in this course.
	Add RNSG 2130 Professional Nursing Review and Licensure Preparation	prepare students for licensure exam



Coastal Bend COLLEGE

Nursing Advisory Committee

Agenda

May 4, 2022

1. Call to order
2. Welcome and Introductions
3. Vote to elect Chairperson and Co-chairperson
4. Old Business
 - a. Approval of minutes from previous meeting
5. Reports
 - a. Nurse Aide – Karen Berryhill
 - b. Vocational Nursing – Loana Hernandez
 - c. LVN to RN Bridge – Loana Hernandez
 - d. Traditional Professional Nursing – Loana Hernandez
6. New Business
 - a. VN – Curriculum change proposal
 - b. Traditional Professional Nursing – Curriculum change proposal
 - c. LVN-RN Bridge – Curriculum change proposal
7. Discussions
8. Adjournment



Nursing Advisory Committee		
CHAIRPERSON: Loana Hernandez		
DATE: May 4, 2022	TIME: 5:17 pm	PLACE: Dirks building
RECORDER: Heather Flores		PREVIOUS MEETING: 4/16/2021

MEMBERS PRESENT

OTHERS PRESENT

Franciso Dominguez	Karen Berryhill
	Daniella Medellin
	Velma Sanchez
	Nancy Nelson
	Melissa Cisneros
	Carol Saunders
	Millie Hillis
	Anna Mireles
	Sheryl Benson

AGENDA	DISCUSSION~ACTION~INFORMATION	RESPONSIBILITY
Old Business:	Labs and classes now face to face from virtual	Loana Hernandez
Student Count:	Currently- 80 new LVN'S in May 2022 50 Bridge students 50 for Traditional students started in Fall 2020 Traditional will be put on hold for Fall 2022	Loana Hernandez
Continuing Business:	Vote to elect Chairperson and Co- Chairperson	Loana Hernandez
	Discusses new changes	Loana Hernandez
	New Male Mannequin to be order for the Simulation lab.	Loana Hernandez
New Business:	VN- Curriculum change proposal	
	Traditional Professional Nursing- Curriculum change proposal LVN- RN – Curriculum change proposal	Loana Hernandez
	VN- add BCIS 1305 and EDUC 1300 as prerequisite move HPRS 1106 Medical Terminology to prerequisite semester	Loana Hernandez
	Clinical hours have changed from 96 hours to 64 hours. Hours were excessive for basic level skills. Add new course- VNSG 1105 NCLEX PN Review	Loana Hernandez
	Traditional- move A&P1, A&P11, Medical Terminology, Nurse Aide Training course to prerequisite semester. Add BCIS 1305 Business application I is a college core requirement.	Loana Hernandez



	Clinical hours have changed from 48 hours to 96 hours. Gives students more on-hand experience.	Loana Hernandez
	Remove RNSG 1106 Nursing Jurisprudence.	Loana Hernandez
	Bridge- Add Medical Terminology 1106 course Add BCIS 1305- meet college core requirements and prepare students for online courses.	Loana Hernandez
	Clinical hours were 48 hours each, now it is 112 hours. Differentiate different formats (preceptors) and gives students more experience with increased hours	Loana Hernandez
	Add RNSG 2121 Professional Nursing: Leadership and Management 1 credit; 16 hours. Students will prepare by practice and teach delegation. Nursing Jurisprudence concepts included in this course.	Loana Hernandez
	Add RNSG 2130, this will prepare students for Licensure exams.	Loana Hernandez
Discussion:	Students should do more health fairs or anything to motivate them.	Millie Hillis
	Covid has been a big factor with the students therefore students are not used to working together. Students should volunteer more so they can learn Leadership.	Sherly Benson
	We need to put students in more roles to help with leadership RN need to know they need to be leader.	Loana Hernandez
Meeting ended: 6:01pm	(Loana Hernandez) second Carol Saunders	
CHAIRPERSON SIGNATURE:	DATE:	NEXT MEETING:



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Professional Nursing

Program Director: Loana Hernandez

Dean: Loana Hernandez

Date: 12/9/2022

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2. Technology	5
3. Equipment and Facilities	6
4. Budget.....	7
5. Compliance with THECB, SACSCOC, external program accreditors/agencies.....	10
B. Program Output	10
1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.	10
2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)	11
C. Outcomes (Immediate, intermediate, long-term and ultimate)	11
1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix).....	11
2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)	11
3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)	11
Part III: Conclusions and Final Recommendations	12
A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.	12
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B. Final Discussion on the merit and worth of the program	12

Part I: Program Purpose, Description and Goals

A. Program Purpose

Provides students with the knowledge and skills necessary for graduates to deliver safe, competent, and compassionate nursing care.

B. Program Description

Nursing is a dynamic and constantly changing profession. The ability to encompass care of individuals, families, communities, and populations requires a strong commitment to study in the field of nursing. It is our commitment to prepare graduates to provide safe, competent, and compassionate care.

The students seeking a Professional Nursing licensure (RN) with an AAS degree will master the theory, laboratory, and clinical components needed to be successful in the workforce. There are two tracks in Professional Nursing: Traditional RN and LVN-RN.

With the Traditional RN Program, students will have the opportunity to begin their nursing education after completing the prerequisite courses. With the LVN-RN program, licensed vocational nurses can further their nursing education toward the RN degree. Successful graduates from the RN program will also receive the affidavit for the NCLEX examination for RN licensure in the state of Texas.

C. Program Goals

Increase the number of competent and safe nurses entering the workforce which will assist with decreasing the nursing shortage in the community.

Increase retention rates by providing quality instruction and enhanced student support.

Provide equitable lifelong learning opportunities by building various pathways in nursing that easily transfer to 4-year institutions.

D. Program Student Learning Outcomes

- Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- Participate in activities that promote the development and practice of professional nursing.
- Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
- Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.
- Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.

- Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- Coordinate human, information, and physical resources in providing care for patients and their families.
- Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- Implement measures to promote quality and a safe environment for patients, self, and others.
- Formulate goals and outcomes using evidence-based data to reduce patient risks.
- Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.
- Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- Communicate and manage information using technology to support decision-making to improve patient care.
- Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or workplace need.
- Supervise nursing care by others for whom the nurse is responsible by using evidence-based nursing practice.
- Participate with health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

2 full-time faculty dedicated to the LVN-to-RN Bridge program, 3 adjunct faculty for online instruction, 1 full-time retention specialist (also teaches), 1 full-time clinical coordinator, 3 full-time support specialist (Alice, Beeville, Pleasanton)

b. Strengths

2 full-time faculty have several years of experience teaching in a nursing program, adjunct faculty have several years of experience in nursing field

c. Areas for Improvement

Need 1 full-time support specialist in Kingsville to support students in that area, need 2 full-time faculty for face-to-face instruction in Beeville. Unable to hire more faculty due to noncompetitive salary compared to the salary nurses make in the industry. Position for nursing coordinator never filled – requirements for full-time faculty in addition to coordinator tasks too overwhelming for current faculty.

d. Future Direction and Budget Implication

The Traditional RN program is currently on hold due to lack of staffing. Differential tuition approved and started Spring 2022 to be able to offer industry adjustment to nursing faculty salary. Budget for nursing division director that will fill the duties of nursing coordinator without a full-time teaching responsibility.

2. Technology

a. Overview

Nursing students use technology in multiple aspects of their education:

- Assessment Technologies Institute (ATI) – provides instruction modules, remediation, and NCLEX exam preparation modules
- Elsevier Adaptive Quizzing (EAQ) – computerized resource that provides NCLEX exam type questions that are aligned directly to the textbook for that particular course.
- Classroom in Beeville have 30 desks with computers incorporated into the desks.
- Lifesize is used for students to have virtual meetings with faculty
- Instructor has a HoverCam Pilot teaching station to deliver instruction to students

b. Strengths

30 new computers in classroom for face-to-face instruction, allowing students to stay in classroom for exams and other activities such as studying, completing assignments, and taking notes

c. Areas for Improvement

none

d. Future Direction and Budget Implication

none

3. Equipment and Facilities

a. Overview

Nursing lab in Beeville is spacious with the following furniture/equipment:

- 5 hospital beds (1 new)
- 4 mid-fidelity manikins (purchased summer 2020)
- 1 low-fidelity manikin
- 1 functional headwall
- 1 Venipuncture Training Aid Four Vein
- 1 Catheterization and Enema Task Trainer
- 1 Teaching Torso
- 1 Intramuscular Inj. Simulator
- 1 Inject-Ed XL pad
- 1 Wound Care Model
- 1 PVC Hamper
- 6 Overbed Table
- 1 Birthing Simulator
- 1 Fetal Monitor System
- 1 Casualty Simulation Kit Deluxe Moulage
- 1 Loaded Medication Cart
- 1 Advanced Injection IV simulator Arm
- 1 PVC Linen Cart Large 3-Shelf with Mesh Cover
- 1 Geriatric IV Arm
- Medication Dispensing system (non-functioning)

Simulation Lab:

- 1 Hospital Bed
- High-Fidelity manikin
- Crash Cart
- Patient Monitor
- Infusion pump

Classroom models:

- Heart and Lung Model
- Skeleton with Stand
- Kidney Stone Model
- Urinary Standing Model
- Pregnancy Pelvis Model with Removable Fetus
- Human Digestive System Model
- Human Brain Model
- Classic Heart Model

- Ostomy Care Model
- Unisex Torso Model

b. Strengths

Have recently received new manikins and equipment

c. Areas for Improvement

Medication dispensing system is non-functioning, hospital beds need updating to mirror what is seen in local hospitals, lacking high-fidelity manikin, lacking infant manikin, lacking IV infusion pumps, only have 1 headwall, lacking camera system to record students’ skills as they are working with the manikins, lacking sharps containers/and gloves holders and hand sanitizer dispensers to mimic hospital rooms

d. Future Direction and Budget Implication

Make nursing and simulation labs resemble the hospital environment that students will be working in at clinical and in the workforce. This will prepare the students for clinical and improve the success and retention of students.

Purchase of AI high-fidelity manikin, OB high-fidelity manikin, neonatal or infant high-fidelity manikin for simulation lab. Purchase medication dispensing system, 5 IV infusion pumps, camera system for each bed (including simulation lab), 7 headwall systems, 6 hospital beds, bedside work station, ekg machine, cardiac monitors for each bed in simulation lab, ventilator, defibrillator, baby incubator, baby warmer, and accessories needed for equipment.

4. Budget

a. Overview

Program Budget:

	FY2019	FY2020	FY2021
Total Revenue		\$ 610,559.21	\$ 605,279.08
Total Expenses	\$ 536,962.18	\$ 600,141.96	\$ 482,022.36

The budget has been sufficient to sustain the program but not to hire new faculty. Industry adjustments should assist with hiring new faculty once we decide to enroll students in the traditional program again.

Program Costs:

AAS Professional Nursing Traditional

TUITION	PER CREDIT HOUR	NUMBER OF CREDIT HOURS	TOTAL TUITION	TOTAL TUITION & FEES	TOTAL PROGRAM
IN DISTRICT	70	60	4200	8958	12133
OUT OF DISTRICT	132	60	7920	12678	15853
OUT OF STATE	147	60	8820	13578	16753
FEES					
REGISTRATION	48	4	192		
PARKING FEE	25	2	50		
GENERAL USE	15	60	900		
INTERNET FEE	53	1	53		
PRINTING	10	4	40		
COURSE FEES			2773		
DIFFERENTIATED TUITION	25	30	750		
		Total Tuition and Fees	4758		
SUPPLIES					
BOOKS	2000		2000		
UNIFORMS	150		150		
NURSING EQUIP	150		150		
PINNING ATTIRE	75		75		
LAPTOP	500		500		
		Total Books and supplies	2875		
OTHERS					
BON APPLICATION	100		100		
NCLEX TESTING FEE	200		200		
		Total Other Costs	300		

AAS LVN-to-RN Bridge

TUITION	PER CREDIT HOUR	NUMBER OF CREDIT HOURS	TOTAL TUITION	TOTAL TUITION & FEES	TOTAL PROGRAM
OUT OF DISTRICT	\$132.00	43	\$5,676.00	\$8,958.00	\$12,133.00
FEES					
REGISTRATION	\$48.00	2	\$96.00		
PARKING FEE	\$25.00	1	\$25.00		
GENERAL USE	\$15.00	22	\$330.00		
INTERNET FEE	\$53.00	6	\$318.00		
PRINTING	\$10.00	2	\$20.00		
COURSE FEES			\$2,043.00		
DIFFERENTIATED TUITION	\$25.00	18	\$450.00		
	Total Tuition and Fees		\$3,282.00		
SUPPLIES					
BOOKS	\$2,000.00		\$2,000.00		
UNIFORMS	\$150.00		\$150.00		
B/P CUFF, STETHOSCOPE	\$150.00		\$150.00		
PINNING ATTIRE	\$75.00		\$75.00		
LAPTOP	\$500.00		\$500.00		
	Total Books and supplies		\$2,875.00		
OTHERS					
BON APPLICATION	\$100.00		\$100.00		
NCLEX TESTING FEE	\$200.00		\$200.00		
	Total Other Costs		\$300.00		

b. Strengths

Have funding in NSRP grant to update equipment, provide professional development to faculty, and provide scholarships and resources to students. Clinical coordinator and nursing retention specialist partially funded through NSRP grant.

c. Areas for Improvement

Need to budget for nursing division director to oversee the administrative areas of their division, including faculty support and evaluation, curriculum, assessment, and program evaluation.

d. Future Direction and Budget Implication

Industry adjustments will assist with being able to entice new faculty to apply. Adding new position for nursing division director will add approximately \$50,000 to the professional nursing budget.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

Program is approved by the Texas Board of Nurses and Texas Higher Education Coordinating Board. Annual data reports are submitted in October in each year. Survey visits are conducted every 7 years. Virtual survey visit completed in November due to low pass rates.

b. Strengths

c. Areas for Improvement

Program is currently on warning due to low Licensure Examination pass rates.

d. Future Direction and Budget Implication

We are providing more supports to students to prepare them for their licensure exam. We will be updating nursing labs and simulation labs to afford traditional students more experiences with instructors that will assist them with improving critical thinking and clinical judgement which will ultimately assist them to be successful taking the licensure exam and prepared for the workforce.

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

Faculty met on multiple occasions to discuss curriculum and changes that needed to be made.

Curriculum proposal was presented to curriculum committee and approved March 2022. All faculty have completed mandatory college wide trainings. Faculty have participated in training provided by ATI to include student success data, integrating ATI products into curriculum, engaging students, and new format questions for licensure exam.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

	FY2019 Bridge	FY2020 Traditional	FY2020 Bridge	FY2021 Traditional	FY2021 Bridge	FY2022 Traditional	FY2022 Bridge
Number of applicants	175	10	167	36	182	30	228
Number enrolled	100	10	96	30	90	30	85
Number of completion	80	5	83	13	92	12	93
Number passed NCLEX	22/27 (81%)	1/3 (33%)	53/72 (74%)	2/11 (15%)	42/55 (76%)	10/14 (71%)	63/91 (71 %)

C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

Provides students the opportunity to become registered nurses in a rural community with a shortage of nurses.

2. Areas of Improvement

Build new concept-based curriculum, hire faculty to be able to enroll students in much sought after traditional program, provide professional development to faculty to ensure in competency in instructing and engaging students, provide professional development for simulation instructors to provide more objective driven hands on skills, build a more robust remediation program, track students after graduation to encourage them and guide them through the process to take their NCLEX early, track students after graduation once employed and survey employers, build an employment page on website for partners to advertise employment opportunities

3. Threats (external)

Suspension of program due to low pass rates.

4. Opportunities (external)

, Utilize grant funds to develop program, remove suspension, and seek national accreditation

B. Final Discussion on the merit and worth of the program.

Nursing is a highly sought after degree with approximately with over 200 applicants per year. We need to realign the curriculum to be concept-based for students to comprehend the materials better. With the majority of the Bridge program offered online, we need to design the instructional platform to maximize student engagement and student learning.

This
Certificate of Program Approval

is awarded to

Coastal Bend College
Associate Degree Nursing Program
in
Beeville, Texas



Texas Board of Nursing

333 Guadalupe, Suite 3-460 Austin, Texas 78701

June 1, 2022 – May 31, 2024 / Serial No. WP72

Stephanie R. Norman

Executive Director

Nancy Shiff

President



Program Review/ Evaluation
Program: Oil & Gas Technology
Program Director: Roy Coley
Dean: Jarod Bleibdrey

Part I: Program Purpose, Description and Goals

A. Program Purpose: To support the local oil and gas industry, especially the Eagle Ford Shale Play and other areas of the oil and gas industry and its workforce needs; from customized oilfield training to an Associate of Applied Science Degree that is transferrable to a University for BAAS Degree. The Coastal Bend College is a student centered community college committed to delivering superb educational and life enriching opportunities to its students and communities it serves.

B. Program Description: The Oil & gas Technology program provides in all aspects of the oil and gas industry from a complete overview of the petroleum industry which includes: Basic Overview of the Petroleum Industry, Drilling, Industrial Safety, Well Completions, Artificial Lift Methods, Oil and Gas Measurements, Basic Electricity, Production Methods, Petroleum Regulations, Petroleum Instrumentation, Refining. These Courses provide a basic understanding of both theory and hands on experience of different oilfield equipment which helps prepare the student for a career in the petroleum industry. Coastal Bend College is a leader in providing quality education for a lifelong learning by dedicating by dedicating its resources to promoting a learning-centered environment that empowers its students to reach their highest potential and become responsible members of the global community which is also stated in our CBC Catalogue.

C. Program Goals: The demand for trained students in different phases of the oil and gas industry is in high demand and as a result for this demand, the Oil and Gas Technology Program has and will keep up with these workforce needs. The Oil and Gas Technology Program goals is for next three years are as follows: 1) 2019-2020 is to increase enrolled by advertisement through multi-media and recruitment in area High Schools. 2) 2020-2021 is to increase program completions by advising the students the importance of completing a degree will increase the opportunities for promotions with an oilfield company over someone who does not have a degree. 3) Professor will review the curriculum each year to meet the GIPWE standards and make any changes needed to meet these standards.

D. Program Student Learning Outcomes: Students will be tested both verbally, hands on trained and given written test on each subject of the oil and gas technology program. The student must pass each part of the testing on the subject matter with a minimum score of 70% or better. Each student must pass a capstone test of 80% or better on the Refinery Course.

Part II: Description of Program Effectiveness

A. Resources: Current updated textbooks for each of the courses being taught and advanced oil and gas training simulators for student hands-on training in the lab. for a more realistic training.

1. Faculty/Staffing

- a. Overview: One certified Professor through WECM which is adequate at this time.
- b. Strengths: Professor has over twenty years of experience in petroleum industry and AAS Degree in Oil & Gas Technology.
- c. Areas for Improvement: Continual training in professional training through Webinars on updated changes in oilfield equipment to keep students updated of the changes in the industry. Most Webinars are free through IADC and AGA.
- ct. Future Direction and Budget Implication: Currently enrollment is low and trying to increase enrollment and budget is satisfactory at this time.

2. Technology

- a. Overview: Advanced computerized equipment being utilized for classes. In Artificial Lift, Drilling, and Production Classes.
- b. Strengths: Up to date Drilling Simulators, Artificial Lift Simulator, Drilling Fluid Lab. Equipment. These Simulators and equipment provide a realistic approach of hands on training to the student will encounter in the job market he pursues as a career.
- c. Areas for Improvement: Constantly trying to keep up with the different oilfield equipment that is constantly changing in the industry by requesting new equipment through purchase order of the college or through a grant or donations from numerous oil companies.
- ct. Future Direction and Budget Implication: No new budget need at this time with the current enrollment. If enrollment increases will need some more hands on equipment.

3. Equipment and Facilities

- a. Overview: Classroom and Lab. are adequate to have thirty students in the oil & gas program at this time.
- b. Strengths: Equipment and facilities are adequate to have thirty students at this time.
- c. Areas for Improvement: None at this time.
- d. Future Direction and Budget Implication: If future enrollment increases budget will be needed to handle student load.

4. Budget

- a. Overview: No immediate needs at this time.
-

b. Strengths: Equipment and facilities are adequate at this time.

c. Areas for Improvement: None at this time

d. Future Direction and Budget Implication: If future enrollment increases budget will be needed to handle student load.

e. Budget forecasts for the following years were:

2019-2020 was appropriate for this year

2020-2021 was appropriate for this year

2021-2022 was appropriate for this year

In the last three years no new equipment was bought to improve the program due to the fact of the computer virus Coastal Bend College had and due to the Covid-19 impact overall with certain companies closing down their business.

Revised Fall
2020

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview: In compliance

b. Strengths: Deans and Directors keeps us up to date on any changes of the program.

c. Areas for Improvement: None at this time

d. Future Direction and Budget Implication: To increase student enrollment and budget modification when enrollment increases.

B. Program Output

1. **Activities conducted:** Curriculum development, workshops, IADC Conferences, Recruitment, Newsletters, Computer Web Training.

2. Evaluation of Output: Evaluation output is performed by lecture tests, hands on training in lab. and workbook exercises with a minimum efficiency score of 70% or better. Capstone written test for Level I Certificate, level II Certificate, and AAS Degree.

C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcomes are adequate at this time for Level I Certificate, Level II Certificate, and AAS Degree.

2. Analysis/evaluation of course success rates are shown on attached charts.

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction are listed on the attached charts.

Revised Fall 2020

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths: Our student success rate for Level I Certificate, and Level II Certificate are at 98% success with students graduating and finding a job in the petroleum industry.

2. Areas of Improvement: Trying to get students to further their educational goals to at least an AAS Degree and towards an BAAS Degree.

3. Threats (external): None at this time

4. Opportunities (external): There are numerous job positions in the petroleum industry and the student that is enrolled in the CBC Oil & Gas Technology Program has a very good opportunity to fill those workforce needs in the industry from the training at Coastal Bend College.

B. Final Discussion on the merit and worth of the program.

The Oil and Gas Technology Program at Coastal Bend College is by far one of the best programs in the state. The program offers knowledge in nearly all areas on the petroleum industry. This allows the student choices on which career he chooses to work in the industry. It does not concentrate on just one area of the industry. The program covers upstream, mid-stream, and down-stream of the industry.

Part III: Conclusions and Final Recommendations

C. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths: Our student success rate for Level I Certificate, and Level II Certificate are at 98% success with students graduating and finding a job in the petroleum industry.

2. Areas of Improvement: Trying to get students to further their educational goals to at least an AAS Degree and towards an BAAS Degree.

3. Threats (external): None at this time

4. Opportunities (external): There are numerous job positions in the petroleum industry and the student that is enrolled in the CBC Oil & Gas Technology Program has a very good opportunity to fill those workforce needs in the industry from the training at Coastal Bend College.

D. Final Discussion on the merit and worth of the program.

The Oil and Gas Technology Program at Coastal Bend College is by far one of the best programs in the state. The program offers knowledge in nearly all areas on the petroleum industry. This allows the student choices on which career he chooses to work in the industry. It does not concentrate on just one area of the industry. The program covers upstream, mid-stream, and down-stream of the industry.

Fall 2020-Spring 2023

Oil & Gas Technology Marketable Skills (SLOM) Assessments

Lead faculty: Professor Roy Coley

Overall Narrative

This is what the program learned from student assessment:

- Cohesive learning that builds on components, but also consistently reviews past learned material.
- Making materials and resources readily available, structured in class room setting and lab. classroom setting.
- Include analysis tools for instructor understanding of knowledge areas that need further expansion.
- Online question and answer meetings, start of semester review, and accessibility throughout semester.
- Structured objectives focused on the key components of the field as outlined by ONET, IADC, and the American Petroleum Institute.
- Early identification of student success concerns
- When possible, break larger assignments by key components as part of the grading to identify concerns (e.g. topic understanding, research abilities, presentation)

How these changes influenced the overall program of Oil & Gas Technology.

- Reflects that work is still needed to define assessment components to clearly align with SLOM.
- Program opportunities have created the need for change. For instance, the applied assignments for these assessments will be requiring review and modification due to the incoming industrial technology changes in the petroleum industry and a core redesigned focus in the certificates, all of which with a replacement of our current capstone with a GIPWE aligned course.
- These changes will have an overall affect and our overall matrix and some of our master syllabi.
- The applied marketable skills (SCAN) are a micro-focused application within courses and assures that students are building soft skills while learning a vocation. But, in addition, it is necessary to assess the integrity of the program with the same ONET information on a program basis.

- Due to the inclusion of three capstones for this purpose, the program also required changes in courses for capstone evaluation. These changes, in turn, affected this assessment plan.

- The capstones will become the assessment focused solely on the Program Level Outcomes, and in such student proficiency and competency / knowledge and abilities of the program's intent. Furthermore, the capstone courses will be revised to apply specific and detailed learning skills required to the industry, and in doing so also assure the necessary proficiency skills at the end of the program.

- In closing, the program overall has made significant progress in these three years as noted in the changes above, and in addition, the changes of technology and GIPWE certainly influenced further changes. This is a cycle of refining and improving courses, assessments, and focused SCAN skills; and in all have reflected needed growth. The decisions made for that growth in GIPWE have in turn affected the future assessments. All of which being extremely positive for student learning, skills, and outcomes.

Program Specific Student Learning Outcomes					
Program Oil & Gas Technology			Year: 2020- 2023	Department:	
SLO	Course and When Assessed	Assessment Method	Expecte d	Results	Recommendation s
Goal Critical Thinking					
SLO1.1					
1.1 a	PTRT 1307 Production and Recovery Methods	Assignment: Basic use of Oil & Gas Lease Equipment and their function of each.	98% of the students will pass with a 70% or better.	All students passed the course with at least 70% or better.	Need to add some more lease equipment.
	Fall 2020				
1.1 b	PTRT 1312 Petroleum Regulations	Identify State and Federal Regulations associated with the Oil and Gas Industry	95% of the students will pass with a 70% or better.	All students passed with at least a 70% or better.	Add a better book on Railroad commission
	Fall 2020				
Social Responsibility					
SLO 2.1					
2.1	PTRT 1301 The Petroleum Industry	Student will describe in detail the assessment of Exploration, Production, Refining, and transportation of in the oil and gas industry.	98% of the students will pass with a 70% or better.	All students passed with at least a 70% or better.	Add more Videos for different aspects with chapters of book.
	Fall 2020				
2.2	INTC 1358 Measurement and Calibration	Students will calculate gas measurement s and gauge oilfield tank measurement.	98% of the students will pass with a	All students passed with at least a 70% or better.	Add some more equipment for Lab.
	Fall 2020				

			70% or better.		
Goal 3 Critical Thinking					
SLO 3.1					
3.1	ELPT 1311 Basic Electricity	Student will build and install a series and parallel circuit on both AC and DC and test each circuit .	98% of the students will pass with a 70% or better.	All students passed with at least a 70% or better.	Add more equipment for Electrical Lab.
	Fall 2020				
3.2	PTRT 2331 Well Completions	Students will drill and design a wellbore with the proper casing strings to be put in the wellbore.	98% of the students will pass with a 70% or better.	All students passed with at least a 70% or better.	Add Field Trips for students.
	Fall 2020				
Goal Empirical and Quantitative					
SLO 4.1					
4.1	PTRT 1324 Instrumentation	Students will describe in detail the elements of process control operations on both open and closed loop systems.	98% of the students will pass with a 75% or better.	All students passed with at least a 75% or better.	Have students do more research papers on updated PLC systems.
	Spring 2021				
4.2	PTRT 1313 Oil & Gas Safety	Students will list the components of safety, health, and environmental systems of the oil and gas industry consisting of H2S, Lock-Out Tag Out, CPR, Haz-Com.	98% of the students will pass with a 75% or better.	All students passed with at least a 75% or better.	Add more Videos for class.
	Spring 2021				
Goal Personal Responsibility					

SLO 5.1					
5.1	PTRT 2332 Artificial Lift	Students will in group essay explain the characteristics of a reservoir, and select the type of artificial lift system required for this particular reservoir.	98% of the students will pass with a 75% or better.	All students passed with at least a 75% or better.	Add equipment for Lab.
	Spring 2021				
5.2	PTRT 1403 Drilling	Student will learn different drilling techniques and well control methods used in the oil and gas Industry and will perform these skills on a simulator.	98% of the students will pass with a 75% or better.	All students passed with at least a 75% or better.	Fix and Repair the big drilling simulator in Lab.
	Spring 2021			All students passed with at least a 75% or better.	
SLO 6.1					
6.1	PTRT 1301 The Petroleum Industry	The Student will describe in detail the assessment of exploration, production, refining, and transportation in the oil and gas industry.	98% of the students will pass with a 75% or better,	All Students passed with at least a 75% or better.	Research for a better book for class.
	Spring 2021				

6.2	PTRT 2443 Refining	Student will explain in detail the stages of crude oil refining methods used in a refinery and different products produced from these stages.	98% of the students will pass with a 75% or better,	All Students passed with at least a 75% or better.	Need to add some more lease equipment.
	Spring 2021				
6.3	PTRT 1301 The Petroleum Industry	Student will describe in detail the assessment of Exploration, Production, Refining, and transportation of in the oil and gas industry.	98% of the students will pass with a 80% or better.	All students passed with at least a 80% or better.	Add more Videos for different aspects with chapters of book.
	Fall 2022				
6.4	PTRT 1312 Petroleum Regulations	Identify State and Federal Regulations associated with the Oil and Gas Industry	95% of the students will pass with a 80% or better.	All students passed with at least a 80% or better.	Add a better book on Railroad commission
	Fall 2022				
6.5	PTRT 1324 Instrumentation	Students will describe in detail the elements of process control operations on both open and closed loop systems.	98% of the students will pass with a 80% or better.	All students passed with at least a 80% or better.	Have students do more research papers on updated PLC systems.
	Fall 2022				
6.6	INTC 1358 Measurement and Calibration	Student will describe in detail the	98% of the students	All students passed with at least a 80% or better.	Add more Videos for different

	Fall 2022	assessment of Exploration, Production, Refining, and transportation of in the oil and gas industry.	will pass with a 80% or better.		aspects with chapters of book.
6.7	PTRT 1307 Production and Recovery Methods	Assignment: Basic use of Oil & Gas Lease Equipment and their function of each.	98% of the students will pass with a 80% or better.	All students passed the course with at least 80% or better.	Need to add some more lease equipment.
	Fall 2022				
6.8	PTRT 1403 Drilling	The student will use critical thinking for the fundamentals of five major parts of drilling operations.	98% of the students will pass with a 85% or better.	All students passed with at least a 85% or better.	Fix and Repair the big drilling simulator in Lab.
	Spring 2023				
6.9	PTRT 2332 Artificial Lift	The student will use judgement and decisions on which artificial lift system is best on a given wellbore analysis for future development of the well,	98% of the students will pass with a 85% or better.	All students passed with at least a 85% or better.	Add equipment for Lab.
	Spring 2023				
6.1	PTRT 1313 Oil & Gas Safety	Students will list the components of safety, health, and environmental systems of the oil and gas industry consisting of	98% of the students will pass with a 85% or better.	All students passed with at least a 85% or better.	Add more Videos for class.
	Spring 2023				

		H2S,Lock-Out Tag Out, CPR, Haz-Com.			
6.1 1	PTRT 2431 Well Completions	Students will drill and design a wellbore with the proper casing strings to be put in the wellbore.	98% of the students will pass with a 85% or better.	All students passed with at least a 85% or better.	Add Field Trips for students.
	Spring 2023				
6.1 2	ELPT 1311 Basic Electricity	Student will build and install a series and parallel circuit on both AC and DC and test each circuit .	98% of the students will pass with a 85% or better.	All students passed with at least a 85% or better.	Add more equipment for Electrical Lab.
	Spring 2023				
IMPORTANT:					
<i>Note any special circumstances that may have unexpectedly impacted your assessment outcomes.</i>					



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Radiologic Technology

Program Director: Virginia Wall

Dean: Loana Hernandez

Date: 5/19/2022

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Part I: Program Purpose, Description and Goals

A. Program Purpose

The Coastal Bend College Radiologic Technology Program was developed with the philosophy that academic preparation should include classroom and laboratory interaction, followed by clinical experience. It is the purpose and aim of this program to provide the students with the finest training possible so that they may develop their academic capacity, their technical skill, and their professional image. They should develop a belief in their own worth; they must be flexible, responsible, and intelligent. The students must develop an ability to work alone and with others for the common good of the patient. They must learn self-discipline and have an unselfish pride in their work. If, through excellent academic and technical training, the students achieve a sense of meaning and purpose, as well as skill in their profession, the purpose and aims of this program will have been accomplished.

The program purpose aligns with the College Mission by providing superb educational opportunities to Radiography students in the classroom, energized laboratories, and local hospital settings that serve as clinic education sites. Development of a professional image throughout the program and a belief in self-worth will cultivate the availability of life-enriching opportunities for the student. The production of individuals geared toward success will enhance the communities Coastal Bend College serves. The most recent College Catalog includes the Program Description; the purpose above can be found in the Radiology Program's Student and Clinical Preceptor Handbooks under Program Philosophy. This philosophy or purpose statement is relevant to the current curriculum; the program continues to encourage a student's sense of meaning and purpose while acquiring the technical skills to be successful in the Radiologic Technology profession. It is reflective of program goals aspiring to produce students who are clinically competent and efficient communicators able to utilize critical thinking skills while demonstrating professionalism. It is unknown when this purpose was last updated. The program will

review all program materials during the upcoming Summer session before a new COHORT begins in the Fall and will continue reviewing all program materials every summer thereafter.

B. Program Description

The Radiologic Technology AAS degree is accredited by the Joint Review Committee on Education (JRCERT) in Radiologic Technology. Registered Radiologic Technologists, known in the industry as “R.T.s”, are medical personnel who perform diagnostic imaging examinations and administer radiation therapy treatments. Students in the program are educated in anatomy, patient positioning, examination techniques, equipment protocols, radiation safety, radiation protection and basic patient care. Students learn to use radiation, “x-rays”, to produce black and white images of anatomy. Once these images are captured on film, computer or videotape, they are used to detect bone fractures, find foreign objects in the body, and demonstrate the relationship between bone and soft tissue. Students in the Radiologic Technology at CBC will have the opportunity to learn in an accredited JRCERT program that ensures that the student is provided with the knowledge, skills, and professional values required in the industry as a Radiologic Technologist. Students desiring a hands-on learning environment will have the opportunity to use state-of-the-art equipment in the CBC “x-ray” lab, learn theory in small classroom settings and a clinical education experience, where students will apply the theories, concepts, and skills learned in the classroom and lab in a hospital or medical facility under the supervision of professionals working in the industry.

The program description can be found in the Course Catalog; it needs revision. There have been many advancements in the technology utilized in the industry and skills related to Radiologic Technologist duties. Radiologic technology remains the forefront of technological advancements in medical applications. The field continues to rapidly evolve; recent advances incorporate artificial intelligence. Film and videotape have become obsolete following the introduction of fully digital imaging

systems. The program has continued to evolve alongside the profession. Students of our program have access to two digital imaging suites along with a digital portable x-ray machine comparable to those utilized in hospital and clinic settings. X-rays have transformed from black and white images captured on film and processed in a dark room to manipulable digital images used for a variety of applications. Digital applications have been implemented into the curriculum to include image production, informatics, and quality assurance principles. A career in the field of Radiologic Technology is an entryway into a vast array of opportunities for growth and professional development.

C. Program Goals

2018-2019

1. Part-time Adjunct Didactic Instructor
2. 21 Dell Latitude laptops for students with Perkins Grant funding.
3. Sharp 70" smart TV with Perkins Grant Funding
4. Redo imaging room to accommodate two machines.
5. Conference Travel

2019-2020

1. Part-time Adjunct Didactic Instructor
2. 10 Dell Latitude laptops for students with Perkins Grant funding.
3. Sharp 70" smart TV with Perkins Grant Funding
4. Redo imaging room to accommodate two machines.
5. Conference Travel

A part-time adjunct instructor was employed from 2018-2020. The laptops and television were received in 2020. The imaging room renovation to include two machines was completed at the end of

Summer 2021. Conference travel was approved for both faculty members for all years. The program was not able to locate documentation of results or use of results for 2018-2020.

2021-2022

1. Clinically Competent

- a. Associated Department Goal - Purchase Pixy Whole-Body Phantom
- b. Associated Annual Planning Priority – 1. Student

The pixy whole-body phantom was received 12/14/2021; funds from the M.G. and Lillie A. Johnson Foundation Grant were used for this purchase. The wounded, take apart, half-transparent model was put into use Spring 2022. The transparent arm of the model broke off at first use. The program reached out to the manufacturer. The arm was sent off for fixing and has yet to return. A few weeks later, the transparent leg broke; it has been sent off and has yet to return also as of May 2022. Students can use the parts of the phantom that remain.

2. Critical Thinking

- a. Associated Department Goal - Purchase educational models; tools for teaching anatomical structures and internal organs to students
- b. Associated Annual Planning Priority – 1. Student

New educational models have yet to be purchased. 3D printing of anatomical structures or digital anatomy programs that include manipulation tools continue to be researched. The program feels multiple models for student handling during instruction would be helpful. Ultimately, the program has decided that rather than additional educational models, it would greatly benefit from technology that allows writing on PowerPoint slides to annotate images

and work through math problems. The program has begun researching digital whiteboards and hover cams to assist with this and plans to make these purchases by the close of the current budget on June 1, 2022.

3. Clinically Competent

- a. Associated Department Goal - Purchase venipuncture supplies to teach students (i.e. IV catheters, tourniquets, prep pads, etc.)
- b. Associated Annual Planning Priority – 1. Student

Venipuncture supplies have been ordered utilizing the program’s student lab supply budget account for 2022.

4. Professionalism

- a. Associated Department Goal - The JRCERT fee for a new recognized clinical site.
- b. Associated Annual Planning Priority – 2. Community

DeTar Hospital North and DeTar Hospital Navarro in Victoria, Texas were added as additional clinic sites; fees were paid 4/15/2021. One student attends clinic at each location.

5. Communication skills

- a. Associated Department Goal - Student performance evaluation #6 Communication
- b. Associated Department Goal - Student performance evaluation #7 Give Patients Proper Instructions
- c. Associated Department Goal - Collaborative learning assignments in Radiography Courses
- d. Associated Annual Planning Priority – 1. Student

Communication and interpersonal skills are of utmost importance to program; they are worked on and assessed continually.

2022-2023

1. Increase Student Learning
 - a. Mid-semester advisement
 - b. Training for clinical preceptors and staff technologists
 - c. New Student Orientation, Rad Tech Week Celebration, graduation pins and award ceremony.
 - d. Faculty conferences
 - e. Associated Annual Planning Priority – 1. Student

The program will continue to put forth all efforts available toward increasing student learning. A 75% program 5-year average pass rate of the credentialing examination administered by the American Registry of Radiologic Technologists (ARRT) must be maintained for continued accreditation by the JRCERT. The program has seen suboptimal percentage rates in recent years. In 2019, the rate fell to 69%. In 2020, it remained at 69%, and in 2021 saw an increase to 72% but remained under the threshold. To identify weaknesses quickly, the program has implemented a mid-semester advisement. Faculty meet with each student independently after midterms to assess performance and find areas in need of improvement. This provides faculty awareness of any misunderstandings and allows opportunities for improvement before moving forward. An action plan for successful completion of the semester is devised with student input. After advisements, faculty convene and make any necessary

adjustments to meet student needs. For example, mid-semester advisements with second year students in their fifth and final semester revealed that many were having issues with pelvis and hip anatomy on their mock registry examinations. Faculty were able to implement a quick Kahoot! review of the information into their class. This review is normally covered while studying the chapter in the second semester. The quick review refreshed memories of the information and assisted in the increase of mock examination scores. Other trouble areas suggested by students, such as image production, were reviewed and discussed further in class as well.

Additionally, the program would like to offer online training initiatives to clinical preceptors and staff technologists at clinic sites. Much of the student's knowledge acquisition in the program is obtained during their clinical rotations when they can put their didactic and laboratory practices to the test in real-world settings. The observation and participation in performing exams at local hospitals provides invaluable learning lessons. Unfortunately, many staff technologists are overworked, exhausted, and reluctant to providing optimal examples for our students to follow and continue to show less enthusiasm toward student instruction. The program would like to create a Blackboard shell of information, tools, and quizzes for technologists and preceptors involved with our students to continue their education on communication, learning variations, and program goals. The shell would hold all pertinent information of the program relevant to clinical education. The program feels a stipend would entice stakeholders to view the information and become involved, ultimately assisting in the increase of student learning.

Other initiatives dedicated to increased student learning include: the continuation of a new student orientation with both COHORTS, a National Rad Tech Week Celebration, a program dedicated graduation award ceremony, and radiologic technology pins. These events will promote camaraderie amongst the students and elevate learning initiatives put forth. The sense of belonging created by these efforts will provide students with a memorable learning experience and promote lifelong learning. Faculty attendance at the Association of Collegiate Educators in Radiologic Technology (ACERT) and The Texas Society of Radiologic Technologists (TXSRT) annual conferences will help the program remain vigilant with new practices in the field and create awareness of new opportunities for students and the program. Attendance allows faculty to satisfy continuing education requirements necessary for licensing by the ARRT and the Texas Medical Board (TMB).

Credentialing Examination Rate	<small>number passed on 1st attempt divided by number attempted within 6 months of graduation</small>
Year	Results
Year 1 - 2017	7 of 10 - 70%
Year 2 - 2018	10 of 12 - 83%
Year 3 - 2019	9 of 13 - 69%
Year 4 - 2020	11 of 16 - 69%
Year 5 - 2021	13 of 18 - 72%
Program 5-Year Average	50 of 69 - 72%

Beginning with 2023, the program will add Increase Completion and Increase Enrollment as Program Goals.

Increasing Completion will focus on initiatives towards retention and ensuring the student has the necessary tools for program completion.

Increasing Enrollment efforts will contribute to obtaining affiliation agreements with more clinical sites.

D. Program Student Learning Outcomes

For 2018-2019 the Radiology Program Student Learning Outcomes were:

The student will utilize empirical and quantitative skills to classify types of diseases.

The student will utilize critical thinking skills to solve positioning variation problems.

The student will utilize personal responsibility to demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.

The student will utilize social responsibility skills to utilize procedures for minimizing patient exposure.

The student will utilize communication skills for effective communication with clinical staff and patients.

The student will utilize teamwork skills by working, in groups, on a simulation regarding a disease process.

For 2019-2020, the student learning outcomes were updated to:

Students perform routine radiographic examinations.

Students possess knowledge of procedures and patient care.

Students/graduates demonstrate quality care and radiation protection to patients, themselves, and others.

Students demonstrate classroom skills in clinical education.

Students are effective in communicating with clinical staff and patients.

Students will demonstrate written communication skills.

Students are effective in utilizing skills to solve problems, correctly assess patient condition, and are adaptable in changing situations to meet patient's needs.

Students recognize, analyze, and discuss professional experiences.

Students will always act in a professional manner, follow uniform dress code, including dosimeter, name tag, and markers.

Are responsible for actions, are punctual in arriving at assigned site, call CI if late or absent, and follow HIPAA regulations

Recognize worth of individuals and cultures, explore diversity of ideas, individuals, and cultures through open communication.

In 2020-2021, the student learning outcomes remained the same.

Students perform routine radiographic examinations.

Students possess knowledge of procedures and patient care.

Students/graduates demonstrate quality care and radiation protection to patients, themselves, and others.

Students demonstrate classroom skills in clinical education.

Students are effective in communicating with clinical staff and patients.

Students will demonstrate written communication skills.

Students are effective in utilizing skills to solve problems, correctly assess patient condition, and are adaptable in changing situations to meet patient's needs.

Students recognize, analyze, and discuss professional experiences.

Students will always act in a professional manner, follow uniform dress code, including dosimeter, name tag, and markers.

Are responsible for actions, are punctual in arriving at assigned site, call CI if late or absent, and follow HIPAA regulations

Recognize worth of individuals and cultures, explore diversity of ideas, individuals, and cultures through open communication.

In 2021-2022 the student learning outcomes were updated to:

Students will produce diagnostic radiographs.

Students will provide safe, reliable patient care.

Students practice critical thinking in clinical setting.

Students utilize critical thinking skills in traumatic situations.

Students use effective, oral communication with clinical staff and patients.

Students will demonstrate written and oral communication skills.

Students will demonstrate professional behaviors.

Students will demonstrate knowledge of professional attributes.

The current College Catalog does not list the student learning outcomes, it displays the following description under the section titled, "What will I learn?"

Students will be able to critically think about the global impact of their profession and demonstrate entry level proficiency in knowledge, skills, and attitudes necessary for professional employment as a Registered Radiologic Technologist. Students will engage in program activities and several clinical education experiences to develop their communication and quantitative thinking as applied to theory, concepts, and skills. Students will demonstrate knowledge in the utilization of specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation common to a Radiologic Technologist. Students will demonstrate personal and social responsibility within a team environment by engaging in legal and ethical behavior, safety practices, interpersonal and teamwork activities, throughout which they will be required to use appropriate written and verbal communication skills while applying the terminology of the occupation.

As mentioned previously, a complete revision of program documentation, publications, and handbooks is scheduled for Summer 2022.

Now that the program has been advised on the correction of their assessments, the Student Learning Outcomes will be utilized for at least five years with minimal changes. A publication change has been submitted to include program student learning outcomes.

Part II: Description of Program Effectiveness

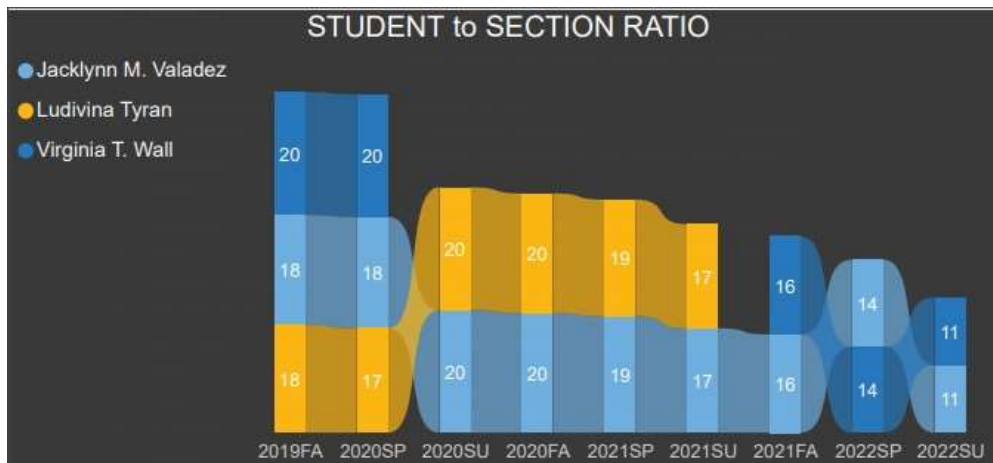
A. Resources

1. Faculty/Staffing

FACULTY	
	Distinct Faculty
2018-19	3
FT	2
PT	1
2019-20	3
FT	2
PT	1
2020-21	2
FT	2
2021-22	2
FT	2
Grand Total	4

In 2018-2019, the program consisted of a full-time program director and clinical coordinator, a part-time adjunct instructor, and one part-time clinical preceptor. 23 students were accepted into the program. The faculty to student ratio was 1:11.5. Acceptance letters were sent out to more students than the program intended by mistake. The full-time to part-time faculty ratio was 2:1.

In 2019-2020, the program consisted of a full-time program director and clinical coordinator, a part-time adjunct instructor, and two part-time clinical preceptors. 18 new students were accepted into the program; 2 students returned to the program. The faculty to student ratio was 1:10. The full-time to part-time faculty ratio was 2:1.



In 2020-2021, the program consisted of the full-time program director and clinical coordinator, and two part-time clinical preceptors. 20 students were accepted into the program. The faculty to student ration was 1:10.

Currently, for the 2021- 2022 year, the program consists of the full-time program director and clinical coordinator. One part-time clinical preceptor and a vacancy for another part-time clinical instructor exists. In the Fall of 2021, 18 students were accepted. The faculty to student ratio was 1:9.

e. Strengths

The program can properly instruct students and allocate adequate time for student advisement with the acceptance of 21 students every fall. The ratio of students to instructors allows for separation into small groups for laboratory instruction. The dedicated clinical preceptor makes a positive impact on students during their rotation to Christus Spohn Kleberg. At this site, the students report detailed clinical learning opportunities and appreciation of the connection between classroom and clinical education. Observation and guidance through real life scenarios in the clinical setting allows for a drastic increase in patient care skills, student confidence, and initiative.

As licensed Radiologic Technologists, the faculty must obtain 24 continuing education hours within their 24-month credentialing period. The program director is currently in pursuit of her master's degree with the University of Texas Medical Branch. She also attended JRCERT webinars on accreditation and standards. The clinical coordinator attended an in person JRCERT seminar provided by accreditors on program assessment. The program would continue to benefit from attendance at the ACERT annual conference. The conference is an excellent opportunity for networking with educators from across the nation and learning of updated educational practices in the field. The program faculty would also benefit from attendance at the TXSRT symposium to network and learn of practices utilized in the state. The inclusion of the faculty into these groups will promote the program and provide an

increased number of opportunities to students. The program director also plans to become a member of the American Society of Radiologic Technologists (ASRT) and the Association of Educators in Imaging and Radiologic Sciences (AEIRS), who operate internationally.

Professional Development 2018-2019:

- ACERT – February 6-8, 2019, Las Vegas, Nevada, Program Director, and Clinical Coordinator

Professional Development 2019-2020:

- JRCERT 50th Anniversary Conference, November 4-5, 2019, Chicago, Illinois, Program Director, and Clinical Coordinator
- ACERT – February 5-7, 2020, Las Vegas, Nevada, Program Director, and Clinical Coordinator

Professional Development 2020-2021:

- ACERT – February 10-12, 2021, Zoom, Program Director, Clinical Coordinator, and Adjunct Instructor
- JRCERT Site Visit Workshop – May 5, 2021, Zoom, Program Director and Clinical Coordinator

Professional Development 2021-2022:

- Introduction to the JRCERT Accreditation Process – Online, Completed 11/15/2021 by Program Director
- Interpreting the JRCERT 2021 Standards for an Accredited Educational Program – Online, Completed 12/9/2021 by Program Director

- ACERT – February 10-12, 2022, Las Vegas, Nevada, Program Director, and Clinical Coordinator
 - Introduced to Kettering National Seminars for registry preparation
 - Introduced to Platinumed online clinic monitoring
- Kettering National Seminars – May 9-10, 2022, Beeville, Texas, Program Director, and Clinical Coordinator
- Developing an Outcomes Assessment Plan – Online, Scheduled for 5/23/2022, Program Director, and Clinical Coordinator

For the 2022-2023 year the program proposes attendance at the following seminars:

- ACERT, February 8-10, 2023, Las Vegas, Nevada
 - The Radiology Club has begun raising funds to attend this conference. It is an excellent opportunity for professional development. Program faculty can interact with other programs and learn of new advances or techniques utilized in radiologic technology education.
- TXSRT, April 2023, somewhere in Texas
 - The program has submitted a proposal for faculty and student travel to this symposium with Perkins Grant funds. The program has also proposed for faculty attendance in the upcoming budget. Student opportunities for scholarships and job offerings are offered along with faculty centered presentations. The program director is a judge for the essay competition, yearly; both the program director and clinical coordinator are TXSRT members.

- JRCERT, ASRT, and AEIRS seminars
 - The program will continue to watch for upcoming seminars hosted by the JRCERT and affiliates to remain current with practices and requirements by the accrediting body.

f. Areas for Improvement

The program will begin with 21 students every Fall. Additional paid clinical preceptors at clinic sites would ensure students are receiving valuable clinical experiences. Christus Spohn facilities have requested the presence of a clinical preceptor provided by Coastal Bend College in the past. Dedicated clinical instruction is invaluable to students and reduces the risk of adverse events in clinical settings. Connally Memorial Medical Center has previously restricted access of students at its facility due to the lack of a clinical preceptor provided by Coastal Bend College. A respected relationship with the facility allowed for an exception to be made and use of the site to continue. Clinical education in the program is competency based; it is necessary that accurate reporting of competencies be reported. This is not always the case from overworked, burned-out hospital staff technologists. Too often we hear of poor techniques suggested by staff in stressful situations with the added burden of tending to student needs. The program realizes that the revenue generated by the program may not allow for more part-time clinical preceptors.

g. Future Direction and Budget Implication

The program will continue to focus on filling the clinical preceptor position vacant at Christus Spohn Hospital Beeville. To engage staff technologists, the program would like to build a Blackboard shell containing all relevant program information. This shell would include videos on increasing interaction and communication with students. It would also educate users of learning variations and the

importance of their role in student education. The program proposes to have available funds to offer a stipend for completion to entice stakeholder participation. Further, the program proposes participation at the TXSRT symposium for networking opportunities, program promotion, familiarity of statewide happenings, and opportunities for students.

2. Technology

a. Overview

At the forefront of medical technology, Radiology continues to grow and expand technological applications. The program has remained technologically advanced in its equipment available to students. The students have access to two digital imaging suites and a portable radiographic machine that is fitted to produce digital images. Renovations were completed and ready for student use at the beginning of the Fall 2021 semester. A portable x-ray machine was donated to the program and is not in working order; grant funds will be utilized to replace old batteries. The program currently has laptops for student use; only a few are utilized, most students use their own.

f. Strengths

Digital upgrades were added to all laboratory equipment in 2020. Two digital x-ray panels with two computer setups allow for simulation to occur resembling radiographic equipment currently used in hospital and clinic settings. Laptops are available for student use. The program utilizes online learning programs integrated into didactic course work geared toward registry preparation. An online platform is utilized for clinical competency recording and clinical education monitoring. Two large television screens used for PowerPoint presentations are available in the classroom. A classroom computer is connected to the televisions and available for instructor use.

g. Areas for Improvement

The classroom computer that the program uses to display PowerPoint presentations is a screen mirroring system. This creates a problem when emails or Teams messages for the faculty members come on the screens. It would benefit the program to have a set up where they are able to make notes on screen or walk around the classroom rather than be restricted to a stationary set up. It would also benefit faculty to have the ability to annotate the PowerPoints on screen or project them onto a whiteboard. The program has begun researching projection options and is hoping to purchase with the 2021-2022 budget allotted for Instructional Supplies.

h. Future Direction and Budget Implication

A laptop or tablet with drawing capabilities to make notes on screen objects would benefit the program faculty. While attending the ACERT convention, the program was introduced to Platinumed, an online platform designed to handle competency tracking, scheduling, compliance reporting and online testing. It is much like Trajecsys, the current platform used for clinical education tracking, but with more updates, the ability to be used on phones as an application, and document tracking. It will reduce the cost to students by more than half from a fee of \$150 for Trajecsys, to \$66.50 for Platinumed.

3. Equipment and Facilities

a. Overview

In 2019 the program received a M.G. & Lillie A. Johnson Foundation grant and began construction on a second energized laboratory. The space allotted for the x-ray room was divided and a new overhead x-ray machine was added. Radiographic equipment is maintained by Ultimate Medical Services (UMS) and registered with the Texas Department of State Health Services (DSHS). A pull apart, half-transparent phantom model was also purchased with grant funds. The program utilizes two office spaces, one for the program director and one for the clinical coordinator. One classroom is utilized for

21 students and provides adequate space for instruction on the Beeville campus. The program is not offered on other campuses.

b. Strengths

The extra lab allows students to complete exams and spend more time in the laboratory setting. The bifurcated window allows faculty to visualize both rooms at once and instruct from one place. The sophistication of the lab offers students an opportunity to role play and position one another as in a real-life clinic setting. The phantoms provided to the students allow opportunities to practice radiographic exposures and perfect positioning techniques. The office spaces, classroom, and lab are close in proximity allowing access to all equipment and learning tools. A large printer is in the vicinity of the department. Public exposure surveys were completed to ensure radiation safety compliance by Dr. Morgan with Medikos, Inc., April 5, 2022.

c. Areas for Improvement

Faculty office chairs are worn and in need of replacement. After construction, parts in the new laboratories were left exposed. Carpets or coverings are needed to prevent injury. A service agreement to maintain the radiographic equipment was signed to protect only the one older x-ray laboratory. The program found there is no drop insurance on the expensive digital x-ray panels to prevent high costs of replacement in the future. The program currently has no formal way of keeping up with Food and Drug Administration (FDA) and DSHS requirements for x-ray operations. The portable machine donated to the program is not in working order. The two older phantoms need refurbishment or replacement parts. Both limbs on the transparent side of the new phantom were broken off when students began to use it. The pieces were returned to the manufacturer for repair in January 2022; they have yet to be returned to the program as of May 2022.

h. Future Direction and Budget Implication

The program has requested funds to purchase new office chairs in the budget for 2023. Remaining grant funds will be utilized to purchase carpet coverings and ensure safety is top priority in the radiology laboratories. The program sought out service agreements with many radiographic equipment providers. UMS, who installed the current equipment, remains the best choice as servicer. Contracts are prepared and ready to be signed for UMS to annually perform preventative maintenance (PM) and equipment performance evaluations (EPEs) on both x-ray rooms to ensure equipment compliance with state regulations. In 2021, the program was inadvertently charged quadruple the amount for the service agreement of \$4,500 on the one, older x-ray room. The program paid \$18,000 for the yearly agreement to UMS. The mistake was found, and the funds were returned. \$20,000 were available to the program for the service agreement for the 2021-2022 fiscal year. In the Fall of 2021, the tube board in the newer x-ray room went out and the program was charged \$1,915.22 for repair. A service/maintenance agreement for both radiographic rooms would cost the program \$9,000 annually. A quote for digital panel drop insurance has been acquired. Replacement of a digital panel in the event of a drop and malfunction would cost the program between \$20,000-\$25,000. Drop insurance coverage has been quoted at \$4,320 per year for both digital panels with a \$2,000 deductible. Dr. Morgan, physicist with Medikos, Inc., works alongside UMS to sign off on their EPEs. He utilizes a website to manage all required state and federal documentation needed to maintain compliance and has offered to provide the program his services at a discounted rate of \$1,200 annually. He has suggested with this agreement, we utilize the website to educate the students on the requirements of radiation monitoring and requested the opportunity to do a presentation for the students as well. The program previously had no record of EPEs, or regulatory documentation as required, on site. Ultimate Medical will perform the EPEs yearly while performing the annual performative maintenance, Dr. Morgan will sign off on them and ensure all regulatory documentation is readily available and easy to retrieve. A quote has been acquired for the repair of the portable machine; the program plans to utilize grant monies for the

replacement of worn batteries. The program will also utilize grant funds to repair older phantom models with refurbishment kits. Should grant funds allow, a stretcher and wheelchair for patient transportation will be purchased as well. The digital imaging equipment is new; the program will focus on maintaining optimal operation and preserving value.

10-44260-1-65008 Operating Fund : Radiolo... FY2022 [Export](#)
[Object View](#) Budget Adjustment

Encumbrances

No transactions to view.

Actuals **\$7,647.22**

Document	Date	Description	Amount
Y0053021	4/22/2022	Medikos Inc	\$1,432.00
C000035977	4/19/2022	Ultimate Medical Services	-\$11,384.78
Y0047305	11/30/2021	Ultimate Medical Services	-\$1,915.22
Y0047305	11/5/2021	Ultimate Medical Services	\$1,915.22
Y0043423	9/2/2021	Ultimate Medical Services	\$18,900.00

The program has created an inventory of program supplies and equipment in the classroom, imaging laboratories, and practice laboratory.

Obsolescence Plan: Service agreements have been obtained for x-ray systems and drop insurance has been acquired to cover both digital imaging panels. The digital radiography set up is designed to be reusable and not be replaced. The program will continue to budget deductible costs and for unforeseen malfunctions in the event of equipment failure or damage. Budgeting for regular maintenance will continue. The program will remain current with new trends in radiography and will plan for new additions of technology accordingly.

The program will research options for updating faculty technology and budget accordingly in 2023.

Location	Quantity	Description	Model	
Imaging Lab - Hughes 105		6 Full Size Lead Aprons		
		1 Half Lead Apron		
		2 Apron Racks		
		1 Small, Portable Whiteboard		
		3 Small Wedge Sponges - Blue		
		1 Medium Wedge Sponge - Blue		
		1 Large Wedge Sponge - Blue		
		1 Head Cradle - Blue		
		1 Cradle - Blue		
		1 Hand - Blue		
		1 Small Rectangle - Blue		
		1 Medium Rectangle - Blue		
		1 Large Rectangle - Blue		
		1 Large Wedge Sponge - Gray		
		2 Small Wedge Sponges - Gray		
		2 Hand - Gray		
		4 Spineboards		
	Room #1		Summit Americomp Stationary X-Ray Table System	
			1 Wall Bucky	Summit A802
			1 Balco Collimator Housing	R221/ADHHS
		1 Americomp Control Panel	L460-00	
		1 Floating Table with Bucky/Grid housing		
		1 Carestream Digital Panel	DRX Core 3543	
		2 Carestream Digital Panel Batteries		
		1 Carestream Digital Panel Battery Charger		
		1 Fax		
		1 Desktop Computer		
Room #2		1 Quantum Medical Imaging X-ray Machine	E7252X	
Practice Lab - Hughes 101		1 Wall Bucky	Poersch QKC	
		1 Quantum Odyssey HF Series	QG 4000	
		1 Floating Table with Bucky/Grid housing		
		1 Wounded Willie	RS-601CUSTOM	
		1 Carestream Digital Panel Detector	Focus 35C	
		2 Carestream Digital Panel Batteries		
		1 Carestream Digital Panel Battery Charger		
		1 Desktop Computer		
		1 Stretcher	Transtar P8000	
		1 IV Arm		
	2 IV poles			
	2 Overbed tables			
	2 Hanging Skeleton			
	1 Full skeleton in pieces			
	1 Digestive System			
	2 Right Hip			
	2 Shoulders			
	1 Knee			
	3 Wrist/Hand			
	1 Urinary System			
	Gait Belt			
	Breast Models			
	1 Colored Brain			
	N-95 Masks			
	2 Hanging Spines			
	2 Sharps Containers			
	2 Wheelchairs			
	1 Samsung TV			
	1 Vizio TV			
	1 Desktop Computer			
	2 Pigg-o-stat			
	2 Monitor Pointers			

Classroom - Hughes 106

1 Torso Model

1 Hovercam Pilot-X
1 Large, Portable Whiteboard
11 Dell Laptops
15 Dell Laptops
1 Laptop Charging Cart
1 Podium

Latitude 3410
Inspiron 17R-5737

4. Budget

a. Overview

The allocated budget for the program has been sufficient to cover program costs. Continuous improvement planning has allowed the program to progress and add learning resources to assist in student learning.

The total program cost to students has remained relatively consistent. The slight rise in fees for students beginning the program in 2019 to 2021 was a result of internet fees in response to the pandemic. The program made necessary adjustments to ensure students received adequate clinical training and will be returning to a full in-person educational and clinical experience for students beginning Fall of 2022. The total cost of Radiologic Technology courses can be found in the table below.

COHORT Beginning	In-District	Out-of-District	Out-of-Sate
2019	\$6,906	\$9,251	\$9,989
2020	\$7,015	\$9,495	\$10,095
2021	\$6,805	\$9,283	\$9,883
2022	\$6,517	\$9,230	\$9,830

In this total, the following extras are accounted for.

Books	\$757
Background Check	\$83
Uniforms	\$250
Patches	\$30
Texas Medical Board Application	\$83
Jurisprudence Exam	\$34
American Registry of Radiologic Technologists Licensing Examination	\$255

The prevailing wage for students completing the program and passing their licensing examination is approximately \$26.56/hour or \$55,240 annually per the U.S. Department of Labor. The total program costs for an in-district student remain lower than \$7,000.00.

A book bundle is purchased the first semester with majority of books needed for the program; one book is purchased the fourth semester. In addition to tuition and fees of the institution, Radiology students pay course fees to cover liability insurance and dosimeter badge use throughout the program. The first semester of course fees applied covers the use of Trajecsys, an online platform designed to upkeep evaluation and clinical performance documentation with clinical sites, a patient care kit including tourniquets, intravenous, and surgical supplies to be used in laboratory practice, and a 26-month subscription to RadTechBootCamp, equipped with helpful positioning videos, learning tools, and registry examination preparatory tools of value to student learning. In Fall 2022, the patient care kit will increase in price and the course fee for its purchase will raise from \$42 to \$68. The change from Trajecsys to Platinumed as discussed earlier will reduce the cost of the clinical reporting system from \$150 to \$66.50.

In the fourth semester, students purchase a pathology book, and a course fee is applied to RADR 2205. While researching course fees used it was found that the course fee applied to RADR 2205 had been moved and mistakenly over charging students \$130. The move of the fee was done to

accommodate course changes incurred by the pandemic. The found fees were utilized to book Kettering National Seminars. The seminar visited the Coastal Bend College campus and provided a two-day seminar geared toward registry preparation. The program has sent out surveys to students in regard to the seminar and will send another after registry completion to further assess. If it is found to significantly increase student learning and pass rates, the program will research routes of implementation. Remaining funds from the overpayment were used to purchase Radiologic Technology pins for students. In the future, the course fee will be reduced to \$75 and used to purchase RadReview, another online learning program geared toward registry exam preparation. RadReview has been purchased individually by alumna who claim it led them to success on their examination; the subscription length is twelve months.

In the fifth and final semester of the program, the Corectec program is purchased with course fees from RADR 2235; it is a six-month subscription. The students are not fond of the program; it appears outdated and is not as user friendly as others. The program will continue to assess all online resources and discontinue use if it is found to be ineffective.

Course fees are detailed below; changes for 2022-2023 are highlighted in yellow.

NAH	RADR-1201	\$ 42.00	\$ -	\$ -	\$ -	\$ -	\$68.00	Patient Care Kit
NAH	RADR-1213	\$ -	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-1260	\$ 205.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-1261	\$ 36.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-1262	\$ 36.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-1411	\$ 190.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2205	\$ 130.00	\$ -	\$ -	\$ -	\$ -	\$75.00	Remove extra bootcamp
NAH	RADR-2217	\$ -	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2235	\$ 80.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2261	\$ 50.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2262	\$ 36.00	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2309	\$ -	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2313	\$ -	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2331	\$ -	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2333	\$ -	\$ -	\$ -	\$ -	\$ -		
NAH	RADR-2401	\$ -	\$ -	\$ -	\$ -	\$ -		

Each year the program must pay fees to the accrediting body, JRCERT, and DSHS. For upkeep of equipment, service agreements and insurances must be maintained. The addition of the second energized laboratory and digital imaging plates will require more coverage as explained earlier.

b. Strengths

The current program budget allows for service agreements and insurances to be acquired. The program found overpayment on agreement with UMS. These monies can be used toward adequate service and insurance coverage of equipment to ensure optimal performance. The budget permitted continuing education of faculty and attendance at the ACERT convention. The budget permits the purchase of educational materials and supplies for classroom and laboratory education. There are funds dedicated to events for students such as a National Radiologic Technologist Week Celebration. Course fees are utilized to purchase subscriptions to online learning resources for classroom implementation and registry examination preparedness. Travel money is dedicated for the clinical coordinator to visit clinical sites and promote communication and interrater reliability between the facilities and program objectives.

c. Areas for Improvement

The program proposes stipends for clinical preceptors and staff technologists to continue their education on working with students and program updates. While the program understands budget-wise it is far-reaching, additional part-time Clinical Preceptors would significantly impact student learning in the clinical setting. An increase in funds for an award ceremony and graduation pinning along with an orientation with both COHORTS and a National Rad Tech Week Celebration would provide a sense of belonging to the students recognizing their accomplishments and participation in the program. Additional continuing education opportunities for program faculty will enhance student learning and promote program progression.

d. Future Direction and Budget Implication

The program will continue to monitor expenses and ensure proficient use. The program costs are reasonable for students and relative to other programs in the state. Insurance and service agreements will prevent inadvertent costs. The program feels that the costs requested are necessary for continuous quality improvement and is considering adding an online computed tomography program to increase revenue.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

The Radiologic Technology Program at Coastal Bend College is accredited by the JRCERT. A site visit was completed October 2021. On December 13, 2021, the Report of Findings was received by the program. The program was found to not be in compliance with Objective 4.8 - Assure that students are oriented to clinical setting policies and procedures in regard to health and safety, Objective 5.2 - Documents the following program effectiveness data: Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation, and Objective 5.4 - Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement. It was suggested the program may want to consider creating a formal process for the review of program learning resources such as student surveys and evaluations to assure learning resources are current and continue to enhance the educational program. The program was advised to provide clinical staff access to the competency examination criteria located in Trajecsys©. This would assist the program with more consistent student evaluations and overall interrater reliability. Finally, the program was advised that the analysis of programmatic effectiveness and student learning outcome should occur at least annually and must be formally documented.

b. Strengths

Much like this program review, the accreditation process and site visit allowed for the new program director to identify areas in need of improvement quickly. A room orientation competency ensuring student recognition of each clinical settings' policies and procedures on hazards, emergency preparedness, medical emergencies, HIPAA, and standard precautions was added to the Trajecsys online management system immediately after the site visit and implemented at the change of clinic sites, mid-term. The program continues to focus on increasing student learning and registry examination pass rates. Funds were found to book Kettering National Seminars, geared toward registry examination preparation. The program began to evaluate and document student learning outcome data along with program effectiveness data to find weak areas in need of improvement. The program created and implemented surveys to assess learning resources. The program gave access to staff technologists for student performance evaluations in Trajecsys and found the responses to be more accurate rather consistently "passing." Advisory committee meetings were changed to be held biannually to keep all stakeholders current. Midsemester advisements with students were implemented. The application of available resources has been increased and documented for evaluation. Additional mock testing to include category specific tests and completion of tests as a group to spark discussion on difficult topics was implemented. Online learning supplements have been added to the curriculum rather than utilizing as an optional resource for students. This was explained to the JRCERT in the Response to the Report of Findings and the program received 5-year accreditation notification February 2022 with the opportunity to receive 8 years after submission of a progress report documenting compliance by December 2022.

c. Areas for Improvement

The program continues to work and contribute all efforts to the increase in student learning. The program realizes this will be an ongoing effort and will continue to assess student learning outcomes, practices, and learning resources, ensuring proper documentation, evaluation, and distribution of findings.

d. Future Direction and Budget Implication – assessing online resources, pass rate, implement student services

The program will continue to streamline practices and ensure compliance with all standards of the JRCERT. Adhering to the standards will allow the program to perform optimally. New learning resources will be added and continue to be assessed with others. Faculty will evaluate topics covered and work together to ensure reiteration of topics in other courses for comprehensive learning. The program intends to update the Curriculum Analysis Grid provided by the JRCERT, Summer 2022. Faculty attendance, networking, and inclusion at seminars and in societies such as the ASRT, AEIRS, and the JRCERT will provide the program the opportunity to remain vigilant pedagogically.

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

In the Fall of 2021, the program reviewed the curriculum to locate areas of improvement. It was found that the program was allowed 64 credit hours, yet only utilizing 63. Changes to improve student learning in weak areas have been approved by the advisory and curriculum committees pending approval of updated syllabi. Students entering the program without having taken College Algebra or Anatomy and Physiology begin at a great disadvantage; these will be changed to pre-requisites.

Changing RADR 1201 Introduction to Radiography to RADR 1309 Introduction to Radiography and Patient Care will assist with new clinical competency requirements that began January 2022 requiring students to demonstrate competency in general patient care procedures. The additional hour dedicated to patient care objectives will benefit the student in clinical atmospheres, better preparing them for patient encounters. Additional lab simulation time with hands-on experience will further enhance the students' ability to demonstrate proficient patient care skills in real-life scenarios while embedding the importance of patient safety. The credit hour removed from RADR 1411 Basic Radiographic Procedures will be added to Principles of Radiographic Imaging II changing it from RADR 2205 to RADR 2305. The lowest scored portion of the registry was Image Production and related imaging topics. The program feels the additional added here will increase student learning.

*BIOL 2301 A&P I		4
*BIOL 2302 A&P II		4
*MATH 1314 College Algebra		3
RADR 1201 Intro. To Radiography	RADR 1309 Intro. Radiography & Patient Care	3
RADR 1411 Basic Radiology Procedures (4 CR)	RADR 1311 Basic Radiographic Procedures	3
RADR 2205 Principles of Radiographic Imaging II (2 CR)	RADR 2305 Principles of Radiographic Imaging II	3
*Denotes classes proposed for Pre-requisite status		

The Radiology Advisory Committee meetings were moved up to being held twice a year, rather than once. The program recognizes the importance of keeping all members aware of program updates. If members are unable to attend, minutes are distributed through email. Microsoft Forms have been made and distributed to clinical sites for ease of communication in the event of situations the program should be aware of. Program Information Sessions are held in the fall and spring to answer any questions and distribute information to interested students. The program welcomes high school visitors of the campus for program promotion and attended AC Jones' Career Day, Spring 2022. The program plans a complete revision of the program webpage. It is difficult for prospective students to understand

and locate information. The program is also interested in creating a Facebook page to promote the program.

Student acceptance into the program is based on a points system. The more classes towards the Associate of Applied Science in Radiologic Technology degree a student has, the more points they will earn towards acceptance. Students may also earn points by holding other degrees, attendance of a program information session, or completion of a Medical Terminology course. The program had 60 applications submitted for the COHORT beginning Fall 2022.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

The program plans to accept the full capacity of 21 students each year. In 2018, 23 students were accepted, in 2019, 18, and in 2020, 20 students were accepted. The program plans to create patterns of consistency for accurate assessment and to continually improve outputs.

ENROLLMENT & RETENTION					RETENTION RATE			
Distinct Students	2018-19	2019-20	2020-21	2021-22	FTIC	2018FA	2019FA	2020FA
					Distinct Students	2	3	0
FTIC - 2018FA	2	3	5	3	2018-19	100%		
FTIC - 2019FA		3	4	5	2019-20	150%	100%	
FTIC - 2020FA				1	2020-21	250%	133%	0%
NOT FTIC	34	31	30	23	2021-22	150%	167%	100%

SECTION LOAD			
	Duplicated Students	Distinct Sections	Student Per Section
2018-19	256	16	16.00
2019-20	295	16	18.44
2020-21	301	16	18.81
2021-22	96	6	16.00
Grand Total	948	34	27.88

The program continues to serve the communities in the college's service area. The clinic sites utilized by the program continue to hire the students. Student performance is evaluated on a continuous basis throughout their rotations and departments can employ based on their needs. Many

other providers in the area reach out to the program for recruitment of graduates. Completion rates are ideal.

Job Placement Rate	number employed divided by number actively seeking employment within 12 months of graduation
Year	Results
Year 1 - 2017	8 of 10 - 80%
Year 2 - 2018	10 of 12 - 83%
Year 3 - 2019	11 of 13 - 85%
Year 4 - 2020	13 of 13 - 100%
Year 5 - 2021	16 of 17 - 94%
Program 5-Year Average	58 of 65 - 89%

Program Completion Rate	number graduated divided by number started the program
Year	Results
Year 1 - 2021	17 of 18
Annual Completion Rate	94%

Students are satisfied with the communication and responses they are given by their instructors. The program will continue to provide many routes of communication.

Q14 What did you like most about this instructor's teaching this semester?

Answered: 8 Skipped: 0

#	RESPONSES	DATE
1	My instructor is very helpful and is always willing to answer any questions us students might have.	11/20/2021 12:55 PM
2	She took the time to listen to my questions and help me better understand the material. She was quick with responses via email.	11/18/2021 6:34 PM
3	Answering any and every question we had.	11/18/2021 2:25 PM
4	N/A	11/16/2021 9:33 AM
5	The instructor is extremely helpful when I have questions. Instructor has provided me with quick responses to my emails as well.	11/16/2021 9:29 AM
6	I liked that my instructor always made sure to check in with us as a class every so often and also made it clear that she was available to answer questions at anytime.	11/16/2021 9:26 AM
7	The instructor was readily available to answer questions during and after class hours	11/16/2021 9:15 AM
8	It was her first year and she was just thrown into this position so she has done a pretty good job	11/16/2021 9:05 AM

Q14 What did you like most about this instructor's teaching this semester?

Answered: 9 Skipped: 1

#	RESPONSES	DATE
1	My instructor was very helpful and encouraging while working in our lab at CBC.	11/23/2021 7:56 PM
2	My instructor was very helpful and encouraging while working in our lab at CBC.	11/23/2021 7:51 PM
3	Answering any and every question we had.	11/18/2021 2:29 PM
4	Answering any and every question we had.	11/18/2021 2:27 PM
5	N/A	11/18/2021 2:20 PM
6	I liked that my instructor always stayed in contact with us as a class and also made it known that she was available to answer questions at anytime.	11/16/2021 9:31 AM
7	I liked that my instructor always stayed in contact with us as a class and also made it known that she was available to answer questions at anytime.	11/16/2021 9:29 AM
8	The instructor is always available to answer questions	11/16/2021 9:21 AM
9	The instructor is always available to answer any questions	11/16/2021 9:19 AM

C. Outcomes (Immediate, intermediate, long-term and ultimate)

- The following three pages are what is currently in the Course Catalog and Student Handbook.

Radiologic Technology



Program Description:

The Radiologic Technology AAS degree is accredited by the Joint Review Committee on Education (JRCERT) in Radiologic Technology. Registered Radiologic Technologists, known in the industry as "R.T.s", are medical personnel who perform diagnostic imaging examinations and administer radiation therapy treatments. Students in the program are educated in anatomy, patient positioning, examination techniques, equipment protocols, radiation safety, radiation protection and basic patient care. Students learn to use radiation, "x-rays", to produce black and white images of anatomy. Once these images are captured on film, computer or videotape, they are used to detect bone fractures, find foreign objects in the body, and demonstrate the relationship between bone and soft tissue.

Students in the Radiologic Technology at CBC will have the opportunity to learn in an accredited JRCERT program that ensures that the student is provided with the knowledge, skills, and professional values required in the industry as a Radiologic Technologist. Students desiring a hands-on learning environment will have the opportunity to use state-of-the-art equipment in the CBC "x-ray" lab, learn theory in small classroom settings and a clinical education experience, where students will apply the theories, concepts, and skills learned in the classroom and lab in a hospital or medical facility under the supervision of professionals working in the industry.

What will I learn?

Students will be able to critically think about the global impact of their profession and demonstrate entry level proficiency in knowledge, skills, and attitudes necessary for professional employment as a Registered Radiologic Technologist. Students will engage in program activities and several clinical education experiences to develop their communication and quantitative thinking as applied to theory, concepts, and skills. Students will demonstrate knowledge in the utilization of specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation common to a Radiologic Technologist. Students will demonstrate personal and social responsibility within a team environment by engaging in legal and ethical behavior, safety practices, interpersonal and teamwork activities, throughout which they will be required to use appropriate written and verbal communication skills while applying the terminology of the occupation.

Student training will include:

- Utilize basic medical terms
- Identify ethical and legal standards
- Routine radiographic procedures
- Basic radiation protection practices
- Conventional and digital equipment
- Recognize and respond to emergency situations;
- Manipulate equipment
- Evaluate images
- Describe infection control procedures
- Identify relevant pharmaceuticals and their applications
- Define radiographic positioning terms
- Assess patient condition
- Radiation monitoring, detection, measurement and
- Analyze the effects of exposure variables biophysical mechanisms of radiation damage on humans.

How long will it take?

The AAS degree in Radiologic Technology is a comprehensive educational pathway consisting of a minimum of 60 credit hours that include an accredited program by the Joint Review Committee on Education in Radiologic Technology, a general education core of communication, mathematics, natural science, humanities and fine arts, social and behavioral science, and computer competency.

How much will it cost?

Personal Equipment— \$300- 500 (estimate) for uniforms for clinical education. Total Program/Course Fees: In addition to tuition and fees, students will pay a lab fee for courses requiring labs. This fee is based on materials, consumables, and supplies required for the particular lab. Lab fees may vary due to the individual's ability and materials required for the course labs. Lab fees for particular courses are listed in the course syllabi and are based on the average student completing the course. Contact program faculty for more information on lab fees.

What is the job market?

For recent job information such as median salary ranges, job growth/outlook, and job/career opportunities in this field, please visit the Workforce Solutions of the Coastal Bend Center at the Beeville, Alice and Kingsville locations or the Workforce Solutions Alamo Center at the Pleasanton site.

Radiologic Technology

Name _____ Student ID _____

Catalog Year _____

Associate of Applied Radiologic Technology Degree Plan (Page 1 of 2)

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
RADR 2309 Radiographic Imaging Equipment	3			BIOL 2301 Anatomy & Physiology I (lecture)	3		
RADR 1411 Basic Radiographic Procedures	4			RADR 2401 Intermediate Radiographic Procedures	4		
RADR 1201 Introduction to Radiography	2			RADR 2205 Principles of Radiographic Imaging II	2		
RADR 1213 Principles of Radiographic Imaging I	2			RADR 1261 Clinical - Radiologic Technology/Science - Radiographer	2		
RADR 1260 Clinical - Radiologic Technology/Science - Radiographer	2			BIOL 2101 Anatomy & Physiology I (lab)	1		
Total hours	13			Total hours	12		

Summer Session

Courses	CR	GR	YR
ENGL 1301 Composition I	3		
BIOL 2302 Anatomy & Physiology II (lecture)	3		
BIOL 2102 Anatomy & Physiology II (lab)	1		
MATH 1314 College Algebra	3		
Total hours	10		

I understand that any deviation from this plan may result in some courses not applying toward the stated requirements or delay in graduation. I also understand the courses in this curriculum may not apply towards a bachelor's degree.

Student Signature/Date

Advisor Signature/Date

Radiologic Technology

Name _____ Student ID _____

Catalog Year _____

Associate of Applied Radiologic Technology Degree Plan (Page 2 of 2)

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
Humanities and Fine Arts Core course	3			RADR 2313 Radiation Biology and Protection	3		
PSYC 2301 General Psychology Or PSYC 2314 Human Growth and Development	3			RADR 2261 Clinical - Radiologic Technology/Science - Radiographer	2		
RADR 2217 Radiographic Pathology	2			RADR 2262 Clinical - Radiologic Technology/Science - Radiographer	2		
RADR 2333 Advanced Medical Imaging	3			RADR 2235 Radiologic Technology Seminar	2		
RADR 2331 Advanced Radiographic Procedures	3						
RADR 1262 Clinical - Radiologic Technology/Science - Radiographer	2						
Total hours	16			Total hours	9		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*EDUC 1300 is required for all first-time in College Students attending Coastal Bend College.

**BCIS is required for all college students, a test out option of 70% in computer literacy is available

I understand that any deviation from this plan may result in some courses not applying toward the stated requirements or delay in graduation. I also understand the courses in this curriculum may not apply towards a bachelor's degree.

Student Signature/Date

Advisor Signature/Date

- The next two pages display the new degree plan awaiting implementation. The changes have been approved by the advisory and curriculum committees, pending course syllabi approval.

Associate of Applied Radiologic Technology Degree Plan (Page 1 of 2)

Prerequisite Courses

COURSES	CR	GR	YR
BIOL 2301 Anatomy and Physiology I (Lec)	3		
BIOL 2101 Anatomy and Physiology I (Lab)	1		
BIOL 2302 Anatomy and Physiology II (Lec)	3		
BIOL 2102 Anatomy and Physiology II (Lab)	1		
MATH 1314 College Algebra	3		
Total hours	11		

Freshman Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
ENGL 1301 Composition I	3			BCIS 1305 Business Computer Applications	3		
RADR 1309 Intro. Radiography & Patient Care	3			RADR 2401 Intermediate Radiographic Proc.	4		
RADR 1311 Basic Radiographic Procedures	3			RADR 1213 Principles of Radiographic Imaging I	2		
RADR 2309 Radiographic Imaging Equipment	3			RADR 1261 Clinic	2		
RADR 1260 Clinical	2						
Total hours	14			Total hours	11		

Summer Session

COURSES	CR	GR	YR
RADR 2331 Advanced Radiographic Procedures	3		
RADR 1262 Clinic	2		
Total hours	5		

Associate of Applied Radiologic Technology

Degree Plan (Page 2 of 2)

Sophomore Year

First Semester				Second Semester			
COURSES	CR	GR	YR	COURSES	CR	GR	YR
PSYC 2314 Human Growth and Dev OR PSYC 2301 General Psychology	3			RADR 2333 Advanced Medical Imaging	3		
Humanities/Fine Arts Core Course	3			RADR 2313 Radiation Biology and Protection	3		
RADR 2217 Radiographic Pathology	2			RADR 2235 Radiologic Seminar (Capstone)	2		
RADR 2305 Principles of Radiographic Imaging II	3			RADR 2262 Clinic	2		
RADR 2261 Clinic	2						
Total hours	13			Total hours	10		

Degree plan valid for 5 years from the semester that student signs dedicated schedule and enrolls in courses.

*BCIS is required for all college students, a test out option of 70% in computer literacy is available

The degree plan has been updated in the CBC Catalog and a publication change has been submitted to revise the program description page.

The program currently has affiliation agreements with Christus Spohn Hospital Beeville, Alice, and Kingsville to have students complete their clinical rotations and obtain examination competencies to satisfy requirements and become eligible for the credentialing examination provided by the ARRT. Affiliations agreements are also in place with Refugio Memorial Hospital, Otto Kaiser Memorial Hospital, Methodist Hospital, Detar Hospital, Connally Memorial Hospital, and Cuero Regional Hospital.

The program has begun the procedures to gain Christus Spohn Shoreline as a clinical site. An affiliation agreement is in place with Christus Spohn; the program is awaiting approval from the JRCERT.

The program has been contacted by Citizens Hospital in Victoria, Texas and is awaiting approval from Victoria College due to service area coverage.

CLINICAL AFFILIATION AGREEMENT

This Clinical Nursing Affiliation Agreement ("Agreement"), is entered into as of date of last signature ("Effective Date"), by and between CHRISTUS Spohn Health System ("Healthcare Facility") and Coastal Bend College ("Sponsoring Institution").

WHEREAS, Sponsoring Institution provides an educational program for the training of undergraduate nursing students and allied healthcare professional students;

WHEREAS, the proper training of healthcare professionals requires exposure to practical clinical problems, which is primarily attainable within a hospital setting;

WHEREAS, Healthcare Facility has the environment and facilities in which the professionals can acquire that practical clinical experience; and

WHEREAS, Sponsoring Institution desires to use Healthcare Facility's facilities for the education and training of its learners ("Learners") and Healthcare Facility recognizes the benefit to the community from accommodating that training and is willing to provide and permit its facilities to be used for those purposes;

NOW, THEREFORE, the parties agree as follows:

1. **Responsibilities of Sponsoring Institution.** Sponsoring Institution will:
 - a. Identify, in consultation with Healthcare Facility, the Learners who will be assigned to Healthcare Facility for on-site clinical and practical training pursuant to this agreement.
 - b. Prepare, together with Healthcare Facility, schedules for the Learners, specifying the hours, days, and months in which the Learners will receive on-site clinical and practical training at Healthcare Facility and the medical specialties to which the Learners will be exposed during that training as set forth in Exhibit A, which is attached to and incorporated into this Agreement.
 - c. Provide information that Healthcare Facility reasonably requests to permit Healthcare Facility to coordinate its scheduling and programming with that of Sponsoring Institution.
 - d. Ensure that all Learners selected for on-site clinical and practical training at Healthcare Facility have satisfactorily completed all portions of Sponsoring Institution's curriculum that are prerequisites for the on-site training, and provide to Healthcare Facility, upon request, copies of the curriculum, course objectives, and syllabi of the applicable educational programs.
 - e. Prove to Healthcare Facility that each Learner is current on the following matters: BLS certificate, TB testing, Hepatitis B vaccine, drug screen, flu vaccination, and other matters that Healthcare Facility reasonably requires.
 - f. Instruct Learners to comply with the federal Occupational Safety and Health Administration regulations governing employee exposure to bloodborne pathogens in the workplace; and train Learners about the hazards associated with blood and other potentially infectious materials, the protective measure to minimize the risk of occupational exposure to bloodborne pathogens, the appropriate actions to take in an

- n. Refrain from disclosing or permitting the disclosure of any Healthcare Facility confidential or proprietary information to any third party for any reason without Healthcare Facility's written consent, except as permitted in this Agreement, as a court or governmental agency may order, or as otherwise required by law; and following the termination of this Agreement, refrain from retaining and from allowing any Learners or Faculty to retain any confidential or proprietary information of Healthcare Facility. In the event of a breach or a threatened breach by Sponsoring Institution of this provision, Healthcare Facility will be entitled to an injunction restraining Sponsoring Institution from disclosing or permitting disclosure of Healthcare Facility confidential or proprietary information, without the necessity of Healthcare Facility's posting a bond. Nothing herein may be construed as prohibiting Healthcare Facility from pursuing any other remedies available to it for the breach or threatened breach, including the recovery of damages from Sponsoring Institution.

2. **Responsibilities of Healthcare Facility.** Healthcare Facility will:

- a. Permit Learners to use its facilities in connection with their on-site practical, clinical training;
- b. Encourage Healthcare Facility staff to interact and cooperate with the Learners in an appropriate manner with respect to the on-site training;
- c. Permit Learners to use diagnostic and therapeutic equipment as appropriate in connection with their on-site training, and as patients' healthcare needs may warrant;
- d. Permit the Learners to accompany Healthcare Facility personnel as appropriate to the Learners' on-site training;
- e. Permit the Learners to observe Healthcare Facility personnel in their diagnostic and patient care procedures and treatment and their use of Healthcare Facility equipment as relevant to the Learners' on-site training;
- f. Permit Learners to participate in direct patient care when appropriate and under direct supervision of Healthcare Facility personnel or medical staff;
- g. Permit the Learners to use Healthcare Facility amenities such as the cafeteria, rest rooms, conference areas, and parking facilities, on the same basis as they are available to others engaged in on-site clinical training programs at Healthcare Facility's premises;
- h. Provide an orientation for the Learners with respect to Healthcare Facility's operations, policies, and procedures, and the location of facilities and equipment relevant to the Learners' on-site training;
- i. Arrange for emergency medical treatment for the Learners necessary during the clinical training activities; but Healthcare Facility will not be responsible for costs involved, follow-up care, or hospitalization; and
- j. Provide the Learners with Healthcare Facility's rules and regulations; inform them about federal and state laws and regulations regarding the confidentiality of information and records maintained by Healthcare Facility (including without limitation the Health Insurance Portability and Accountability Act of 1996, or "HIPAA"); and hold the Learners responsible for conforming to Healthcare Facility's standards of performance,

emergency involving exposure to blood, and the reasons the Learner should participate in Hepatitis B vaccination and post-exposure evaluation and follow-up.

- g.** Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of the subsection, maintain, throughout the term of this Agreement, professional liability insurance covering the Learners, the Sponsoring Institution faculty participating in the program ("Faculty"), and Sponsoring Institution, with limits not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate; general liability insurance covering Sponsoring Institution and the Faculty, with limits not less than \$1,000,000 per occurrence and \$2,000,000 in the annual aggregate; and workers' compensation insurance covering Sponsoring Institution and the Faculty, in the minimum amounts required by applicable state law; and upon Healthcare Facility's written request, provide a certificate of this insurance coverage to Healthcare Facility. Sponsoring Institution may provide the coverage through a program of self-insurance.
- h.** Inform Learners to have health insurance coverage at all times during their activities at Healthcare Facility pursuant to this Agreement and to provide evidence of that coverage upon request by Healthcare Facility may be required.
- i.** Maintain throughout the term of this Agreement all licenses and permits required by state law or any federal or local authority for the training of Learners, and accreditation by all other appropriate accrediting authorities.
- j.** Represent that no adverse action by the federal government could result in exclusion from a federal healthcare program has occurred or is pending or threatened against Institution, its affiliates, or, to the best of Sponsoring Institution's knowledge, against any of the Learners; and refrain from performing any act that would cause Sponsoring Institution to be excluded from a federal healthcare program.
- k.** Notify Healthcare Facility within 48 hours after Sponsoring Institution has notice that Sponsoring Institution, any of its affiliates, or any of the Learners participating hereunder has been excluded from a federal healthcare program. If any of the Learners participating in training under this Agreement is excluded from a federal healthcare program, Sponsoring Institution will immediately remove the Learner from participating in that training. If Sponsoring Institution, an affiliate of Sponsoring Institution, or any of the Learners is excluded from a federal healthcare program, Healthcare Facility may immediately terminate this Agreement.
- l.** With respect to each Learner who will participate pursuant to this Agreement, check available federal government databases and confirm, prior to the beginning of that participation and annually thereafter, that the Learner is not on any list of persons excluded from federal healthcare programs; and, on an annual basis, provide written certification to Healthcare Facility that the annual exclusion list check required by this subsection has been performed and that, to the best of Sponsoring Institution's knowledge, no Learner has been excluded from any federal healthcare program.
- m.** With respect to each Learner who will participate pursuant to this Agreement, confirm in writing to Healthcare Facility prior to the beginning of that participation that the Learner has passed a criminal background check.

dress, and deportment, and other applicable Healthcare Facility policies and procedures and applicable laws. Solely for the purpose of defining the Learners' role in relation to the use and disclosure of protected health information, the parties acknowledge that the Learners are considered part of Healthcare Facility's workforce for purposes of HIPAA when engaged in activities pursuant to this Agreement.

3. **Scheduling.** Sponsoring Institution and Healthcare Facility will jointly determine the dates, times, and other arrangements for Learners' practical, clinical experiences pursuant to this Agreement, all with a view to ensuring the proper coordination of Healthcare Facility's needs and programming with the Learners' on-site training needs.
4. **Removal of Learners.** Healthcare Facility may, in its sole and absolute discretion, refuse the use of its facilities to any Learner who does not meet Healthcare Facility's professional and other standards and requirements. Sponsoring Institution will withdraw a Learner from Healthcare Facility for reasonable causes specified by Healthcare Facility, or if the safety of any patient or individual is in jeopardy, as determined in Healthcare Facility's sole discretion.
5. **Patient Care.** Healthcare Facility will at all times remain responsible for the safety and welfare of its patients. Nothing in this Agreement limits Healthcare Facility's responsibility for providing medical care for its patients.
6. **Cooperation and Liaison.** Healthcare Facility and Sponsoring Institution will act in good faith and cooperate with each other in implementing this Agreement. In that regard, the parties will establish administrative oversight as necessary to address the Learners' clinical training and to prevent interference with Healthcare Facility's providing care to its patients. The parties will maintain adequate communication with each other, make operational changes as appropriate or necessary, and discuss any problems that arise concerning the affiliation described in this Agreement. Healthcare Facility will permit Sponsoring Institution's clinical coordinator to visit Healthcare Facility's premises at a mutually convenient time for the purpose of ascertaining whether Sponsoring Institution's educational objectives for its Learners are met at Healthcare Facility.
7. **Term and Termination.** The initial term of this Agreement is one year, beginning on the Effective Date. This agreement will automatically renew for four successive one-year terms. Either party may terminate this Agreement, with or without cause, at any time, by giving the other party at least 60 days' written notice of termination. In the event of termination, the parties will allow Learners then participating in a rotation at Healthcare Facility as part of an educational program pursuant to this Agreement to complete the rotation.
8. **Indemnification.** Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of this subsection, each party ("Indemnifying Party") will indemnify the other party ("Indemnified Party") and hold it harmless against all third-party claims and related costs and expenses (including reasonable attorneys' fees) that are brought against or incurred by the Indemnified Party as a result of the negligence, willful misconduct, violation of law, or breach of this Agreement by the Indemnifying Party or any of its employees or agents. Nothing in this paragraph or this agreement waives or alters any immunities provided to Sponsoring Institution, its officers, employees, and agents under State of Texas or federal law.
9. **Notification of Claims.** Each party will notify the other party in writing as soon as possible of any incident or claim arising out of or in connection with this Agreement that could result in a liability or claim of liability against the other party. The party receiving the notice will have the

21. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), Sponsoring Institution designates Healthcare Facility as a school official with a legitimate educational interest in the educational records of Learners who participate in an educational program pursuant to this Agreement, to the extent Healthcare Facility requires access to the records to carry out its responsibilities under this Agreement. Healthcare Facility will maintain the confidentiality of the educational records in accordance with FERPA.
22. **Catholic Directives.** All professional and administrative services provided by the Learner under this Agreement will be provided in compliance with the doctrines, disciplines, laws, moral traditions, rules and regulations of the Roman Catholic Church, including the Ethical and Religious Directives for Catholic Health Care Services, as promulgated by the United States Conference of Catholic Bishops (as the same may be hereafter amended, supplemented, replaced or otherwise modified), the form of which existing as of the Effective Date of this Agreement is found at <http://www.usccb.org/about/doctrine/ethical-and-religious-directives/index.cfm>.
23. **Multiple Entities as Healthcare Facility.** If and to the extent that the Healthcare Facility consists of multiple legal entities named in the initial paragraph of this Agreement (each, an "Entity"), the following provisions will apply:
 - a. Each Entity signs and enters this Agreement solely for the purpose of obligating itself with respect to healthcare facilities that the Entity owns and/or operates ("Entity Facilities"), and each Entity's rights under this Agreement apply only with respect to its Entity Facilities.
 - b. Each Entity has the right to accept or decline Learners under this Agreement for any academic year and any medical specialty on behalf of its Entity Facilities, jointly or severally.
 - c. Each Entity may terminate this Agreement as to itself, in accordance with the termination provisions in this Agreement, without affecting the effectiveness of the Agreement as to any other Entity.
 - d. Subject to each Entity's right to terminate the Agreement as set forth above, each Entity appoints _____ as the Entity's agent with the power to to amend, extend, or terminate this Agreement and to bind the Entity to any such amendment, extension, or termination.


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right to investigate the incident or claim and the party giving the notice will cooperate fully in that investigation.

10. **Notices.** Any notices contemplated under this Agreement will be effective when personally delivered or when received through a recognized commercial overnight delivery service, or certified mail, return receipt requested, posted to the address listed below for the party intended to receive it or to such other address as that party may have provided in accordance with this section.
11. **Records and Access.** In accordance with the Social Security Act, Sponsoring Institution will make its contracts, books, documents, and records available to the Comptroller General of the United States, the United States Department of Health and Human Services, and their duly authorized representatives until the expiration of seven years after the termination of this Agreement. All records, books, and papers of Sponsoring Institution pertaining to the performance of this Agreement will be open to inspection during normal business hours by Healthcare Facility and by authorized federal and state authorities.
12. **Counterparts and Amendments.** This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one instrument. Any amendments to this Agreement must be in writing and signed by both parties.
13. **Assignment.** Neither party may assign this Agreement or any of its rights or obligations under this Agreement without the prior written consent of the other party, except that either party may assign the Agreement without the other party's consent to an entity affiliated by ownership or control to the assignor or that holds the license to operate the assignor.
14. **Relationship of Parties.** Healthcare Facility and Sponsoring Institution are independent contractors. Nothing in this Agreement may be construed as constituting either party as the partner or agent of the other party.
15. **Non-Exclusive Agreement.** This Agreement is not an exclusive contract. The parties, at their option, may enter into other affiliation agreements with third parties.
16. **Learners' Not Employees of Healthcare Facility.** The Learners are not employees, agents, officers, or servants of Healthcare Facility, and Sponsoring Institution will instruct them not to represent themselves as such. Learners will not be entitled to occupational health benefits in the event of injury occurring on Healthcare Facility's premises.
17. **Waiver.** The waiver by either party of a breach or violation of any provision of this Agreement will not be deemed a waiver of any subsequent breach of the same or any other provision.
18. **Severability.** If a portion of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.
19. **No Third-Party Beneficiary.** Nothing in this Agreement is intended to confer any right or benefit upon any third party, including without limitation any patient of Healthcare Facility or any Learner.
20. **Choice of Law.** This Agreement will be governed by and construed in accordance with the law of the state where Healthcare Facility is located.

SIGNED as of the Effective Date.


SPONSORING INSTITUTION


Dr. Justin Hoggard
President
Coastal Bend College

Date: 5/4/21

Address:
3800 Charco Road
Beeville, TX 78102

HEALTHCARE FACILITY


Osbert Blow, MD, PhD, FACS
President and Chief Medical Officer
CHRISTUS Spohn Health System

Date: 05/26/21

Address:
5802 Saratoga Blvd., # 300
Corpus Christi, TX 78414

EXHIBIT A

Goals & Objectives

Through the partnership with CHRISTUS Spohn Health System, Coastal Bend College has identified the following goals:

1. Provide quality educational experience for students
2. Provide possible opportunities for employment for our graduates
3. Maintain quality instruction of industry standards
4. Prepare students for challenging and competitive career in the healthcare field

The primary objective for this partnership is to provide the community with safe and competent healthcare professionals.

CONTRACT AND AGREEMENT

STATE OF TEXAS

KNOW ALL MEN BY THESE PRESENTS

COUNTY OF BEE

THAT the Coastal Bend College, a public junior college in Beeville, Bee County, Texas hereinafter called "college", and Connally Memorial Medical Center, Floresville Texas, hereinafter call "Host Agency" do contract and agree as follows:

The Host Agency agrees to:

1. Accept students to be rotated for clinical rotation. Scheduling will be coordinated at least 30 days prior to rotation. Scheduling will be coordinated with Host Agency representative and College department representative.
2. Provide clinical learning activities and patient assignments in coordination with College personnel.
3. Cooperate in any sexual harassment complaint investigation involving college students or faculty.
4. Assist the College employed instructor in evaluating student progress and competency during clinical training when applicable.
5. Maintain the criteria for accreditation as established by the Texas Health and Human Services.
6. Provide a designated space for conducting clinical conferences for use by instructors and students.
7. Accept students regardless of race, creed, color, national origin, sex, age, or disability.
8. Work with college faculty to address any student grievance involving Host Agency or its staff.

The College agrees to:

1. Be the controlling agency and fully responsible for the operation of all college programs.
2. Operate the program in accordance with the guidelines established by the Texas Health and Human Services and the Texas Higher Education Coordinating Board.
3. Provide a faculty member during the affiliation period who will maintain ultimate responsibility for student learning during the clinical rotational who will coordinate learning activities and patient assignments with Host Agency personnel.
4. Discontinue the clinical rotation, at the facility, of any student upon written request of the Host Agency when student performance is detrimental to the Host Agency, staff or patients. The College reserves the right to terminate enrollment of any student whose progress, or professional development does not justify continuance in the program.
5. Require students to be alcohol and drug free while on campus, acting on behalf of the college, at clinical sites, student activities, and traveling to and from laboratory sites.
6. Provide liability and malpractice insurance coverage in the amount of \$1,000,000 each medical incident and \$3,000,000 annual aggregate for instructors and students assigned to the Host Agency.
7. College will advise all students assigned to Host Agency facilities regarding the confidentiality of patient/client records and patient/client information imparted during the practice experience. The College will also advise all students that the confidentiality requirements survive the termination or expiration of this Agreement.
8. Maintain satisfactory documentation that each nursing student is free from contagious disease prior to his/her participation in the Nursing Center.
9. COVID-19 Mandate: All students must be fully vaccinated and present proof of vaccination status to the Host Facility Infection Prevent Nurse prior to beginning clinical activities.

Both parties concur that:


1. This agreement shall be reviewed annually and is in effect until terminated by either party.
2. This agreement may be terminated by either party with a 30-day written notification by either party. The termination shall not take effect until students who are enrolled at the time such notice is given have completed the scheduled clinical rotation.
3. The College reserves the right to dismiss faculty.
4. In the event a student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at Host Agency, Host Agency, upon notice of such incident from the student, will provide such emergency care as is provided its employees, including, where applicable: examination and evaluation by Host Agency's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. The Host Agency will bear no financial responsibility for any charges generated. All financial obligations will be the responsibility of the student.
5. Both Parties agree to indemnify, defend and hold harmless the other Party, its managers, officers, owners, employees, agents, and representatives from and against any and all claims, demands, causes of action, costs and expenses (including but not limited to reasonable attorney fees) that are caused by to its sole negligence, error or omission. This section shall survive the termination of this Agreement.
6. The students participating in the program will not be considered employees or agents of Host Agency or College for any purpose. Students will not be entitled to receive any compensation from Host Agency or College or any benefits of employment from Host Agency or College, including but not limited to, health care or workers' compensation benefits, vacation, sick time, or any other benefit of employment, direct or indirect. Host Agency will not be required to purchase any form of insurance for the benefit or protection of any student of College.
7. Students participating in the clinical experience pursuant to this Agreement are members of Host Agency's workforce for purposes of the Health Insurance Portability and Accountability Act (HIPAA) within the definition of "health care operations" and therefore may have access to patient medical information as provided for in the Privacy Rule of HIPAA. All students will be bound by the HIPAA patient confidentiality guidelines of the Host Agency.

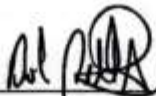
8. Host Agency will retain full authority and responsibility for patient care and quality standards, and will maintain a level of care that meets generally accepted standards conducive to satisfactory instruction. While in Host Agency's facilities, students will have the status of trainees; are not to replace Host Agency staff; and, are not to render unsupervised patient care and/or services. All services rendered by students must have educational value and meet the goals of the practice experience. Host Agency and its staff will provide such supervision of the practice experience as is reasonable and appropriate to the circumstances and to the student's level of training.

9. Nothing in this Agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

10. In no event shall either party be liable hereunder (whether in an action in negligence, contract or tort or based on a warranty or otherwise) for any indirect, incidental, special or consequential damages incurred by the other party or any third party, even if the party has been advised of the possibility of such damages.

The terms of this agreement shall be effective as of August 1, 2023

College: _____
 Signature: 
 Printed Name: Dr. Justin Hoggard
 Title: President, Coastal Bend College
 Date: 9-6-22

Host Agency: _____
 Signature: 
 Printed Name: Bob Gillespie
 Title: CEO
 Date: 08-25-2022

CLINICAL AFFILIATION AGREEMENT

This Clinical Allied Health Affiliation Agreement ("Agreement"), is entered into as of August 12, 2020 ("Effective Date"), by and between Cuero Regional Hospital ("Healthcare Facility") and Coastal Bend College ("Sponsoring Institution").

WHEREAS, Sponsoring Institution provides an educational program for the training of graduate and undergraduate radiologic technologist healthcare professional students;

WHEREAS, the proper training of healthcare professionals requires exposure to practical clinical problems, which is primarily attainable within a hospital setting;

WHEREAS, Healthcare Facility has the environment and facilities in which the professionals can acquire that practical clinical experience; and

WHEREAS, Sponsoring Institution desires to use Healthcare Facility's facilities for the education and training of its learners ("Learners") and Healthcare Facility recognizes the benefit to the community from accommodating that training and is willing to provide and permit its facilities to be used for those purposes;

NOW, THEREFORE, the parties agree as follows:

1. **Responsibilities of Sponsoring Institution.** Sponsoring Institution will:
 - a. Identify, in consultation with Healthcare Facility, the Learners who will be assigned to Healthcare Facility for on-site clinical and practical training pursuant to this agreement.
 - b. Prepare, together with Healthcare Facility, schedules for the Learners, specifying the hours, days, and months in which the Learners will receive on-site clinical and practical training at Healthcare Facility and the medical specialties to which the Learners will be exposed during that training as set forth in Exhibit A, which is attached to and incorporated into this Agreement.
 - c. Provide information that Healthcare Facility reasonably requests to permit Healthcare Facility to coordinate its scheduling and programming with that of Sponsoring Institution.
 - d. Ensure that all Learners selected for on-site clinical and practical training at Healthcare Facility have satisfactorily completed all portions of Sponsoring Institution's curriculum that are prerequisites for the on-site training, and provide to Healthcare Facility, upon request, copies of the curriculum, course objectives, and syllabi of the applicable educational programs.
 - e. Prove to Healthcare Facility that each Learner is current on the following matters: ACLS certificate, BLS certificate, TB testing, Hepatitis B vaccine, drug screen, flu vaccination, and other matters that Healthcare Facility reasonably requires.
 - f. Instruct Learners to comply with the federal Occupational Safety and Health Administration regulations governing employee exposure to bloodborne pathogens in the workplace; and train Learners about the hazards associated with blood and other potentially infectious materials, the protective measure to minimize the risk of occupational exposure to bloodborne pathogens, the appropriate actions to take in an

emergency involving exposure to blood, and the reasons the Learner should participate in Hepatitis B vaccination and post-exposure evaluation and follow-up.

- g. Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of the subsection, maintain, throughout the term of this Agreement, professional liability insurance covering the Learners, the Sponsoring Institution faculty participating in the program ("Faculty"), and Sponsoring Institution, with limits not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate; general liability insurance covering Sponsoring Institution and the Faculty, with limits not less than \$1,000,000 per occurrence and \$2,000,000 in the annual aggregate; and workers' compensation insurance covering Sponsoring Institution and the Faculty, in the minimum amounts required by applicable state law; and upon Healthcare Facility's written request, provide a certificate of this insurance coverage to Healthcare Facility. Sponsoring Institution may provide the coverage through a program of self-insurance.
- h. Require Learners to have health insurance coverage at all times during their activities at Healthcare Facility pursuant to this Agreement and to provide evidence of that coverage upon request by Healthcare Facility.
- i. Maintain throughout the term of this Agreement all licenses and permits required by state law or any federal or local authority for the training of Learners, and accreditation by all other appropriate accrediting authorities.
- j. Represent that no adverse action by the federal government could result in exclusion from a federal healthcare program has occurred or is pending or threatened against Institution, its affiliates, or, to the best of Sponsoring Institution's knowledge, against any of the Learners; and refrain from performing any act that would cause Sponsoring Institution to be excluded from a federal healthcare program.
- k. Notify Healthcare Facility within 48 hours after Sponsoring Institution has notice that Sponsoring Institution, any of its affiliates, or any of the Learners participating hereunder has been excluded from a federal healthcare program. If any of the Learners participating in training under this Agreement is excluded from a federal healthcare program, Sponsoring Institution will immediately remove the Learner from participating in that training. If Sponsoring Institution, an affiliate of Sponsoring Institution, or any of the Learners is excluded from a federal healthcare program, Healthcare Facility may immediately terminate this Agreement.
- l. With respect to each Learner who will participate pursuant to this Agreement, check available federal government databases and confirm, prior to the beginning of that participation and annually thereafter, that the Learner is not on any list of persons excluded from federal healthcare programs; and, on an annual basis, provide written certification to Healthcare Facility that the annual exclusion list check required by this subsection has been performed and that, to the best of Sponsoring Institution's knowledge, no Learner has been excluded from any federal healthcare program.
- m. With respect to each Learner who will participate pursuant to this Agreement, confirm in writing to Healthcare Facility prior to the beginning of that participation that the Learner has passed a criminal background check within the preceding two months.

- n. Refrain from disclosing or permitting the disclosure of any Healthcare Facility confidential or proprietary information to any third party for any reason without Healthcare Facility's written consent, except as permitted in this Agreement, as a court or governmental agency may order, or as otherwise required by law; and following the termination of this Agreement, refrain from retaining and from allowing any Learners or Faculty to retain any confidential or proprietary information of Healthcare Facility. In the event of a breach or a threatened breach by Sponsoring Institution of this provision, Healthcare Facility will be entitled to an injunction restraining Sponsoring Institution from disclosing or permitting disclosure of Healthcare Facility confidential or proprietary information, without the necessity of Healthcare Facility's posting a bond. Nothing herein may be construed as prohibiting Healthcare Facility from pursuing any other remedies available to it for the breach or threatened breach, including the recovery of damages from Sponsoring Institution.

2. **Responsibilities of Healthcare Facility.** Healthcare Facility will:

- a. Permit Learners to use its facilities in connection with their on-site practical, clinical training;
- b. Encourage Healthcare Facility staff to interact and cooperate with the Learners in an appropriate manner with respect to the on-site training;
- c. Permit Learners to use diagnostic and therapeutic equipment as appropriate in connection with their on-site training, and as patients' healthcare needs may warrant;
- d. Permit the Learners to accompany Healthcare Facility personnel as appropriate to the Learners' on-site training;
- e. Permit the Learners to observe Healthcare Facility personnel in their diagnostic and patient care procedures and treatment and their use of Healthcare Facility equipment as relevant to the Learners' on-site training;
- f. Permit Learners to participate in direct patient care when appropriate and under direct supervision of Healthcare Facility personnel or medical staff;
- g. Permit the Learners to use Healthcare Facility amenities such as the cafeteria, rest rooms, conference areas, and parking facilities, on the same basis as they are available to others engaged in on-site clinical training programs at Healthcare Facility's premises;
- h. Provide an orientation for the Learners with respect to Healthcare Facility's operations, policies, and procedures, and the location of facilities and equipment relevant to the Learners' on-site training;
- i. Arrange for emergency medical treatment for the Learners necessary during the clinical training activities; but Healthcare Facility will not be responsible for costs involved, follow-up care, or hospitalization; and
- j. Provide the Learners with Healthcare Facility's rules and regulations; inform them about federal and state laws and regulations regarding the confidentiality of information and records maintained by Healthcare Facility (including without limitation the Health Insurance Portability and Accountability Act of 1996, or "HIPAA"); and hold the Learners responsible for conforming to Healthcare Facility's standards of performance,

dress, and deportment, and other applicable Healthcare Facility policies and procedures and applicable laws. Solely for the purpose of defining the Learners' role in relation to the use and disclosure of protected health information, the parties acknowledge that the Learners are considered part of Healthcare Facility's workforce for purposes of HIPAA when engaged in activities pursuant to this Agreement.

3. **Scheduling.** Sponsoring Institution and Healthcare Facility will jointly determine the dates, times, and other arrangements for Learners' practical, clinical experiences pursuant to this Agreement, all with a view to ensuring the proper coordination of Healthcare Facility's needs and programming with the Learners' on-site training needs.
4. **Removal of Learners.** Healthcare Facility may, in its sole and absolute discretion, refuse the use of its facilities to any Learner who does not meet Healthcare Facility's professional and other standards and requirements. Sponsoring Institution will withdraw a Learner from Healthcare Facility for reasonable causes specified by Healthcare Facility, or if the safety of any patient or individual is in jeopardy, as determined in Healthcare Facility's sole discretion.
5. **Patient Care.** Healthcare Facility will at all times remain responsible for the safety and welfare of its patients. Nothing in this Agreement limits Healthcare Facility's responsibility for providing medical care for its patients.
6. **Cooperation and Liaison.** Healthcare Facility and Sponsoring Institution will act in good faith and cooperate with each other in implementing this Agreement. In that regard, the parties will establish administrative oversight as necessary to address the Learners' clinical training and to prevent interference with Healthcare Facility's providing care to its patients. The parties will maintain adequate communication with each other, make operational changes as appropriate or necessary, and discuss any problems that arise concerning the affiliation described in this Agreement. Healthcare Facility will permit Sponsoring Institution's clinical coordinator to visit Healthcare Facility's premises at a mutually convenient time for the purpose of ascertaining whether Sponsoring Institution's educational objectives for its Learners are met at Healthcare Facility.
7. **Term and Termination.** The initial term of this Agreement is one year, beginning on the Effective Date. This agreement will automatically renew for four successive one-year terms. Either party may terminate this Agreement, with or without cause, at any time, by giving the other party at least 60 days' written notice of termination. In the event of termination, the parties will allow Learners then participating in a rotation at Healthcare Facility as part of an educational program pursuant to this Agreement to complete the rotation.
8. **Indemnification.** Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of this subsection, each party ("Indemnifying Party") will indemnify the other party ("Indemnified Party") and hold it harmless against all third-party claims and related costs and expenses (including reasonable attorneys' fees) that are brought against or incurred by the Indemnified Party as a result of the negligence, willful misconduct, violation of law, or breach of this Agreement by the Indemnifying Party or any of its employees or agents. Nothing in this paragraph or this Agreement waives or alters any immunities provided to Sponsoring Institution, its officers, employees, and agents under State of Texas or federal law.
9. **Notification of Claims.** Each party will notify the other party in writing as soon as possible of any incident or claim arising out of or in connection with this Agreement that could result in a liability or claim of liability against the other party. The party receiving the notice will have the

right to investigate the incident or claim and the party giving the notice will cooperate fully in that investigation.


10. **Notices.** Any notices contemplated under this Agreement will be effective when personally delivered or when received through a recognized commercial overnight delivery service, or certified mail, return receipt requested, posted to the address listed below for the party intended to receive it or to such other address as that party may have provided in accordance with this section.
11. **Records and Access.** In accordance with the Social Security Act, Sponsoring Institution will make its contracts, books, documents, and records available to the Comptroller General of the United States, the United States Department of Health and Human Services, and their duly authorized representatives until the expiration of seven years after the termination of this Agreement. All records, books, and papers of Sponsoring Institution pertaining to the performance of this Agreement will be open to inspection during normal business hours by Healthcare Facility and by authorized federal and state authorities.
12. **Counterparts and Amendments.** This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one instrument. Any amendments to this Agreement must be in writing and signed by both parties.
13. **Assignment.** Neither party may assign this Agreement or any of its rights or obligations under this Agreement without the prior written consent of the other party, except that either party may assign the Agreement without the other party's consent to an entity affiliated by ownership or control to the assignor or that holds the license to operate the assignor.
14. **Relationship of Parties.** Healthcare Facility and Sponsoring Institution are independent contractors. Nothing in this Agreement may be construed as constituting either party as the partner or agent of the other party.
15. **Non-Exclusive Agreement.** This Agreement is not an exclusive contract. The parties, at their option, may enter into other affiliation agreements with third parties.
16. **Learners' Not Employees of Healthcare Facility.** The Learners are not employees, agents, officers, or servants of Healthcare Facility, and Sponsoring Institution will instruct them not to represent themselves as such. Learners will not be entitled to occupational health benefits in the event of injury occurring on Healthcare Facility's premises.
17. **Waiver.** The waiver by either party of a breach or violation of any provision of this Agreement will not be deemed a waiver of any subsequent breach of the same or any other provision.
18. **Severability.** If a portion of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.
19. **No Third-Party Beneficiary.** Nothing in this Agreement is intended to confer any right or benefit upon any third party, including without limitation any patient of Healthcare Facility or any Learner.
20. **Choice of Law.** This Agreement will be governed by and construed in accordance with the law of the state where Healthcare Facility is located.

21. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), Sponsoring Institution designates Healthcare Facility as a school official with a legitimate educational interest in the educational records of Learners who participate in an educational program pursuant to this Agreement, to the extent Healthcare Facility requires access to the records to carry out its responsibilities under this Agreement. Healthcare Facility will maintain the confidentiality of the educational records in accordance with FERPA.
22. **Multiple Entities as Healthcare Facility.** If and to the extent that the Healthcare Facility consists of multiple legal entities named in the initial paragraph of this Agreement (each, an "Entity"), the following provisions will apply:
- a. Each Entity signs and enters this Agreement solely for the purpose of obligating itself with respect to healthcare facilities that the Entity owns and/or operates ("Entity Facilities"), and each Entity's rights under this Agreement apply only with respect to its Entity Facilities.
 - b. Each Entity has the right to accept or decline Learners under this Agreement for any academic year and any medical specialty on behalf of its Entity Facilities, jointly or severally.
 - c. Each Entity may terminate this Agreement as to itself, in accordance with the termination provisions in this Agreement, without affecting the effectiveness of the Agreement as to any other Entity.
 - d. Subject to each Entity's right to terminate the Agreement as set forth above, each Entity appoints Anna Falconas the Entity's agent with the power to to amend, extend, or terminate this Agreement and to bind the Entity to any such amendment, extension, or termination.

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SIGNED as of the Effective Date.

SPONSORING INSTITUTION


Dr. Justin Hoggard
President
Coastal Bend College
Date: 8-18-2020

CUERO REGIONAL HOSPITAL
ADMINISTRATOR


Date: 8/24/20

CLINICAL AFFILIATION AGREEMENT

This Clinical Allied Health Affiliation Agreement ("Agreement"), is entered into as of August 12, 2020 ("Effective Date"), by and between DeTar Hospital ("Healthcare Facility") and Coastal Bend College ("Sponsoring Institution").

WHEREAS, Sponsoring Institution provides an educational program for the training of graduate and undergraduate radiologic technologist healthcare professional students;

WHEREAS, the proper training of healthcare professionals requires exposure to practical clinical problems, which is primarily attainable within a hospital setting;

WHEREAS, Healthcare Facility has the environment and facilities in which the professionals can acquire that practical clinical experience; and

WHEREAS, Sponsoring Institution desires to use Healthcare Facility's facilities for the education and training of its learners ("Learners") and Healthcare Facility recognizes the benefit to the community from accommodating that training and is willing to provide and permit its facilities to be used for those purposes;

NOW, THEREFORE, the parties agree as follows:

1. **Responsibilities of Sponsoring Institution.** Sponsoring Institution will:
 - a. Identify, in consultation with Healthcare Facility, the Learners who will be assigned to Healthcare Facility for on-site clinical and practical training pursuant to this agreement.
 - b. Prepare, together with Healthcare Facility, schedules for the Learners, specifying the hours, days, and months in which the Learners will receive on-site clinical and practical training at Healthcare Facility and the medical specialties to which the Learners will be exposed during that training as set forth in Exhibit A, which is attached to and incorporated into this Agreement.
 - c. Provide information that Healthcare Facility reasonably requests to permit Healthcare Facility to coordinate its scheduling and programming with that of Sponsoring Institution.
 - d. Ensure that all Learners selected for on-site clinical and practical training at Healthcare Facility have satisfactorily completed all portions of Sponsoring Institution's curriculum that are prerequisites for the on-site training, and provide to Healthcare Facility, upon request, copies of the curriculum, course objectives, and syllabi of the applicable educational programs.
 - e. Prove to Healthcare Facility that each Learner is current on the following matters: ACLS certificate, BLS certificate, TB testing, Hepatitis B vaccine, drug screen, flu vaccination, and other matters that Healthcare Facility reasonably requires.
 - f. Instruct Learners to comply with the federal Occupational Safety and Health Administration regulations governing employee exposure to bloodborne pathogens in the workplace; and train Learners about the hazards associated with blood and other potentially infectious materials, the protective measure to minimize the risk of occupational exposure to bloodborne pathogens, the appropriate actions to take in an

emergency involving exposure to blood, and the reasons the Learner should participate in Hepatitis B vaccination and post-exposure evaluation and follow-up.

- g. Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of the subsection, maintain, throughout the term of this Agreement, professional liability insurance covering the Learners, the Sponsoring Institution faculty participating in the program ("Faculty"), and Sponsoring Institution, with limits not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate; general liability insurance covering Sponsoring Institution and the Faculty, with limits not less than \$1,000,000 per occurrence and \$2,000,000 in the annual aggregate; and workers' compensation insurance covering Sponsoring Institution and the Faculty, in the minimum amounts required by applicable state law; and upon Healthcare Facility's written request, provide a certificate of this insurance coverage to Healthcare Facility. Sponsoring Institution may provide the coverage through a program of self-insurance.
- h. Require Learners to have health insurance coverage at all times during their activities at Healthcare Facility pursuant to this Agreement and to provide evidence of that coverage upon request by Healthcare Facility.
- i. Maintain throughout the term of this Agreement all licenses and permits required by state law or any federal or local authority for the training of Learners, and accreditation by all other appropriate accrediting authorities.
- j. Represent that no adverse action by the federal government could result in exclusion from a federal healthcare program has occurred or is pending or threatened against Institution, its affiliates, or, to the best of Sponsoring Institution's knowledge, against any of the Learners; and refrain from performing any act that would cause Sponsoring Institution to be excluded from a federal healthcare program.
- k. Notify Healthcare Facility within 48 hours after Sponsoring Institution has notice that Sponsoring Institution, any of its affiliates, or any of the Learners participating hereunder has been excluded from a federal healthcare program. If any of the Learners participating in training under this Agreement is excluded from a federal healthcare program, Sponsoring Institution will immediately remove the Learner from participating in that training. If Sponsoring Institution, an affiliate of Sponsoring Institution, or any of the Learners is excluded from a federal healthcare program, Healthcare Facility may immediately terminate this Agreement.
- l. With respect to each Learner who will participate pursuant to this Agreement, check available federal government databases and confirm, prior to the beginning of that participation and annually thereafter, that the Learner is not on any list of persons excluded from federal healthcare programs; and, on an annual basis, provide written certification to Healthcare Facility that the annual exclusion list check required by this subsection has been performed and that, to the best of Sponsoring Institution's knowledge, no Learner has been excluded from any federal healthcare program.
- m. With respect to each Learner who will participate pursuant to this Agreement, confirm in writing to Healthcare Facility prior to the beginning of that participation that the Learner has passed a criminal background check within the preceding two months.

- n. Refrain from disclosing or permitting the disclosure of any Healthcare Facility confidential or proprietary information to any third party for any reason without Healthcare Facility's written consent, except as permitted in this Agreement, as a court or governmental agency may order, or as otherwise required by law; and following the termination of this Agreement, refrain from retaining and from allowing any Learners or Faculty to retain any confidential or proprietary information of Healthcare Facility. In the event of a breach or a threatened breach by Sponsoring Institution of this provision, Healthcare Facility will be entitled to an injunction restraining Sponsoring Institution from disclosing or permitting disclosure of Healthcare Facility confidential or proprietary information, without the necessity of Healthcare Facility's posting a bond. Nothing herein may be construed as prohibiting Healthcare Facility from pursuing any other remedies available to it for the breach or threatened breach, including the recovery of damages from Sponsoring Institution.

2. **Responsibilities of Healthcare Facility.** Healthcare Facility will:

- a. Permit Learners to use its facilities in connection with their on-site practical, clinical training;
- b. Encourage Healthcare Facility staff to interact and cooperate with the Learners in an appropriate manner with respect to the on-site training;
- c. Permit Learners to use diagnostic and therapeutic equipment as appropriate in connection with their on-site training, and as patients' healthcare needs may warrant;
- d. Permit the Learners to accompany Healthcare Facility personnel as appropriate to the Learners' on-site training;
- e. Permit the Learners to observe Healthcare Facility personnel in their diagnostic and patient care procedures and treatment and their use of Healthcare Facility equipment as relevant to the Learners' on-site training;
- f. Permit Learners to participate in direct patient care when appropriate and under direct supervision of Healthcare Facility personnel or medical staff;
- g. Permit the Learners to use Healthcare Facility amenities such as the cafeteria, rest rooms, conference areas, and parking facilities, on the same basis as they are available to others engaged in on-site clinical training programs at Healthcare Facility's premises;
- h. Provide an orientation for the Learners with respect to Healthcare Facility's operations, policies, and procedures, and the location of facilities and equipment relevant to the Learners' on-site training;
- i. Arrange for emergency medical treatment for the Learners necessary during the clinical training activities; but Healthcare Facility will not be responsible for costs involved, follow-up care, or hospitalization; and
- j. Provide the Learners with Healthcare Facility's rules and regulations; inform them about federal and state laws and regulations regarding the confidentiality of information and records maintained by Healthcare Facility (including without limitation the Health Insurance Portability and Accountability Act of 1996, or "HIPAA"); and hold the Learners responsible for conforming to Healthcare Facility's standards of performance,

dress, and deportment, and other applicable Healthcare Facility policies and procedures and applicable laws. Solely for the purpose of defining the Learners' role in relation to the use and disclosure of protected health information, the parties acknowledge that the Learners are considered part of Healthcare Facility's workforce for purposes of HIPAA when engaged in activities pursuant to this Agreement.

3. **Scheduling.** Sponsoring Institution and Healthcare Facility will jointly determine the dates, times, and other arrangements for Learners' practical, clinical experiences pursuant to this Agreement, all with a view to ensuring the proper coordination of Healthcare Facility's needs and programming with the Learners' on-site training needs.
4. **Removal of Learners.** Healthcare Facility may, in its sole and absolute discretion, refuse the use of its facilities to any Learner who does not meet Healthcare Facility's professional and other standards and requirements. Sponsoring Institution will withdraw a Learner from Healthcare Facility for reasonable causes specified by Healthcare Facility, or if the safety of any patient or individual is in jeopardy, as determined in Healthcare Facility's sole discretion.
5. **Patient Care.** Healthcare Facility will at all times remain responsible for the safety and welfare of its patients. Nothing in this Agreement limits Healthcare Facility's responsibility for providing medical care for its patients.
6. **Cooperation and Liaison.** Healthcare Facility and Sponsoring Institution will act in good faith and cooperate with each other in implementing this Agreement. In that regard, the parties will establish administrative oversight as necessary to address the Learners' clinical training and to prevent interference with Healthcare Facility's providing care to its patients. The parties will maintain adequate communication with each other, make operational changes as appropriate or necessary, and discuss any problems that arise concerning the affiliation described in this Agreement. Healthcare Facility will permit Sponsoring Institution's clinical coordinator to visit Healthcare Facility's premises at a mutually convenient time for the purpose of ascertaining whether Sponsoring Institution's educational objectives for its Learners are met at Healthcare Facility.
7. **Term and Termination.** The initial term of this Agreement is one year, beginning on the Effective Date. This agreement will automatically renew for four successive one-year terms. Either party may terminate this Agreement, with or without cause, at any time, by giving the other party at least 60 days' written notice of termination. In the event of termination, the parties will allow Learners then participating in a rotation at Healthcare Facility as part of an educational program pursuant to this Agreement to complete the rotation.
8. **Indemnification.** Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of this subsection, each party ("Indemnifying Party") will indemnify the other party ("Indemnified Party") and hold it harmless against all third-party claims and related costs and expenses (including reasonable attorneys' fees) that are brought against or incurred by the Indemnified Party as a result of the negligence, willful misconduct, violation of law, or breach of this Agreement by the Indemnifying Party or any of its employees or agents. Nothing in this paragraph or this Agreement waives or alters any immunities provided to Sponsoring Institution, its officers, employees, and agents under State of Texas or federal law.
9. **Notification of Claims.** Each party will notify the other party in writing as soon as possible of any incident or claim arising out of or in connection with this Agreement that could result in a liability or claim of liability against the other party. The party receiving the notice will have the

right to investigate the incident or claim and the party giving the notice will cooperate fully in that investigation.


10. **Notices.** Any notices contemplated under this Agreement will be effective when personally delivered or when received through a recognized commercial overnight delivery service, or certified mail, return receipt requested, posted to the address listed below for the party intended to receive it or to such other address as that party may have provided in accordance with this section.
11. **Records and Access.** In accordance with the Social Security Act, Sponsoring Institution will make its contracts, books, documents, and records available to the Comptroller General of the United States, the United States Department of Health and Human Services, and their duly authorized representatives until the expiration of seven years after the termination of this Agreement. All records, books, and papers of Sponsoring Institution pertaining to the performance of this Agreement will be open to inspection during normal business hours by Healthcare Facility and by authorized federal and state authorities.
12. **Counterparts and Amendments.** This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one instrument. Any amendments to this Agreement must be in writing and signed by both parties.
13. **Assignment.** Neither party may assign this Agreement or any of its rights or obligations under this Agreement without the prior written consent of the other party, except that either party may assign the Agreement without the other party's consent to an entity affiliated by ownership or control to the assignor or that holds the license to operate the assignor.
14. **Relationship of Parties.** Healthcare Facility and Sponsoring Institution are independent contractors. Nothing in this Agreement may be construed as constituting either party as the partner or agent of the other party.
15. **Non-Exclusive Agreement.** This Agreement is not an exclusive contract. The parties, at their option, may enter into other affiliation agreements with third parties.
16. **Learners' Not Employees of Healthcare Facility.** The Learners are not employees, agents, officers, or servants of Healthcare Facility, and Sponsoring Institution will instruct them not to represent themselves as such. Learners will not be entitled to occupational health benefits in the event of injury occurring on Healthcare Facility's premises.
17. **Waiver.** The waiver by either party of a breach or violation of any provision of this Agreement will not be deemed a waiver of any subsequent breach of the same or any other provision.
18. **Severability.** If a portion of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.
19. **No Third-Party Beneficiary.** Nothing in this Agreement is intended to confer any right or benefit upon any third party, including without limitation any patient of Healthcare Facility or any Learner.
20. **Choice of Law.** This Agreement will be governed by and construed in accordance with the law of the state where Healthcare Facility is located.

21. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (“FERPA”), Sponsoring Institution designates Healthcare Facility as a school official with a legitimate educational interest in the educational records of Learners who participate in an educational program pursuant to this Agreement, to the extent Healthcare Facility requires access to the records to carry out its responsibilities under this Agreement. Healthcare Facility will maintain the confidentiality of the educational records in accordance with FERPA.
22. **Multiple Entities as Healthcare Facility.** If and to the extent that the Healthcare Facility consists of multiple legal entities named in the initial paragraph of this Agreement (each, an “Entity”), the following provisions will apply:
- a. Each Entity signs and enters this Agreement solely for the purpose of obligating itself with respect to healthcare facilities that the Entity owns and/or operates (“Entity Facilities”), and each Entity’s rights under this Agreement apply only with respect to its Entity Facilities.
 - b. Each Entity has the right to accept or decline Learners under this Agreement for any academic year and any medical specialty on behalf of its Entity Facilities, jointly or severally.
 - c. Each Entity may terminate this Agreement as to itself, in accordance with the termination provisions in this Agreement, without affecting the effectiveness of the Agreement as to any other Entity.
 - d. Subject to each Entity’s right to terminate the Agreement as set forth above, each Entity appoints _____ as the Entity’s agent with the power to to amend, extend, or terminate this Agreement and to bind the Entity to any such amendment, extension, or termination.

[THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK].

SIGNED as of the Effective Date.

SPONSORING INSTITUTION



Dr. Justin Hoggard
President
Coastal Bend College

Date: 8/17/2020

DETAR HOSPITAL ADMINISTRATOR



Date: 8/31/20

SCHOOL AFFILIATION AGREEMENT
Clinical Undergraduate & Graduate Precepted Students

THIS AFFILIATION AGREEMENT (the "Agreement") is made as of this day November 10, 2020, by and between Coastal Bend College hereinafter referred to as "School" and Methodist Healthcare of San Antonio, Ltd, LLP hereinafter referred to as "Hospital".

WITNESSETH:

WHEREAS, School offers to enrolled students in an undergraduate and or graduate degree programs in the Fields of Radiologic Technology Program

WHEREAS, Hospital operates a health care facility known as Methodist Healthcare Facility, (including the campuses of Methodist Children's Hospital, Methodist Metropolitan Hospital, Methodist Specialty & Transplant Hospital, Methodist Texsan Hospital – all located in the City of San Antonio, State of Texas, Methodist Boerne Medical Center - located in the City of Boerne, State of Texas and, Northeast Methodist Hospital - located in the City of Live Oak, State of Texas); Methodist Stone Oak Hospital and Methodist Ambulatory Surgical Hospital, located in the City of San Antonio, State of Texas; Methodist Hospital South, located in the city of Jourdanton, State of Texas; Methodist Medical Center ASC, L.P. d/b/a Methodist Ambulatory Surgery Center – Medical Center , North Central Methodist ASC, d/b/a Methodist Ambulatory Surgery Center-North Central, and San Antonio Surgery Center d/b/a The Center for Special Surgery at TCA; Methodist Hospital South.

WHEREAS, School desires to provide to its students a clinical learning experience through the application of knowledge and skills in actual patient-centered situations in a health care Hospital; and

WHEREAS, Hospital has agreed to make its Hospital available to School for such purposes.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties hereby agree as follows:

1. RESPONSIBILITIES OF SCHOOL.

(a) Clinical Program. School shall be responsible for submitting a proposed curriculum of the clinical component of its program at Hospital ("Program"), which Program shall be approved in advance by Hospital. Such responsibilities shall include, but not be limited to, the following:

- (ii) Provision of classroom theory and practical instruction to students prior to their clinical assignments at Hospital;
- (iii) Preparation of student/patient assignments and rotation plans for each student and coordination of same with Hospital;
- (iv) Continuing oral and written communication with Hospital regarding student performance and evaluation, absences and assignments of students, and other pertinent information;
- (v) Performance of such other duties as may from time to time be agreed to between School and Hospital;

All students, faculty, employees, agents and representatives of School participating in the Program at Hospital (the "Program Participants") shall be accountable to the Hospital's Administrator.

- (b) **Student Statements.** School shall require each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Statement of Confidentiality and Security, in the form attached hereto as Exhibit B.
- (c) **Insurance.** School shall obtain and maintain, or shall require each Individual Program Participant to obtain and maintain, occurrence-type general and professional liability insurance coverage in amounts not less than one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self insurance programs approved by Hospital and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the term of this Agreement and upon the termination of this Agreement, or the expiration or cancellation of the insurance, School shall purchase, or shall require each individual Program Participant to purchase, tail coverage for a period of three years after the termination of this Agreement or the expiration or cancellation of the claim-made coverage (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School shall further, at its expense, obtain and maintain workers' compensation insurance and unemployment insurance for School employees assigned to Hospital. For all insurance required by this Paragraph 1(c), School shall require the insurance carrier notify Hospital at least thirty (30) days in advance of any cancellation or modification of such insurance policy and shall provide to Hospital, upon request, certificates of insurance evidencing the above coverage and renewals thereof.
- (d) **Health of Program Participants.** All Program Participants shall pass a medical examination acceptable to Hospital prior to their participation in the Program at Hospital at least once a year or as otherwise required by the laws of the State where the Hospital is located. School and/or the Program Participant shall be responsible for arranging for the Program Participant's medical care and/or treatment, if necessary, including transportation in case of illness or injury while participating in the Program at Hospital. In no event shall Hospital be financially or otherwise responsible for said medical care and treatment.

Program Participants and/or their faculty will attest to and provide upon request the following health records prior to the first day of their educational experience at Hospital. Program Participants will not be allowed to commence experiences until all attestations are provided:

- (i) Tuberculin skin test within the past 12 months or documentation as a previous positive reactor; and
 - (ii) Proof of Rubella or Rubeola immunity by positive antibody titers or 2 doses of MMR; and
 - (iii) Varicella immunity, by positive history of chickenpox or proof of Varicella immunization; and
 - (iv) Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated.
 - (v) Proof of Influenza vaccination during the Flu season, October 1 to March 31, (or dates defined by CDC), or a signed Declination Form.
- (e) **Dress Code; Breaks.** School shall require the students to dress in accordance with dress and personal appearance standards approved by School. Such standards shall be in accordance with Hospital's standards regarding same. Program Participants shall pay for their own meals at Hospital.

- (f) **Performance.** School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of Hospital and any rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of Hospital or the performance of services therein.
- (g) **Background Checks.** School represents that it will timely conduct (or will timely have conducted) a background check on each and every Program Participant at the Hospital. Said background check shall include, at a minimum, the following:
- (i) Social Security Number Verification;
 - (ii) Criminal Search (7 years or up to 5 criminal searches);
 - (iii) Violent Sexual Offender and Predator Registry Search;
 - (iv) HHS/OIG List of Excluded Individuals/Entities;
 - (v) GSA List of Parties Excluded from Federal Programs;
 - (vi) U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN);
 - (vii) Applicable State Exclusion List, if one.

The background check for Program Participants who are licensed or certified caregivers shall include the above, and in addition, shall include the following:

- (i) Education verification (highest level);
- (ii) Professional License Verification;
- (iii) Certification & Designations Check;
- (iv) Professional Disciplinary Action Search;
- (v) Department of Motor Vehicle Driving History, based on responsibilities;
- (vi) Consumer Credit Report, based on responsibilities.

School shall provide an *Attestation of Satisfactory Background Investigation* in the form attached hereto as the Exhibit C prior to each student and staff/faculty member's participation in the Program at the Hospital. Should the background check disclose adverse information as to any Program Participant, School shall immediately remove said Program Participant from the Program.

- (h) **Intentionally Deleted**
- (i) **School Status.** School represents and warrants to Hospital that the School and its Program Participants participating hereunder: (i) are not currently excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a-7b(f) (the "Federal health care programs"); (ii) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs,

and (iii) are not under investigation or otherwise aware of any circumstances which may result in the School or a Program Participant being excluded from participation in the Federal health care programs. This shall be an ongoing representation and warranty during the term of this Agreement and the School shall immediately notify Hospital of any change in status of the representation and warranty set forth in this section. Any breach of this Paragraph 1(h) shall give Hospital the right to immediately terminate this Agreement for cause.

2. RESPONSIBILITIES OF HOSPITAL.

(a) Hospital shall accept the Program Participants assigned to the Program by School and reasonably cooperate in the orientation of all Program Participants to Hospital. Hospital shall provide reasonable opportunities for such Program Participants, who shall be supervised by School and Hospital, to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or Hospital operations. Hospital shall coordinate School's rotation and assignment schedule with its own schedule and those of other educational institutions. Hospital shall at all times retain ultimate control of the Hospital and responsibility for patient care.

(b) Upon the request of School, Hospital shall assist School in the evaluation of each Program Participant's performance in the Program. However, School shall at all times remain solely responsible for the evaluation and grading of Program Participants.

3. MUTUAL RESPONSIBILITIES. The parties shall cooperate to fulfill the following mutual responsibilities:

(a) Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Hospital or the School.

(b) Any courtesy appointments to faculty or staff by either the School or Hospital shall be without entitlement of the individual to compensation or benefits for the appointed party.

4. WITHDRAWAL OF PROGRAM PARTICIPANTS.

Hospital may request School to withdraw or dismiss a student or other Program Participant from the Program at Hospital when his or her clinical performance is unsatisfactory to Hospital or his or her behavior, in Hospital's discretion, is disruptive or detrimental to Hospital and/or its patients. In such event, said Program Participant's participation in the Program at Hospital shall immediately cease. It is understood that only School can dismiss the Program Participant from the Program.

5. INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES.

The parties hereby acknowledge that they are independent contractors, and neither the School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of Hospital. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to Hospital for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not receive any rights under this Agreement.

6. NON-DISCRIMINATION.

There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of students for participation in the Program, or as to any aspect of the clinical training; provided, however, that with respect to handicap, the handicap must not be such

as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Program.

7. INDEMNIFICATION.

To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless Hospital and its officers, medical and nursing staff, representatives and employees from and against all liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of the School or any of its faculty, Program Participants, agents, representatives and employees under this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements. Hospital shall indemnify School against liabilities, claims, damages and expenses, including reasonable attorneys' fees, incurred by School in defending or compromising actions brought against School arising out of or related to the Hospital's performance of duties hereunder.

8. CONFIDENTIALITY.

School and its agents, Program Participants, faculty, representatives and employees agree to keep strictly confidential and hold in trust all confidential information of Hospital and/or its patients and not disclose or reveal any confidential information to any third party without the express prior written consent of Hospital. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by Hospital. Unauthorized disclosure of confidential information or of the terms of this Agreement shall be a material breach of this Agreement and shall provide Hospital with the option of pursuing remedies for breach, or, notwithstanding any other provision of this Agreement, immediately terminating this Agreement upon written notice to School.

9. TERM; TERMINATION.

- (a) The initial term of this Agreement shall be five year(s), commencing on Dates.
- (b) Except as otherwise provided herein, either party may terminate this Agreement at any time without cause upon at least thirty (30) days prior written notice, provided that all students currently enrolled in the Program at Hospital at the time of notice of termination shall be given the opportunity to complete their clinical Program at Hospital, such completion not to exceed six (6) months.

10. ENTIRE AGREEMENT.

This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

11. SEVERABILITY.

If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

12. CAPTIONS.

The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

13. NO WAIVER.

Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

14. GOVERNING LAW.

This Agreement shall be governed and construed in accordance with the laws of the State of Texas.

15. ASSIGNMENT; BINDING EFFECT.

School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of Hospital. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns.

16. NOTICES.

All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to Hospital: Methodist Healthcare of San Antonio
8109 Fredericksburg Road
San Antonio, TX 78229
Attention: Sheryl Rudolph, RN, MSN, CNOR

If to School: Coastal Bend College
3800 Charco Road
Beeville, Texas 78102
Attention: Loana Hernandez Asst. Dean, Allied Health

Or to such other persons or places as either party may from time to time designate by written notice to the other.

17. EXECUTION OF AGREEMENT.

This Agreement shall not become effective or in force until all of the below named parties have fully executed this Agreement.

18. HIPAA Requirements.

To the extent applicable to this Agreement, the School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC § 1320d through d-8 ("HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic Transactions Regulations", all as may be amended from time to time, and

all collectively referred to herein as "HIPAA Requirements.". The School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. The School agrees to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

The School shall direct its Program Participants to comply with the policies and procedures of Hospital, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the Program Participants' role in relation to the use and disclosure of Hospital's protected health information, the Program Participants are defined as members of the Hospital's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the Program Participants are not and shall not be considered to be employees of Hospital.

19. COMPLIANCE WITH HOSPITAL POLICIES AND PROCEDURES.

School and Program Participants shall comply with Hospital Policies and Procedures to the extent such Hospital Policies and Procedures do not conflict with the terms of this Agreement.

20. NO REQUIREMENT TO REFER.

Nothing in this Agreement requires or obligates School to admit or cause the admittance of a patient to Hospital or to use Hospital's services. None of the benefits granted pursuant to this Agreement is conditioned on any requirement or expectation that the parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other party. Neither party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

THE PARTIES HERETO have executed this Agreement as of the day and year first above written.

Coastal Bend College

By: Justin Haggard
Signature: Justin Haggard
Title: President
Date: 11-13-2020

Methodist Healthcare of San Antonio, LTD, LLP

By: Jane McCulley
Signature: Jane McCulley
Title: CNE
Date: 5/11/2021

CLINICAL AFFILIATION AGREEMENT

This Clinical Allied Health Affiliation Agreement ("Agreement"), is entered into as of August 12, 2020 ("Effective Date"), by and between Otto Kaiser Memorial Hospital ("Healthcare Facility") and Coastal Bend College ("Sponsoring Institution").

WHEREAS, Sponsoring Institution provides an educational program for the training of graduate and undergraduate radiologic technologist healthcare professional students;

WHEREAS, the proper training of healthcare professionals requires exposure to practical clinical problems, which is primarily attainable within a hospital setting;

WHEREAS, Healthcare Facility has the environment and facilities in which the professionals can acquire that practical clinical experience; and

WHEREAS, Sponsoring Institution desires to use Healthcare Facility's facilities for the education and training of its learners ("Learners") and Healthcare Facility recognizes the benefit to the community from accommodating that training and is willing to provide and permit its facilities to be used for those purposes;

NOW, THEREFORE, the parties agree as follows:

1. **Responsibilities of Sponsoring Institution.** Sponsoring Institution will:
 - a. Identify, in consultation with Healthcare Facility, the Learners who will be assigned to Healthcare Facility for on-site clinical and practical training pursuant to this agreement.
 - b. Prepare, together with Healthcare Facility, schedules for the Learners, specifying the hours, days, and months in which the Learners will receive on-site clinical and practical training at Healthcare Facility and the medical specialties to which the Learners will be exposed during that training as set forth in Exhibit A, which is attached to and incorporated into this Agreement.
 - c. Provide information that Healthcare Facility reasonably requests to permit Healthcare Facility to coordinate its scheduling and programming with that of Sponsoring Institution.
 - d. Ensure that all Learners selected for on-site clinical and practical training at Healthcare Facility have satisfactorily completed all portions of Sponsoring Institution's curriculum that are prerequisites for the on-site training, and provide to Healthcare Facility, upon request, copies of the curriculum, course objectives, and syllabi of the applicable educational programs.
 - e. Prove to Healthcare Facility that each Learner is current on the following matters: ACLS certificate, BLS certificate, TB testing, Hepatitis B vaccine, drug screen, flu vaccination, and other matters that Healthcare Facility reasonably requires.
 - f. Instruct Learners to comply with the federal Occupational Safety and Health Administration regulations governing employee exposure to bloodborne pathogens in the workplace; and train Learners about the hazards associated with blood and other potentially infectious materials, the protective measure to minimize the risk of occupational exposure to bloodborne pathogens, the appropriate actions to take in an

emergency involving exposure to blood, and the reasons the Learner should participate in Hepatitis B vaccination and post-exposure evaluation and follow-up.

- g. Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of the subsection, maintain, throughout the term of this Agreement, professional liability insurance covering the Learners, the Sponsoring Institution faculty participating in the program ("Faculty"), and Sponsoring Institution, with limits not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate; general liability insurance covering Sponsoring Institution and the Faculty, with limits not less than \$1,000,000 per occurrence and \$2,000,000 in the annual aggregate; and workers' compensation insurance covering Sponsoring Institution and the Faculty, in the minimum amounts required by applicable state law; and upon Healthcare Facility's written request, provide a certificate of this insurance coverage to Healthcare Facility. Sponsoring Institution may provide the coverage through a program of self-insurance.
- h. Require Learners to have health insurance coverage at all times during their activities at Healthcare Facility pursuant to this Agreement and to provide evidence of that coverage upon request by Healthcare Facility.
- i. Maintain throughout the term of this Agreement all licenses and permits required by state law or any federal or local authority for the training of Learners, and accreditation by all other appropriate accrediting authorities.
- j. Represent that no adverse action by the federal government could result in exclusion from a federal healthcare program has occurred or is pending or threatened against Institution, its affiliates, or, to the best of Sponsoring Institution's knowledge, against any of the Learners; and refrain from performing any act that would cause Sponsoring Institution to be excluded from a federal healthcare program.
- k. Notify Healthcare Facility within 48 hours after Sponsoring Institution has notice that Sponsoring Institution, any of its affiliates, or any of the Learners participating hereunder has been excluded from a federal healthcare program. If any of the Learners participating in training under this Agreement is excluded from a federal healthcare program, Sponsoring Institution will immediately remove the Learner from participating in that training. If Sponsoring Institution, an affiliate of Sponsoring Institution, or any of the Learners is excluded from a federal healthcare program, Healthcare Facility may immediately terminate this Agreement.
- l. With respect to each Learner who will participate pursuant to this Agreement, check available federal government databases and confirm, prior to the beginning of that participation and annually thereafter, that the Learner is not on any list of persons excluded from federal healthcare programs; and, on an annual basis, provide written certification to Healthcare Facility that the annual exclusion list check required by this subsection has been performed and that, to the best of Sponsoring Institution's knowledge, no Learner has been excluded from any federal healthcare program.
- m. With respect to each Learner who will participate pursuant to this Agreement, confirm in writing to Healthcare Facility prior to the beginning of that participation that the Learner has passed a criminal background check within the preceding two months.

- n. Refrain from disclosing or permitting the disclosure of any Healthcare Facility confidential or proprietary information to any third party for any reason without Healthcare Facility's written consent, except as permitted in this Agreement, as a court or governmental agency may order, or as otherwise required by law; and following the termination of this Agreement, refrain from retaining and from allowing any Learners or Faculty to retain any confidential or proprietary information of Healthcare Facility. In the event of a breach or a threatened breach by Sponsoring Institution of this provision, Healthcare Facility will be entitled to an injunction restraining Sponsoring Institution from disclosing or permitting disclosure of Healthcare Facility confidential or proprietary information, without the necessity of Healthcare Facility's posting a bond. Nothing herein may be construed as prohibiting Healthcare Facility from pursuing any other remedies available to it for the breach or threatened breach, including the recovery of damages from Sponsoring Institution.

2. **Responsibilities of Healthcare Facility.** Healthcare Facility will:

- a. Permit Learners to use its facilities in connection with their on-site practical, clinical training;
- b. Encourage Healthcare Facility staff to interact and cooperate with the Learners in an appropriate manner with respect to the on-site training;
- c. Permit Learners to use diagnostic and therapeutic equipment as appropriate in connection with their on-site training, and as patients' healthcare needs may warrant;
- d. Permit the Learners to accompany Healthcare Facility personnel as appropriate to the Learners' on-site training;
- e. Permit the Learners to observe Healthcare Facility personnel in their diagnostic and patient care procedures and treatment and their use of Healthcare Facility equipment as relevant to the Learners' on-site training;
- f. Permit Learners to participate in direct patient care when appropriate and under direct supervision of Healthcare Facility personnel or medical staff;
- g. Permit the Learners to use Healthcare Facility amenities such as the cafeteria, rest rooms, conference areas, and parking facilities, on the same basis as they are available to others engaged in on-site clinical training programs at Healthcare Facility's premises;
- h. Provide an orientation for the Learners with respect to Healthcare Facility's operations, policies, and procedures, and the location of facilities and equipment relevant to the Learners' on-site training;
- i. Arrange for emergency medical treatment for the Learners necessary during the clinical training activities; but Healthcare Facility will not be responsible for costs involved, follow-up care, or hospitalization; and
- j. Provide the Learners with Healthcare Facility's rules and regulations; inform them about federal and state laws and regulations regarding the confidentiality of information and records maintained by Healthcare Facility (including without limitation the Health Insurance Portability and Accountability Act of 1996, or "HIPAA"); and hold the Learners responsible for conforming to Healthcare Facility's standards of performance,

dress, and department, and other applicable Healthcare Facility policies and procedures and applicable laws. Solely for the purpose of defining the Learners' role in relation to the use and disclosure of protected health information, the parties acknowledge that the Learners are considered part of Healthcare Facility's workforce for purposes of HIPAA when engaged in activities pursuant to this Agreement.

3. **Scheduling.** Sponsoring Institution and Healthcare Facility will jointly determine the dates, times, and other arrangements for Learners' practical, clinical experiences pursuant to this Agreement, all with a view to ensuring the proper coordination of Healthcare Facility's needs and programming with the Learners' on-site training needs.
4. **Removal of Learners.** Healthcare Facility may, in its sole and absolute discretion, refuse the use of its facilities to any Learner who does not meet Healthcare Facility's professional and other standards and requirements. Sponsoring Institution will withdraw a Learner from Healthcare Facility for reasonable causes specified by Healthcare Facility, or if the safety of any patient or individual is in jeopardy, as determined in Healthcare Facility's sole discretion.
5. **Patient Care.** Healthcare Facility will at all times remain responsible for the safety and welfare of its patients. Nothing in this Agreement limits Healthcare Facility's responsibility for providing medical care for its patients.
6. **Cooperation and Liaison.** Healthcare Facility and Sponsoring Institution will act in good faith and cooperate with each other in implementing this Agreement. In that regard, the parties will establish administrative oversight as necessary to address the Learners' clinical training and to prevent interference with Healthcare Facility's providing care to its patients. The parties will maintain adequate communication with each other, make operational changes as appropriate or necessary, and discuss any problems that arise concerning the affiliation described in this Agreement. Healthcare Facility will permit Sponsoring Institution's clinical coordinator to visit Healthcare Facility's premises at a mutually convenient time for the purpose of ascertaining whether Sponsoring Institution's educational objectives for its Learners are met at Healthcare Facility.
7. **Term and Termination.** The initial term of this Agreement is one year, beginning on the Effective Date. This agreement will automatically renew for four successive one-year terms. Either party may terminate this Agreement, with or without cause, at any time, by giving the other party at least 60 days' written notice of termination. In the event of termination, the parties will allow Learners then participating in a rotation at Healthcare Facility as part of an educational program pursuant to this Agreement to complete the rotation.
8. **Indemnification.** Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of this subsection, each party ("Indemnifying Party") will indemnify the other party ("Indemnified Party") and hold it harmless against all third-party claims and related costs and expenses (including reasonable attorneys' fees) that are brought against or incurred by the Indemnified Party as a result of the negligence, willful misconduct, violation of law, or breach of this Agreement by the Indemnifying Party or any of its employees or agents. Nothing in this paragraph or this Agreement waives or alters any immunities provided to Sponsoring Institution, its officers, employees, and agents under State of Texas or federal law.
9. **Notification of Claims.** Each party will notify the other party in writing as soon as possible of any incident or claim arising out of or in connection with this Agreement that could result in a liability or claim of liability against the other party. The party receiving the notice will have the

right to investigate the incident or claim and the party giving the notice will cooperate fully in that investigation.

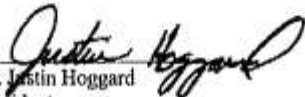
10. **Notices.** Any notices contemplated under this Agreement will be effective when personally delivered or when received through a recognized commercial overnight delivery service, or certified mail, return receipt requested, posted to the address listed below for the party intended to receive it or to such other address as that party may have provided in accordance with this section.
11. **Records and Access.** In accordance with the Social Security Act, Sponsoring Institution will make its contracts, books, documents, and records available to the Comptroller General of the United States, the United States Department of Health and Human Services, and their duly authorized representatives until the expiration of seven years after the termination of this Agreement. All records, books, and papers of Sponsoring Institution pertaining to the performance of this Agreement will be open to inspection during normal business hours by Healthcare Facility and by authorized federal and state authorities.
12. **Counterparts and Amendments.** This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one instrument. Any amendments to this Agreement must be in writing and signed by both parties.
13. **Assignment.** Neither party may assign this Agreement or any of its rights or obligations under this Agreement without the prior written consent of the other party, except that either party may assign the Agreement without the other party's consent to an entity affiliated by ownership or control to the assignor or that holds the license to operate the assignor.
14. **Relationship of Parties.** Healthcare Facility and Sponsoring Institution are independent contractors. Nothing in this Agreement may be construed as constituting either party as the partner or agent of the other party.
15. **Non-Exclusive Agreement.** This Agreement is not an exclusive contract. The parties, at their option, may enter into other affiliation agreements with third parties.
16. **Learners' Not Employees of Healthcare Facility.** The Learners are not employees, agents, officers, or servants of Healthcare Facility, and Sponsoring Institution will instruct them not to represent themselves as such. Learners will not be entitled to occupational health benefits in the event of injury occurring on Healthcare Facility's premises.
17. **Waiver.** The waiver by either party of a breach or violation of any provision of this Agreement will not be deemed a waiver of any subsequent breach of the same or any other provision.
18. **Severability.** If a portion of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.
19. **No Third-Party Beneficiary.** Nothing in this Agreement is intended to confer any right or benefit upon any third party, including without limitation any patient of Healthcare Facility or any Learner.
20. **Choice of Law.** This Agreement will be governed by and construed in accordance with the law of the state where Healthcare Facility is located.

21. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), Sponsoring Institution designates Healthcare Facility as a school official with a legitimate educational interest in the educational records of Learners who participate in an educational program pursuant to this Agreement, to the extent Healthcare Facility requires access to the records to carry out its responsibilities under this Agreement. Healthcare Facility will maintain the confidentiality of the educational records in accordance with FERPA.
22. **Multiple Entities as Healthcare Facility.** If and to the extent that the Healthcare Facility consists of multiple legal entities named in the initial paragraph of this Agreement (each, an "Entity"), the following provisions will apply:
- a. Each Entity signs and enters this Agreement solely for the purpose of obligating itself with respect to healthcare facilities that the Entity owns and/or operates ("Entity Facilities"), and each Entity's rights under this Agreement apply only with respect to its Entity Facilities.
 - b. Each Entity has the right to accept or decline Learners under this Agreement for any academic year and any medical specialty on behalf of its Entity Facilities, jointly or severally.
 - c. Each Entity may terminate this Agreement as to itself, in accordance with the termination provisions in this Agreement, without affecting the effectiveness of the Agreement as to any other Entity.
 - d. Subject to each Entity's right to terminate the Agreement as set forth above, each Entity appoints _____ as the Entity's agent with the power to to amend, extend, or terminate this Agreement and to bind the Entity to any such amendment, extension, or termination.

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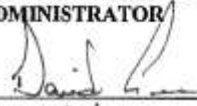
SIGNED as of the Effective Date.

SPONSORING INSTITUTION


Dr. Justin Hoggard
President
Coastal Bend College

Date: 8-18-2020

**OTTO KAISER MEMORIAL HOSPITAL
ADMINISTRATOR**


David Lee
CEO
Otto Kaiser Memorial Hospital

Date: 8/20/2020

8/2020

CLINICAL AFFILIATION AGREEMENT

This Clinical Allied Health Affiliation Agreement ("Agreement"), is entered into as of August 12, 2020 ("Effective Date"), by and between Refugio County Memorial Hospital ("Healthcare Facility") and Coastal Bend College ("Sponsoring Institution").

WHEREAS, Sponsoring Institution provides an educational program for the training of graduate and undergraduate radiologic technologist healthcare professional students;

WHEREAS, the proper training of healthcare professionals requires exposure to practical clinical problems, which is primarily attainable within a hospital setting;

WHEREAS, Healthcare Facility has the environment and facilities in which the professionals can acquire that practical clinical experience; and

WHEREAS, Sponsoring Institution desires to use Healthcare Facility's facilities for the education and training of its learners ("Learners") and Healthcare Facility recognizes the benefit to the community from accommodating that training and is willing to provide and permit its facilities to be used for those purposes;

NOW, THEREFORE, the parties agree as follows:

1. **Responsibilities of Sponsoring Institution.** Sponsoring Institution will:
 - a. Identify, in consultation with Healthcare Facility, the Learners who will be assigned to Healthcare Facility for on-site clinical and practical training pursuant to this agreement.
 - b. Prepare, together with Healthcare Facility, schedules for the Learners, specifying the hours, days, and months in which the Learners will receive on-site clinical and practical training at Healthcare Facility and the medical specialties to which the Learners will be exposed during that training as set forth in Exhibit A, which is attached to and incorporated into this Agreement.
 - c. Provide information that Healthcare Facility reasonably requests to permit Healthcare Facility to coordinate its scheduling and programming with that of Sponsoring Institution.
 - d. Ensure that all Learners selected for on-site clinical and practical training at Healthcare Facility have satisfactorily completed all portions of Sponsoring Institution's curriculum that are prerequisites for the on-site training, and provide to Healthcare Facility, upon request, copies of the curriculum, course objectives, and syllabi of the applicable educational programs.
 - e. Prove to Healthcare Facility that each Learner is current on the following matters: ACLS certificate, BLS certificate, TB testing, Hepatitis B vaccine, drug screen, flu vaccination, and other matters that Healthcare Facility reasonably requires.
 - f. Instruct Learners to comply with the federal Occupational Safety and Health Administration regulations governing employee exposure to bloodborne pathogens in the workplace; and train Learners about the hazards associated with blood and other potentially infectious materials, the protective measure to minimize the risk of occupational exposure to bloodborne pathogens, the appropriate actions to take in an

emergency involving exposure to blood, and the reasons the Learner should participate in Hepatitis B vaccination and post-exposure evaluation and follow-up.

- g. Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of the subsection, maintain, throughout the term of this Agreement, professional liability insurance covering the Learners, the Sponsoring Institution faculty participating in the program ("Faculty"), and Sponsoring Institution, with limits not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate; general liability insurance covering Sponsoring Institution and the Faculty, with limits not less than \$1,000,000 per occurrence and \$2,000,000 in the annual aggregate; and workers' compensation insurance covering Sponsoring Institution and the Faculty, in the minimum amounts required by applicable state law; and upon Healthcare Facility's written request, provide a certificate of this insurance coverage to Healthcare Facility. Sponsoring Institution may provide the coverage through a program of self-insurance.
- h. Require Learners to have health insurance coverage at all times during their activities at Healthcare Facility pursuant to this Agreement and to provide evidence of that coverage upon request by Healthcare Facility.
- i. Maintain throughout the term of this Agreement all licenses and permits required by state law or any federal or local authority for the training of Learners, and accreditation by all other appropriate accrediting authorities.
- j. Represent that no adverse action by the federal government could result in exclusion from a federal healthcare program has occurred or is pending or threatened against Institution, its affiliates, or, to the best of Sponsoring Institution's knowledge, against any of the Learners; and refrain from performing any act that would cause Sponsoring Institution to be excluded from a federal healthcare program.
- k. Notify Healthcare Facility within 48 hours after Sponsoring Institution has notice that Sponsoring Institution, any of its affiliates, or any of the Learners participating hereunder has been excluded from a federal healthcare program. If any of the Learners participating in training under this Agreement is excluded from a federal healthcare program, Sponsoring Institution will immediately remove the Learner from participating in that training. If Sponsoring Institution, an affiliate of Sponsoring Institution, or any of the Learners is excluded from a federal healthcare program, Healthcare Facility may immediately terminate this Agreement.
- l. With respect to each Learner who will participate pursuant to this Agreement, check available federal government databases and confirm, prior to the beginning of that participation and annually thereafter, that the Learner is not on any list of persons excluded from federal healthcare programs; and, on an annual basis, provide written certification to Healthcare Facility that the annual exclusion list check required by this subsection has been performed and that, to the best of Sponsoring Institution's knowledge, no Learner has been excluded from any federal healthcare program.
- m. With respect to each Learner who will participate pursuant to this Agreement, confirm in writing to Healthcare Facility prior to the beginning of that participation that the Learner has passed a criminal background check within the preceding two months.

- n. Refrain from disclosing or permitting the disclosure of any Healthcare Facility confidential or proprietary information to any third party for any reason without Healthcare Facility's written consent, except as permitted in this Agreement, as a court or governmental agency may order, or as otherwise required by law; and following the termination of this Agreement, refrain from retaining and from allowing any Learners or Faculty to retain any confidential or proprietary information of Healthcare Facility. In the event of a breach or a threatened breach by Sponsoring Institution of this provision, Healthcare Facility will be entitled to an injunction restraining Sponsoring Institution from disclosing or permitting disclosure of Healthcare Facility confidential or proprietary information, without the necessity of Healthcare Facility's posting a bond. Nothing herein may be construed as prohibiting Healthcare Facility from pursuing any other remedies available to it for the breach or threatened breach, including the recovery of damages from Sponsoring Institution.

2. Responsibilities of Healthcare Facility. Healthcare Facility will:

- a. Permit Learners to use its facilities in connection with their on-site practical, clinical training;
- b. Encourage Healthcare Facility staff to interact and cooperate with the Learners in an appropriate manner with respect to the on-site training;
- c. Permit Learners to use diagnostic and therapeutic equipment as appropriate in connection with their on-site training, and as patients' healthcare needs may warrant;
- d. Permit the Learners to accompany Healthcare Facility personnel as appropriate to the Learners' on-site training;
- e. Permit the Learners to observe Healthcare Facility personnel in their diagnostic and patient care procedures and treatment and their use of Healthcare Facility equipment as relevant to the Learners' on-site training;
- f. Permit Learners to participate in direct patient care when appropriate and under direct supervision of Healthcare Facility personnel or medical staff;
- g. Permit the Learners to use Healthcare Facility amenities such as the cafeteria, rest rooms, conference areas, and parking facilities, on the same basis as they are available to others engaged in on-site clinical training programs at Healthcare Facility's premises;
- h. Provide an orientation for the Learners with respect to Healthcare Facility's operations, policies, and procedures, and the location of facilities and equipment relevant to the Learners' on-site training;
- i. Arrange for emergency medical treatment for the Learners necessary during the clinical training activities; but Healthcare Facility will not be responsible for costs involved, follow-up care, or hospitalization; and
- j. Provide the Learners with Healthcare Facility's rules and regulations; inform them about federal and state laws and regulations regarding the confidentiality of information and records maintained by Healthcare Facility (including without limitation the Health Insurance Portability and Accountability Act of 1996, or "HIPAA"); and hold the Learners responsible for conforming to Healthcare Facility's standards of performance,

dress, and department, and other applicable Healthcare Facility policies and procedures and applicable laws. Solely for the purpose of defining the Learners' role in relation to the use and disclosure of protected health information, the parties acknowledge that the Learners are considered part of Healthcare Facility's workforce for purposes of HIPAA when engaged in activities pursuant to this Agreement.

3. **Scheduling.** Sponsoring Institution and Healthcare Facility will jointly determine the dates, times, and other arrangements for Learners' practical, clinical experiences pursuant to this Agreement, all with a view to ensuring the proper coordination of Healthcare Facility's needs and programming with the Learners' on-site training needs.
4. **Removal of Learners.** Healthcare Facility may, in its sole and absolute discretion, refuse the use of its facilities to any Learner who does not meet Healthcare Facility's professional and other standards and requirements. Sponsoring Institution will withdraw a Learner from Healthcare Facility for reasonable causes specified by Healthcare Facility, or if the safety of any patient or individual is in jeopardy, as determined in Healthcare Facility's sole discretion.
5. **Patient Care.** Healthcare Facility will at all times remain responsible for the safety and welfare of its patients. Nothing in this Agreement limits Healthcare Facility's responsibility for providing medical care for its patients.
6. **Cooperation and Liaison.** Healthcare Facility and Sponsoring Institution will act in good faith and cooperate with each other in implementing this Agreement. In that regard, the parties will establish administrative oversight as necessary to address the Learners' clinical training and to prevent interference with Healthcare Facility's providing care to its patients. The parties will maintain adequate communication with each other, make operational changes as appropriate or necessary, and discuss any problems that arise concerning the affiliation described in this Agreement. Healthcare Facility will permit Sponsoring Institution's clinical coordinator to visit Healthcare Facility's premises at a mutually convenient time for the purpose of ascertaining whether Sponsoring Institution's educational objectives for its Learners are met at Healthcare Facility.
7. **Term and Termination.** The initial term of this Agreement is one year, beginning on the Effective Date. This agreement will automatically renew for four successive one-year terms. Either party may terminate this Agreement, with or without cause, at any time, by giving the other party at least 60 days' written notice of termination. In the event of termination, the parties will allow Learners then participating in a rotation at Healthcare Facility as part of an educational program pursuant to this Agreement to complete the rotation.
8. **Indemnification.** Except to the extent Sponsoring Institution is a state institution subject to state laws prohibiting or superseding the requirements of this subsection, each party ("Indemnifying Party") will indemnify the other party ("Indemnified Party") and hold it harmless against all third-party claims and related costs and expenses (including reasonable attorneys' fees) that are brought against or incurred by the Indemnified Party as a result of the negligence, willful misconduct, violation of law, or breach of this Agreement by the Indemnifying Party or any of its employees or agents. Nothing in this paragraph or this Agreement waives or alters any immunities provided to Sponsoring Institution, its officers, employees, and agents under State of Texas or federal law.
9. **Notification of Claims.** Each party will notify the other party in writing as soon as possible of any incident or claim arising out of or in connection with this Agreement that could result in a liability or claim of liability against the other party. The party receiving the notice will have the

right to investigate the incident or claim and the party giving the notice will cooperate fully in that investigation.


10. **Notices.** Any notices contemplated under this Agreement will be effective when personally delivered or when received through a recognized commercial overnight delivery service, or certified mail, return receipt requested, posted to the address listed below for the party intended to receive it or to such other address as that party may have provided in accordance with this section.
11. **Records and Access.** In accordance with the Social Security Act, Sponsoring Institution will make its contracts, books, documents, and records available to the Comptroller General of the United States, the United States Department of Health and Human Services, and their duly authorized representatives until the expiration of seven years after the termination of this Agreement. All records, books, and papers of Sponsoring Institution pertaining to the performance of this Agreement will be open to inspection during normal business hours by Healthcare Facility and by authorized federal and state authorities.
12. **Counterparts and Amendments.** This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one instrument. Any amendments to this Agreement must be in writing and signed by both parties.
13. **Assignment.** Neither party may assign this Agreement or any of its rights or obligations under this Agreement without the prior written consent of the other party, except that either party may assign the Agreement without the other party's consent to an entity affiliated by ownership or control to the assignor or that holds the license to operate the assignor.
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17. **Waiver.** The waiver by either party of a breach or violation of any provision of this Agreement will not be deemed a waiver of any subsequent breach of the same or any other provision.
18. **Severability.** If a portion of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.
19. **No Third-Party Beneficiary.** Nothing in this Agreement is intended to confer any right or benefit upon any third party, including without limitation any patient of Healthcare Facility or any Learner.
20. **Choice of Law.** This Agreement will be governed by and construed in accordance with the law of the state where Healthcare Facility is located.

21. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), Sponsoring Institution designates Healthcare Facility as a school official with a legitimate educational interest in the educational records of Learners who participate in an educational program pursuant to this Agreement, to the extent Healthcare Facility requires access to the records to carry out its responsibilities under this Agreement. Healthcare Facility will maintain the confidentiality of the educational records in accordance with FERPA.
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- a. Each Entity signs and enters this Agreement solely for the purpose of obligating itself with respect to healthcare facilities that the Entity owns and/or operates ("Entity Facilities"), and each Entity's rights under this Agreement apply only with respect to its Entity Facilities.
 - b. Each Entity has the right to accept or decline Learners under this Agreement for any academic year and any medical specialty on behalf of its Entity Facilities, jointly or severally.
 - c. Each Entity may terminate this Agreement as to itself, in accordance with the termination provisions in this Agreement, without affecting the effectiveness of the Agreement as to any other Entity.
 - d. Subject to each Entity's right to terminate the Agreement as set forth above, each Entity appoints _____ as the Entity's agent with the power to to amend, extend, or terminate this Agreement and to bind the Entity to any such amendment, extension, or termination.

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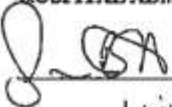
SIGNED as of the Effective Date.

SPONSORING INSTITUTION


Dr. Justin Hoggard
President
Coastal Bend College

Date: 8-18-2020

REFUGIO COUNTY MEMORIAL
HOSPITAL ADMINISTRATOR


Horace Whitte

Date: 8-24-2020

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Coastal Bend College
Radiography Program
Outcomes Assessment Evaluation

Mission: Provide selected students the clinical and didactic education necessary to create a sound foundation for graduates to qualify as contributing members in the professional career of Radiologic Technology.

Fall 2018 - 2019

Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
1.1 Students perform routine radiographic examinations.	A. Copying of results from Student Competency Evaluation Forms B. Final Competency Forms	A. Average score of 80% or above for Competency Evaluation Forms B. Receive a grade of (25%) "Pass" on all Final Competency Forms	A. Each Semester B. End of Semester V	Clinical Coordinator/Program Director Results: a. Summer 2018: 6/4/2018-8/16/2018: 208 Entries at 100%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 304 Entries at 100% - Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 314 Entries at 100%, Meets Benchmark Summer 2019: 6/13/2019-8/12/2019: 158 Entries at 100%, Meets Benchmark Fall 2019: 8/26/2019-12/5/2019: 466 Entries at 100%, Meets Benchmark b. Spring 2018: N/A Spring 2019: 1/22/2019-5/9/2019: 34 Subscribers at 100%, Meets Benchmark
1.2 Student possess knowledge of procedures and patient care.	A. Student grades for Basic, Intermediate, and Advanced Procedures (RADR141, RADR200, and RADR231) B. Student grades for Introduction to Radiography (RADR100)	A. Average score of 80% or above for each didactic course B. Average score of 80% on Pt. Care section	A. End of each Semester of each course B. End of Semester I	A. Program Faculty B. Program Faculty
1.3 Students/graduates demonstrate quality care and radiation protection to patients, themselves, and others.	A. Student Performance Evaluation, #3 (Professionalism)	A. 80% or more of students will achieve a rating of "Meets Standard"	A. Results of first and second year students after each semester	A. Program Director/Clinical Coordinator Results: Summer 2018: 6/4/2018-8/16/2018: 47 Entries at 80%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 86 Entries at 100% - Meets Benchmark

	B. Competency Evaluation Forms (#'s 3, 4, 5, 8, and 9) C. Employer Survey (written, Question 93 and telephone)	B. 80% of students will achieve a rating of "Meets Standard" C. 80% or more will rate as satisfactory or above	B. Results after each semester C. Annually in Fall	Spring 2018: 1/22/2018-5/9/2018: 98 Entries at 100%, Meets Benchmark Summer 2018: 6/13/2018-8/12/2018: 60 Entries at 100%, Meets Benchmark Fall 2018: 8/26/2018-12/5/2018: 97 Entries at 98.7%, Meets Benchmark D. Program Director/Clinical Coordinator Results: Summer 2018: 6/4/2018-8/16/2018: 208 Entries at 99.9%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 304 Entries at 100% - Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 314 Entries at 99.8%, Meets Benchmark Summer 2019: 6/13/2019-8/12/2019: 158 Entries at 99.8%, Meets Benchmark Fall 2019: 8/26/2019-12/5/2019: 466 Entries at 98.7%, Meets Benchmark
1.4 Students demonstrate classroom skills in clinical education.	A. Lab Evaluations B. Image Critique Sessions	A. Average Student score is 75% or above B. Average Student score is 75% or above	A. End of 1 st , 2 nd , and 3 rd semester (Basic, Intermediate, and Advanced Procedures) B. End of 1 st , 2 nd , and 3 rd semester (Basic, Intermediate, and Advanced Procedures)	A. Clinical Coordinator B. Clinical Coordinator

Goal #2 Students will demonstrate communication skills consistent with an entry-level radiographer.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
2.1 Students are effective in communicating with clinical staff and patients.	A. Student Performance Evaluation #6 Communication	A. 80% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Program Director/Clinical Coordinator Results: Summer 2018: 6/4/2018-8/16/2018: 47 Entries at 100%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 86 Entries at 99.5% - Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 98 Entries at 100%, Meets Benchmark Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 97 Entries at 100%, Meets Benchmark
	B. Competency Evaluation Form (88) Give Patients Proper Instruction	B. 80% or more of students will achieve a rating of "Meets Standard" on Competency Evaluation Forms.	B. End of each semester	B. Program Director/Clinical Coordinator Results: Summer 2018: 6/4/2018-8/16/2018: 208 Entries at 100%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 304 Entries at 100% - Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 314 Entries at 100%, Meets Benchmark Summer 2019: 06/03/2019-08/12/2019: 158 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 466 Entries at 100%, Meets Benchmark

2.2 Students will demonstrate written communication skills.	A. Student Performance Evaluation #7 Collaboration	A. 80% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Program Director/Clinical Coordinator Results: Summer 2018: 6/4/2018-8/16/2018: 47 Entries at 100%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 86 Entries at 98.5% - Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 98 Entries at 100%, Meets Benchmark Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 97 Entries at 100%, Meets Benchmark
	B. Collaborative learning assignments in Radiography courses	B. Average student grade is 75% or above	B. End of each semester	B. Program Faculty

Goal #3 Students will demonstrate critical thinking skills.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
3.1 Students are effective in utilizing skills to solve problems, correctly assess patient condition, and are adaptable in changing situations to meet patient's needs	A. Student Performance Evaluation #9 Problem Solving	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Program Director/ Clinical Coordinator Results: Summer 2018: 6/4/2018-8/16/2018: 47 Entries at 100%, Meets Benchmark Fall 2018: 8/27/2018-12/6/2018: 86 Entries at 98.5% - Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 98 Entries at 100%, Meets Benchmark Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 97 Entries at 100%, Meets Benchmark
	B. Clinical Competency Evaluation	B. 85% or more of students will achieve a rating of "Meets Standard" for	B. End of 4 th and 5 th semester	B. Program Director/ Clinical Coordinator Results:

		categories V (non-routine exams) on Clinical Competency Evaluations		<p>Fall 2018 4th Semester: 8/27/2018-12/6/2018: 59 Entries at 100%, Meets Benchmark</p> <p>Spring 2019 5th Semester: 1/22/2019-5/9/2019: 25 Entries at 100%, Meets Benchmark</p> <p>Fall 2019 4th Semester: 08/26/2019-12/5/2019: 21 Entries at 100%, Meets Benchmark</p>
	C. Problem Solving assignments in RADR2401 and RADR2331	C. Average student grade is 80% or above	C. End of 1 st and 4 th semesters	C. Program Faculty
3.2 Students recognize, analyze, and discuss professional experiences.	<p>A. Narration and analysis of first clinical rotation</p> <p>B. Narration and analysis of clinical experiences for RADR1260, RADR1261, RADR1262, RADR2261, and RADR2262</p>	<p>A. 100% will submit the minimum required narratives and analyses regarding professional experiences for first clinical rotation</p> <p>B. 100% will submit narratives and analyses regarding professional experiences</p>	<p>A. End of first clinical rotation</p> <p>B. End of each semester</p>	<p>A. Program Director</p> <p>Results:</p> <p>Fall 2018: 8/27/2018-12/6/2018: 2,115 Entries at 100%, Meets Benchmark</p> <p>Fall 2019: 08/26/2019-12/5/2019: 2,361 Entries at 100%, Meets Benchmark</p> <p>B. Program Director</p> <p>Results:</p> <p>Summer 2018 RADR1262: 6/4/2018-8/16/2018: 1,896 Entries at 100%, Meets Benchmark</p> <p>Fall 2018 RADR2261: 8/27/2018-12/6/2018: 2,348 Entries at 100% - Meets Benchmark</p> <p>Fall 2018 RADR1260: 8/27/2018-12/6/2018: 2,115 Entries at 100% - Meets Benchmark</p> <p>Spring 2019 RADR2262: 1/22/2019-5/9/2019: 1,714 Entries at 100%, Meets Benchmark</p> <p>Spring 2019 RADR1261: 1/22/2019-5/9/2019: 2,983 Entries at 100%, Meets Benchmark</p> <p>Summer 2019 RADR1262: 06/03/2019-08/12/2019: 2,695 Entries at 100%, Meets Benchmark</p> <p>Fall 2019 RADR2261: 08/26/2019-12/5/2019: 3,308 Entries at 100%, Meets Benchmark</p>

Goal #4 Students will possess skills and knowledge to perform Radiologic Technologist duties in a professional manner.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
4.1 Students will always act in a professional manner, follow uniform dress code, including dressmaker, name tag, and markers.	<p>A. Student Performance Evaluation: #3 Professionalism</p> <p>B. Employer Survey #3 (Interpersonal Skills)</p>	<p>A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations</p> <p>B. 90% of returned surveys</p>	<p>A. End of each semester</p> <p>B. Fall semester</p>	<p>A. Clinical Coordinator/ Program Director</p> <p>Results:</p> <p>Summer 2018: 6/4/2018-8/16/2018: 47 Entries at 100%, Meets Benchmark</p> <p>Fall 2018: 8/27/2018-12/6/2018: 86 Entries at 100% - Meets Benchmark</p> <p>Spring 2019: 1/22/2019-5/9/2019: 98 Entries at 100%, Meets Benchmark</p> <p>Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark</p> <p>Fall 2019: 08/26/2019-12/5/2019: 97 Entries at 98.9%, Meets Benchmark</p> <p>B. Clinical Coordinator/ Program</p>
4.2 Are responsible for actions, are punctual in arriving at assigned site, call CI if late or absent, and follow HIPAA regulations	<p>A. Student Performance Evaluation: #5 Accountability</p> <p>B. Employer Survey #3 (Demonstrates Pt. Care Skills)</p>	<p>A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations</p> <p>B. 90% of returned surveys</p>	<p>A. End of each semester</p> <p>B. Fall semester</p>	<p>A. Clinical Coordinator/ Program Director</p> <p>Results:</p> <p>Summer 2018: 6/4/2018-8/16/2018: 47 Entries at 100%, Meets Benchmark</p> <p>Fall 2018: 8/27/2018-12/6/2018: 86 Entries at 100% - Meets Benchmark</p> <p>Spring 2019: 1/22/2019-5/9/2019: 98 Entries at 100%, Meets Benchmark</p> <p>Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark</p> <p>Fall 2019: 08/26/2019-12/5/2019: 97 Entries at 100%, Meets Benchmark</p> <p>B. Clinical Coordinator/ Program Director</p>

Coastal Bend College
Radiography Program
Outcomes Assessment Evaluation

Mission: Provide selected students with the clinical and didactic education necessary to create a sound foundation for graduates to qualify as contributing members in the professional career of Radiologic Technology.

Fall 2019 – Summer 2020

Goal #1 Students/graduates are clinically competent.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
1.1 Students perform routine radiographic examinations.	A. Compiling results from Student Competency Evaluation Forms	A. Average score of 80% or above for Competency Evaluation Forms	A. Each Semester	Clinical Coordinator/Program Director Results: a. Fall 2019: 08/26/2019-12/5/2019: 458 Entries at 99.5%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 85 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: 19 Entries at 100%, Meets Benchmark b. Spring 2019: 1/22/2019-5/9/2019: 26 Submissions at 100%, Meets Benchmark Spring 2020: 01/21/2020-05/07/2020: 34 Submissions at 100%, Meets Benchmark
	B. Final Competency Forms	B. Receive a grade of (75%) "Pass" on all Final Competency Forms	B. End of Semester V	

1.2 Students possess knowledge of procedures and patient care.	A. Student grades for Basic, Intermediate, and Advanced Procedures. (RADR101, RADR240L, and RADR235)	A. Average score of 80% or above for each didactic course	A. End of each Semester of each course	A. Program Faculty Results: Fall 2019: 08/26/2019-12/5/2019: Avg. Course grade at 89%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: Avg. Course grade at 83%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: Avg. Course grade at 87%, Meets Benchmark B. Program Faculty Results: Fall 2019: 08/26/2019-12/5/2019: Avg. Score of 81%, Meets Benchmark
	B. Student grades for Introduction to Radiography (RADR120)	B. Average score of 80% on Pt. Care section	B. End of Semester I	
1.3 Students/graduates demonstrate quality care and radiation protection to patients, themselves, and others.	A. Student Performance Evaluation, #3 (Professionalism)	A. 80% or more of students will achieve a rating of "Meets Standard"	A. Results of first- and second-year students after each semester	A. Program Director/Clinical Coordinator Results: Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 95 Entries at 99.5%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 52 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: No Entries – No clinic due to COVID

	B. Competency Evaluation forms (#s 3, 4, 5, 8, and 9)	B. 80% of students will achieve a rating of "Meets Standard"	B. Results after each semester	B. Program Director/Clinical Coordinator Results: Fall 2019: 08/26/2019-12/5/2019: 458 Entries at 98.7%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 85 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: 19 Entries at 100%, Meets Benchmark
	C. Employer Survey (written, Question #3 and telephone)	C. 80% or more will rate as satisfactory or above	C. Annually in Fall	C. Program Director 2019: 8 Entries at satisfactory or above = 100%, Meets Benchmark 2020: 6 Entries at satisfactory or above = 100%, Meets Benchmark

1.4 Students demonstrate classroom skills in clinical education.	A. Clinical Competency Form #11	A. 80% of students will achieve a rating of "Meets Standard"	A. End of 1 st , 2 nd , and 3 rd semesters (Basic, Intermediate, and Advanced Procedures)	A. Clinical Coordinator Results: Fall 2019: 08/26/2019-12/5/2019: 461/462 Entries at 99.8%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 90/90 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: 66/66 Entries at 100%, Meets Benchmark
	B. Image Critique Sessions	B. Average Student score is 75% or above	B. End of 1 st , 2 nd , and 3 rd semesters (Basic, Intermediate, and Advanced Procedures)	B. Clinical Coordinator Results: Fall 2019: 08/26/2019-12/5/2019: Avg. Course grade at 93.4%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: Avg. Course grade at 97.3%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: Avg. Course grade at 100%, Meets Benchmark

Goal #2 Students will demonstrate communication skills consistent with an entry-level radiographer.

Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
2.1 Students are effective in communicating with clinical staff and patients.	A. Student Performance Evaluation #6 Communication B. Competency Evaluation Form (#8) Give Patients Proper Instruction	A. 80% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations. B. 80% or more of students will achieve a rating of "Meets Standard" on Competency Evaluation Forms.	A. End of each semester B. End of each semester	A. Program Director/Clinical Coordinator Results: Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 95 Entries at 100%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 52 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: No Entries - No clinic due to COVID. B. Program Director/Clinical Coordinator Results: Summer 2019: 06/03/2019-08/12/2019: 158 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 458 Entries at 100%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 85 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: 19 Entries at 100%, Meets Benchmark

2.2 Students will demonstrate written communication skills.	A. Student Performance Evaluation #7 Collaboration B. Collaborative learning assignment in RADR2309	A. 80% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations. B. Average student grade is 75% or above on the x-ray electric circuit diagram	A. End of each semester B. End of 1 st semester	A. Program Director/Clinical Coordinator Results: Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 95 Entries at 100%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 52 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: No Entries - No clinic due to COVID. B. Program Faculty Fall 2019: 08/26/2019-12/5/2019: Avg. Score of 100%, Met Benchmark
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Goal #3 Students will demonstrate critical thinking skills.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
3.1 Students are effective in utilizing skills to solve problems, correctly assess patient condition, and are adaptable in changing situations to meet patient's needs.	A. Student Performance Evaluation #9 Problem Solving	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations.	A. End of each semester	A. Program Director/ Clinical Coordinator Results: Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 95 Entries at 100%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 52 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: No Entries - No clinic due to COVID

	B. Clinical Competency Evaluation C. Student grades for RADR2401 and RADR2331	B. 85% or more of students will achieve a rating of "Meets Standard" for categories V (non-routine exams) on Clinical Competency Evaluations C. Average student grade of third exam is 80% or above	B. End of 4 th and 5 th semester C. End of 2 nd and 4 th semesters	B. Program Director/ Clinical Coordinator Results: Fall 2019 4th Semester: 08/26/2019-12/5/2019: 21 Entries at 100%, Meets Benchmark Spring 2020 8th Semester: 1/21/2020-5/7/2020: 8 Entries at 100%, Meets Benchmark C. Program Faculty Results: Spring 2019: 1/22/2019-5/9/2019: Avg. Grade of third exam at 99%, Meets Benchmark Summer 2019: 06/03/2019 - 8/12/2019: Avg. Grade of third exam at 80%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: Avg. Course grade at 79%, Does not meet benchmark Summer 2020: 06/01/2020-08/10/2020: Avg. Course grade at 75%, Does not meet benchmark
3.2 Students recognize, analyze, and discuss professional experiences.	A. Narration and analysis of first clinical rotation B. Narration and analysis of clinical experiences for RADR1260, RADR1261, RADR1262, RADR2261, and RADR2262	A. 100% will submit the minimum required narratives and analyses regarding professional experiences for first clinical rotation B. 100% will submit narratives and analyses regarding professional experiences	A. End of first clinical rotation B. End of each semester	A. Program Director Results: Fall 2019: 08/26/2019-12/5/2019: 2,075 Entries at 100%, Meets Benchmark B. Program Director Results: Summer 2019 RADR1262: 6/3/2019-8/12/2019: 2,695 Entries at 100%, Meets Benchmark Fall 2019 RADR2261: 8/26/2019-12/5/2019: 3,308 Entries at 100% - Meets Benchmark Spring 2019 RADR2262: 1/21/2020-5/7/2020: 748 Entries at 100%, Meets Benchmark

				Spring 2019 RADR1261: 1/21/2020-5/7/2020: 1,168 Entries at 100%, Meets Benchmark Summer 2020 RADR1262: 06/01/2020-08/10/2020: 383 Entries at 100%, Meets Benchmark
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Goal #4 Students will possess skills and knowledge to perform Radiologic Technologist duties in a professional manner.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
4.1 Students will always act in a professional manner, follow uniform dress code, including dosimeter, name tag, and markers.	A. Student Performance Evaluation #5 Professionalism B. Employer Survey #5 (Interpersonal Skills)	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations B. 90% of returned surveys	A. End of each semester B. Fall semester	A. Clinical Coordinator/ Program Director Results: Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 95 Entries at 99.5%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 52 Entries at 100%, Meets Benchmark Summer 2020: 06/01/2020-08/10/2020: No Entries - No clinic due to COVID B. Clinical Coordinator/ Program 2019 Surveys: 5 Surveys were submitted: 5/5 rated Interpersonal skills as satisfactory or better = Meets Benchmark
4.2 Are responsible for actions, are punctual in arriving at assigned site, call C3 if late or absent, and follow HIPAA regulations.	A. Student Performance Evaluation #5 Accountability	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Clinical Coordinator/ Program Director Results: Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 99%, Meets Benchmark Fall 2019: 08/26/2019-12/5/2019: 95 Entries at 100%, Meets Benchmark Spring 2020: 1/21/2020-5/7/2020: 52 Entries at 100%, Meets Benchmark

				Summer 2020: 06/01/2020-08/10/2020: No Entries – No clinic due to COVID
	B. Employer Survey #6 (Demonstrates Pt. Care Skills)	B. 90% of returned surveys	B. Fall semester	B. Clinical Coordinator/ Program Director 2019 Surveys: 5 Surveys were submitted: 5/5 rated Demonstrates Pt. Care skills as satisfactory or better. = Meets Benchmark
4.3 Recognize worth of individuals and cultures, explore diversity of ideas, individuals, and cultures through open communication.	Student Performance Evaluation: #8 Mutual Respect	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Clinical Coordinator/ Program Director Results: Fall 2019: 08/26/2019-12/5/2019: 97 Entries at 100%, Meets Benchmark Spring 2019: 1/22/2019-5/9/2019: 98 Entries at 100%, Meets Benchmark Summer 2019: 06/03/2019-08/12/2019: 69 Entries at 100%, Meets Benchmark
	B. Employer Survey #3 (Communication Skills) rated Satisfactory or better on the evaluation	B. 90% of returned surveys	B. Fall semester	B. Clinical Coordinator/ Program Director 2019 Surveys: 5 Surveys were submitted: 5/5 rated Communication skills as satisfactory or better. = Meets Benchmark

Plan of Action: Goal #3c did not meet its benchmark in either Spring 2020 or Summer 2020. The program began looking into more online resources to assist students with more at home study tools. The program decided to begin integrating Correctec into their curriculum and began the purchasing process.

Cowlitz Bend College
Radiography Program
Outcomes Assessment Evaluation

Mission: Provide selected students the clinical and didactic education necessary to create a sound foundation for graduates to qualify as contributing members in the professional career of Radiologic Technology.

Fall 2020 – Summer 2021

Goal #1 Students/graduates are clinically competent.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
1.1 Students perform routine radiographic examinations.	A. Compiling of results from Student Competency Evaluation Forms B. Final Competency Forms	A. Average score of 80% or above for Competency Evaluation Forms B. Receive a grade of (75%) "Pass" on all Final Competency Forms	A. Each Semester B. End of Semester V	Clinical Coordinator/Program Director Results: Fall 2020: 08/24/2020-12/3/2020: 465 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 370 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 292 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2020-05/06/2021: 190 Submissions at 100%, Meets Benchmark
1.2 Students possess knowledge of procedures and patient care.	A. Student grades for Basic, Intermediate, and Advanced Procedures (RADR101, RADR2401, and RADR2311) B. Student grades for Introduction to Radiography (RADR1290)	A. Average score of 80% or above for each didactic course B. Average score of 80% on Pt. Care sections	A. End of each Semester of each course B. End of Semester I	A. Program Faculty Fall 2020: 08/24/2020-12/3/2020: Avg. Course grade at 81%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: Avg. Course grade at 82%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: Avg. Course grade at 79%, Does not meet benchmark B. Program Faculty Results: Fall 2020: 08/24/2020-12/03/2020: 20 grades at 100%, Meets Benchmark Fall 2021: 08/23/2021-12/10/2021: Currently in progress
1.3 Students/graduates demonstrate quality care and radiation protection to patients, themselves, and others.	A. Student Performance Evaluation, #3 (Professionalism) B. Competency Evaluation forms (F's 3, 4, 5, 8, and 9) C. Employer Survey (written, Question #3 and telephone)	A. 80% or more of students will achieve a rating of "Meets Standard" B. 80% of students will achieve a rating of "Meets Standard" C. 80% or more will rate as satisfactory or above	A. Results of first and second year students after each semester B. Results after each semester C. Annually in Fall	A. Program Director/Clinical Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2020-05/06/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 192 Entries at 100%, Meets Benchmark B. Program Director/Clinical Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 465 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 370 Entries at 99%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 292 Entries at 100%, Meets Benchmark C. Program Director 2020: 6 Entries at satisfactory or above = 100%, Meets Benchmark 2021: Have not been conducted

1.4 Students demonstrate classroom skills in clinical education.	A. Clinical Competency Form #11	A. 80% of students will achieve a rating of "Meets Standard"	A. End of 1 st , 2 nd , and 3 rd semester (Basic, Intermediate, and Advanced Procedures)	A. Clinical Coordinator Fall 2020: 8/24/2020 - 12/3/2020: 513/513 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 398 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 317 Entries at 100%, Meets Benchmark
	B. Image Critique Sessions	B. Average Student score is 75% or above	B. End of 1 st , 2 nd , and 3 rd semester (Basic, Intermediate, and Advanced Procedures)	B. Clinical Coordinator Fall 2020: 08/24/2020-12/3/2020: Avg. Course grade at 98%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: Avg. Course grade at 94%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: Avg. Course grade at 100%, Does not meet benchmark Fall 2021: 08/23/2021-12/19/2021: Currently in progress

Goal #2 Students will demonstrate communication skills consistent with an entry-level radiographer.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
2.1 Students are effective in communicating with clinical staff and patients.	A. Student Performance Evaluation #6 Communication	A. 80% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Program Director/Clinical Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 102 Entries at 100%, Meets Benchmark
	B. Competency Evaluation Form (#8) Give Patients Proper Instruction	B. 80% or more of students will achieve a rating of "Meets Standard" on Competency Evaluation Forms.	B. End of each semester	Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 465 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 370 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 292 Entries at 100%, Meets Benchmark

2.2 Students will demonstrate written communication skills	A. Student Performance Evaluation #7 Collaboration	A. 80% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Program Director/Clinical Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 102 Entries at 100%, Meets Benchmark
	B. Collaborative learning assignment in RADRG300	B. Average student grade is 75% or above on the x-ray electric circuit diagram	B. End of 1 st Semester	B. Program Faculty Results: Fall 2020: 08/24/2020-12/03/2020: Avg. Score of 100%, Did not meet Benchmark Fall 2021: 08/23/2021-12/02/2021: Currently in progress

Goal #3 Students will demonstrate critical thinking skills.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
3.1 Students are effective in utilizing skills to solve problems, correctly assess patient condition, and are adaptable in changing	A. Student Performance Evaluation #9 Problem Solving	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	A. Program Director/ Clinical Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark

situations to meet patient's needs	<p>B. Clinical Competency Evaluation</p> <p>C. Student grades for RADR2401 and RADR2331</p>	<p>B. 85% or more of students will achieve a rating of "Meets Standard" for categories V (non-routine exams) on Clinical Competency Evaluations</p> <p>C. Average student grade of third exam is 80% or above</p>	<p>B. End of 4th and 5th semester</p> <p>C. End of 2nd and 4th semesters</p>	<p>Spring 2021: 01/19/2021-5/6/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 102 Entries at 100%, Meets Benchmark</p> <p>D. Program Director/ Clinical Coordinator Results: Fall 2020: 08/24/2020-12/3/2020: 74 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 19 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: Currently in progress.</p> <p>C. Program Faculty Results: Spring 2021: 01/19/2021-5/6/2021: Avg. Course grade at 80%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: Avg. Course grade at 79%, Does not meet benchmark.</p>
3.2 Students recognize, analyze, and discuss professional experiences.	A. Narration and analysis of first clinical rotation	A. 100% will submit the minimum required narratives and analyses regarding professional experiences for first clinical rotation	A. End of first clinical rotation	<p>A. Program Director Results: Fall 2020: 08/24/2020-12/3/2020: (Clinicals for 1st year students were pushed back a semester because of Covid-19). Analysis will be on next year's assessment. Spring 2021: 01/19/2021-5/6/2021: 2,800 Entries at 100%, Meets Benchmark</p> <p>B. Program Director</p>
	B. Narration and analysis of clinical experiences for RADR1260, RADR1261, RADR1262, RADR2261, and RADR2262	B. 100% will submit narratives and analyses regarding professional experiences	B. End of each semester	<p>Results: Fall 2020: RADR2261: 08/24/2020-12/3/2020: 3,308 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 6,713 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 4,338 Entries at 100%, Meets Benchmark</p>
Goal #4 Students will possess skills and knowledge to perform Radiologic Technologist duties in a professional manner.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Person/Group Responsible
4.1 Students will always act in a professional manner, follow uniform dress code, including dosimeter, name tag, and markers.	<p>A. Student Performance Evaluation: #3 Professionalism</p> <p>B. Employer Survey #5 (Interpersonal Skills)</p>	<p>A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations</p> <p>B. 90% of returned surveys</p>	<p>A. End of each semester</p> <p>B. Fall semester</p>	<p>A. Clinical Coordinator/ Program Director Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 102 Entries at 100%, Meets Benchmark</p> <p>B. Clinical Coordinator/ Program Director Results: 2020: 6 Entries at satisfactory or above – 100%, Meets Benchmark</p>
4.2 Are responsible for actions, are punctual in arriving at assigned site, call CT if late or absent, and follow HIPAA regulations	A. Student Performance Evaluation: #5 Accountability	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations	A. End of each semester	<p>A. Clinical Coordinator/ Program Director Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 102 Entries at 100%, Meets Benchmark</p>

	B. Employer Survey #6 (Demonstrates Pt. Care Skills)	B. 90% of returned surveys	B. Fall semester	B. Clinical Coordinator/ Program Director Results: 2020: 6 Entries at satisfactory or above = 100%, Meets Benchmark
4.3 Recognize worth of individuals and cultures, explore diversity of ideas, individuals, and cultures through open communication.	Student Performance Evaluation: #8 Mutual Respect B. Employer Survey #3 (Communication Skills) rated Satisfactory or better on the evaluation	A. 85% or more of students will achieve a rating of "Meets Standard" on Student Performance Evaluations. B. 90% of returned surveys	A. End of each semester B. Fall semester	A. Clinical Coordinator/ Program Director Results: Fall 2020: 08/24/2020-12/3/2020: 107 Entries at 100%, Meets Benchmark Spring 2021: 01/19/2021-5/6/2021: 140 Entries at 100%, Meets Benchmark Summer 2021: 06/1/2021-8/18/2021: 102 Entries at 100%, Meets Benchmark B. Clinical Coordinator/ Program Director Results: 2020: 6 Entries at satisfactory or above = 100%, Meets Benchmark

Goal #1.2a did not meet its benchmark in Summer 2021. The courses measured were given online to make-up lost clinic time due to COVID-19. To improve on this, the program will integrate additional instructor led laboratory time to demonstrate radiographic procedures and give the students a more hands on learning experience.

Goal #3.1c did not meet its benchmark. The courses measured were given online to make-up lost clinic time due to COVID-19. To improve on this, the program will integrate additional instructor led laboratory time to demonstrate radiographic procedures and give the students a more hands on learning experience.

Program Assessment		
Program Outcome 1:	Students are clinically competent.	Course: RADR1201; RADR1213; RADR1260; RADR1261; RADR1262; RADR1411; RADR2205; RADR2217; RADR2261; RADR2262; RADR2313; RADR2331; RADR2333; RADR2401
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
Students will produce diagnostic radiographs.	1. Lab Competency Evaluation #16 Image Evaluation (I) 2. Final Competency Form (Recomp) (V)	75% of students will "Pass" 75% of students will pass
Students will provide safe, reliable patient care.	3. Situational Question on RADR 1201 Final 4. Student Performance Evaluation #7 Collaboration (II & IV)	75% of students will be "Acceptable" 75% of students will be "Acceptable"
2021-2022		
1. 14% Passed (2/14) 2. 100% Passed (32/32) - (V) 3. 79% Acceptable (3/14) 4. 98% Acceptable (60/61) (II); 98% Acceptable (50/51) (IV)		
Evaluation and Use of Results for Program Improvement		
2021-2022 <ol style="list-style-type: none"> Most students failed this due to not remembering to check exposure indicator number when evaluating image on Final Lab Competency. The importance of the exposure indicator number will be discussed further in Beginning Procedures course and reiterated in Intermediate Procedures course. Each student must be competent in each category before graduation. They are given two random exams from each category of the competency list to re-comp on. Every student successfully showed they are competent in each category. The competency measuring tool will be revised next semester to ensure competency with digital equipment. Students were given a situational question about patient safety and ALARA, although benchmark was met, more time in lecture will be spent on radiation protection and ethical values to ensure patient safety and professional ethics. Students understand and acknowledge collaboration and its importance in the Radiologic Technology profession. The importance of accurate reporting will be stressed to clinical preceptors and staff technologists completing these evaluations. If benchmark continues to be over 95%, a new measurement tool will be found. 		



Program Assessment		
Program Outcome 2:	Students will demonstrate proficient critical thinking skills.	Course: RADR1201; RADR1213; RADR1411; RADR2205; RADR2217; RADR2313; RADR2331; RADR2333; RADR2401
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
Students practice critical thinking in clinical setting.	1. Positioning Critical Thinking Question (I & IV) 2. Student Performance Evaluation #9 Problem Solving (II & V)	75% of students will answer question correctly 75% of students will be "Acceptable"
Students utilize critical thinking skills in traumatic situations.	3. Student Performance Evaluation #2 Quantity of Work (III) 4. Situational Question on Trauma Test RADR 2331 (III)	75% of students will be "Acceptable" 75% of students will answer question with minimum components
2021-2022		
1. 57% answered correctly (8/14) (I); (IV) – not yet evaluated 2. 98% Acceptable (60/61) (II); (V) - 100% Acceptable evaluated (80/80) 3. 100% Acceptable (31/31) 4. Not yet evaluated (III)		
Evaluation and Use of Results for Program Improvement		
2021-2022 <ol style="list-style-type: none"> Students were given a critical thinking question to determine the position of a patient. The incorrect answers identify the need to cover patient positions intricately with demonstrations and laboratory practice. Students can critically think in the clinical environment, allowing for problem solving. Students apply what is learned in the classroom in the clinical setting allowing them to problem solve. The importance of accurate reporting will be stressed to clinical preceptors and staff technologists completing these evaluations. If benchmark continues to be over 95%, a new measurement tool will be found. Students have shown initiative in performing exams allowing for the quantity of work benchmark to be met. The importance of accurate reporting will be stressed to clinical preceptors and staff technologists completing these evaluations. If benchmark continues to be over 95%, a new measurement tool will be found. The data will be collected Summer 2022. 		

Program Assessment		
Program Outcome 3:	Students will communicate effectively.	Course: RADR1201; RADR1260; RADR1261; RADR1262; RADR1411; RADR2205; RADR2217; RADR2235; RADR2261; RADR 2262; RADR2333; RADR 2309
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
Students use effective and oral communication with clinical staff and patients.	1. Student Performance Evaluation #8 Mutual Respect (I & IV) 2. Student Performance Evaluation #6 Communication. (II & V)	75% of students will be "Acceptable" 75% of students will be "Acceptable"
Students will demonstrate written communication skills.	3. Annotation Grade (II & V) 4. Circuit Group Project (I)	75% of students will pass with 75% 75% of students will pass with 75%
2021-2022		
1. 100% Acceptable (76/76) (I); 100% Acceptable (51/51) (IV)		
2. 100% Acceptable (61/61) (II); (V) - 100% Acceptable (80/80)		
3. 100% Acceptable (16/16) (II); (V) - 100% Acceptable (16/16)		
4. 100% passed (14/14)		
Evaluation and Use of Results for Program Improvement		
2021-2022		
<ol style="list-style-type: none"> 1. Students display mutual respect to patients, clinical staff, and other departments within their clinical experience providing an acceptable target. The importance of accurate reporting will be stressed to clinical preceptors and staff technologists completing these evaluations. If benchmark continues to be over 95%, a new measurement tool will be found. 2. Students maintain communication skills in the second semester of their clinical education providing success for this target. The data shows students effectively communicate with clinical staff, other departments and their patients. The importance of accurate reporting will be stressed to clinical preceptors and staff technologists completing these evaluations. If benchmark continues to be over 95%, a new measurement tool will be found. 3. Students demonstrate written communication skills by appropriately annotating exams within their clinical education course allowing for this target to be met. Students effectively meet the written communication skill. Students show they will have efficient written communication skills post-graduation. If benchmark continues to be over 95%, a new measurement tool will be found. 		



<p>4. Students were assigned a group project concerning the x-ray circuit. Along with the project, each student was required to give an oral explanation of a section of this circuit. Each student met the communication criteria. If benchmark continues to be over 95%, a new measurement tool will be found.</p>



Program Assessment		
Program Outcome 4:	Students will exhibit professionalism while performing Radiologic Technologist duties.	Course: RADR1260; RADR1261; RADR1262; RADR1411; RADR2217; RADR2235; RADR2261; RADR2262; RADR2313; RADR2333; RADR2401; After Graduation
Course Learning Outcomes Mapping to Program Outcome	Means of Assessment	Criteria for Success/Target
Students will demonstrate professional behaviors.	1. Lab Competency Evaluation #3 Patient Identification (I) 2. Employer Survey #5 Interpersonal Skills (Graduates)	75% of students will "Pass" 75% of students will be "Satisfactory" or higher
Students will demonstrate knowledge of professional attributes.	3. Professionalism Paper (I) 4. Capstone Resume (V)	75% of students will pass with minimum 85% 75% of students will pass with minimum 85%
2021-2022		
1. 86% Passed (12/14) - (I) 2. 100% Acceptable (6/6) 3. 93% Passed (13/14) - (I) 4. 100% Passed (16/16) - (V)		
Evaluation and Use of Results for Program Improvement		
2021-2022		
<ol style="list-style-type: none"> 1. Students identified themselves, identified three pieces of patient information, and maintained professional composure while dealing with phantoms. This measurement tool will continue to be used. 2. A survey was given to the Employers about graduates who they have hired. Included in the survey is a rating on graduates' interpersonal skills. The Employers have rated the graduates' interpersonal skills as satisfactory or higher. If benchmark continues to be over 95%, a new measurement tool will be found. 3. Students displayed knowledge of Professionalism and its importance in the Radiologic Technology profession. This measurement tool will continue to be used. 4. Every student successfully completed an organized resume ensuring professionalism. 		

The program will complete a curriculum analysis grid and mapping Summer 2022. The assessment plan was revised Fall of 2021 to assist with programmatic assessment. Previous assessments were meeting benchmarks and showing no indication of weak areas with pass rates remaining under the threshold. The new assessment quickly identified lack of learning, enabling faculty to implement corrective action immediately. For example, students were not checking the exposure indicator number after image production. Faculty were able to readdress the importance of exposures being within range. The program will continue to assess the process and will utilize the most recent plan to document progress.

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Course completion rates are exemplary. Barriers include students not being fully prepared for the medical field or no prior knowledge of occupational requirements. The program intends to promote more information on their website and provide detailed information sessions. Student initiative continues to be a weak point, the program will continue to encourage participation and provide opportunities of growth, helping with retention and completion rates.

COURSE COMPLETION										
Row Labels	Distinct Students	Duplicated Students	Completions	Completions %	Successful Completions	Successful Completions %	GRADES D-F	Grades D-F %	GRADES Q-I-W-M	Grades Q-I-W-M %
2018-19	36	256	248	97%	245	96%	3	1%	8	3%
FTF	36	256	248	97%	245	96%	3	1%	8	3%
2019-20	37	295	293	99%	292	99%	1	0%	2	1%
FTF	37	295	293	99%	292	99%	1	0%	2	1%
2020-21	39	301	301	100%	298	99%	3	1%	0	0%
FTF	39	264	264	100%	261	99%	3	1%	0	0%
INT	20	37	37	100%	37	100%	0	0%	0	0%
2021-22	32	96	90	94%	88	92%	2	2%	6	6%
FTF	32	79	74	94%	72	91%	2	3%	5	6%
INT	17	17	16	94%	16	94%	0	0%	1	6%
Grand Total	89	948	932	98%	923	97%	9	1%	16	2%

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Job Placement Rate	number employed divided by number actively seeking employment within 12 months of graduation
Year	Results
Year 1 - 2017	8 of 10 - 80%
Year 2 - 2018	10 of 12 - 83%
Year 3 - 2019	11 of 13 - 85%
Year 4 - 2020	13 of 13 - 100%
Year 5 - 2021	16 of 17 - 94%
Program 5-Year Average	58 of 65 - 89%

Program Completion Rate	number graduated divided by number started the program
Year	Results
Year 1 - 2021	17 of 18
Annual Completion Rate	94%

The program serves its community and local hospitals continue to hire graduates. There continues to be opportunities for our students locally and nationwide. The labor market needs Radiologic Technologists; the medical field needs help. The future need of the program in our area will remain consistent. There are many positions available, and the need continues to rise. The day before graduation Spring 2022, seven of the sixteen graduates from the program had been employed. To prepare our graduates for the workforce, the program assists students with all licensing processes through the TMB and ARRT. To graduate, the students must complete all competencies on examinations, including recomps on select exams. The program shares information of job postings as soon as possible and is hoping to start a Facebook page for further communication with past students. The program had a travel company do a Zoom meeting with the students to offer positions and promote networking.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths –

The Radiology Program is accredited by the JRCERT. Site visitors were last on the Coastal Bend College campus, October 4th and 5th, 2021. On February 24th of 2022, the program received notification of continuing accreditation status for a period of five years. The program was denied the possible 8-year accreditation due to non-compliance with Objective 6.1: Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation. It has been requested of the program to provide an action plan for the unmet credentialing examination pass rate and provide documentation that student learning outcome data has been analyzed and shared with communities of interest. The program has implemented many new techniques, including the Kettering National Seminar, to enhance examination preparation. The curriculum has been updated and revised to focus on weak areas of student learning. The program has ensured to share all information and practices with the Radiology Advisory Committee and document minutes. A meeting during the Spring semester was added to ensure all program events were shared. A progress report documenting compliance with these objectives is required by December 1, 2022. The program intends to begin production of this report after the current COHORT has taken their registry examination and results from the dedication geared toward success can be visualized. After evaluation of the progress report, the JRCERT will either maintain the 5-year decision or extend the accreditation to eight years.

2. Areas of Improvement –

The program continues to search for new forms of improvement and teaching skills, especially in the areas of weak understanding of students. The lack of paid, dedicated clinical preceptors in the clinical setting hinders learning applications of students. Staff technologists are not welcoming to the task of taking on student instruction. Considering the recent pandemic, many technologists are experiencing work overload and exhaustion often finding work arounds or quick fixes to issues arising in the clinical setting. The exposure of these bad practices observed by the students leads to a deficiency in work ethic and a reduction in the exhibition of professionalism. There are currently sufficient funds for two part time clinical preceptors on our staff, it may be wise to consider one full time dedicated staff member to clinical education. Perhaps this person may be able to travel between sites and ensure all students receive dedicated time and explanation of correct practices that staff technologists are unable to give. Another idea would be to bring on another faculty member to relieve the clinical coordinator, who instructs majority of the course work, to complete these duties. A continued weakness is the availability of technologists for the clinical preceptor position; it is difficult to find someone to dedicate valuable time to students at the part time rate. There are many interested prospects for the vacant clinical preceptor position at Christus Spohn Beeville; however, none are willing to leave another full-time job with benefits for it. If they do, they will have to keep another job to make ends meet. The clinical aspect of the program is an essential element of student learning. Dedicated, enthusiastic individuals in these settings would make a drastic impact on student performance. The difference in performance has been noticed when students rotate through our Christus Spohn Kingsville site where our one clinical preceptor provides a valuable learning experience.

3. Threats (external) –

The COVID-19 pandemic put strain on the students and the program. Courses had to be adjusted; the program will return to its before COVID sequence in the Fall of 2022. Non-compliance with state regulations has the potential to cause problems for the program. It is imperative a plan be in place for state regulated EPEs, PMs, and documentation management.

4. Opportunities (external) –

The Radiology Advisory Committee adequately represents the community we serve, and the workforce needs available to our students. A majority of the members work at the clinical sites the students attend. This enables them to be a part of student progression and train them to fit their departments. The field of radiology continues to grow and the professionals we produce are direly needed in our community. The Radiologic Technology program is a gateway into a world of opportunity for our students. Students who do not enter the workforce immediately can further their education by enrolling in a program for another modality such as CT, MRI, Nuclear Medicine, or Sonography, or pursue a bachelor's degree in Radiologic Sciences. There are options for physics courses to work on the machines or PACS administration to maintain informatics. Quality assurance, compliance, and radiation safety control and monitoring are other departments available after entrance into the field.

B. Final Discussion on the merit and worth of the program.

The Coastal Bend College Radiologic Technology Program Review for the years of 2018-2019, 2019-2020, and 2020-2021 brought to light the progression of the program through trivial times. Radiologic Technology remains one of the most technologically advanced medical fields and the program has been able to keep up with technological advances. The addition of the overhead fully digital radiographic laboratory allows students advanced opportunities to work with modern equipment

and practice their skills before entering the clinic atmosphere. The pull-apart wounded phantom allows for the discovery of pathologies on digital image PACS monitoring systems.

Post COVID-19, employment rates have dropped in all corners of healthcare. There is an abundance of opportunities available to graduates of the program. Many were offered positions with their clinical settings before spring break of their final semester.

The ARRT registry examination pass rate for the review years was below accreditation standards. In 2019 and 2020 the program saw 69% of students pass their examination, with a slight increase in 2021 to 72%. After the accreditation site visit in October 2021, the program put forth all efforts to increasing student understanding of program concepts. Group mock testing with both faculty members was done to encourage discussion of misunderstood topics. A mid-semester advisement was done with program faculty and each student individually to find where each student might have needed extra help. Student input was helpful to faculty and action plans were put into place. Kettering National Seminars held a two-day seminar for the students geared toward registry preparation. Student surveys suggest this helped them piece together any concepts they weren't quite grasping. The seminar was enlightening to staff on different ways to present and relate to material.

In addition to registry preparation, there are many improvements to be made. The program continues to improve documentation management and the creation of a Master Plan. The lack of coverage on the equipment can be costly to the institution should a machine go down or worse, the drop and malfunction of a \$20,000 digital x-ray panel. Initiative is an uphill battle of the program. A lack is seen from students and staff technologists they are working with in clinic sites.

The program is open to new ideas and eager to assist in the progression of the program and student learning. The Clinical Coordinator has done research on how to implement a Computed

Tomography certificate program. The addition of this certification to students' radiography license will increase their value to medical imaging departments.

Moving forward, the program will continue to work on streamlining processes and increasing student learning. With the new assessments and curriculum changes to adjust to, the program plans to assess the information gathered and pinpoint best practices. The program will focus on creating a collaborative atmosphere for students to build character and ignite initiative. Listening to feedback and acting on their concerns will demonstrate a positive example and influence a strive for excellence.

**Coastal Bend College
Radiology Advisory Committee Minutes
October 27, 2021
2:00 PM – 3:00 PM**

Present:	Dicky Garcia, Chairperson Virginia Wall, Interim Program Director Jacklynn Valadez, Clinical Coordinator Loana Henandez, Dean of Allied Health Kinley Liska, 2nd year Student Representative Cynthia Ramirez, 1st year Student Representative Dr. Michelle Lane, Executive Director of Institutional Effectiveness	Tyler Lemke, Clinical Preceptor Cuero Regional Hospital Victor Adames, Clinical Preceptor Christus Spohn Kleberg Carlos Garay, Clinical Preceptor Connally Memorial Medical Carlos Gonzalez, Radiology Director DeTar Hospital Claudia Garcia, Clinical Preceptor DeTar Hospital Navarro Joseph Juarez, Clinical Preceptor DeTar Hospital North
Center		
I.	Welcome and Introductions	Meeting was held via Lifesize. Virginia began the meeting at 2:01pm by welcoming all members and introducing herself as the new Interim Program Director. Also the addition of Dr. Lane to the committee.
II.	Review of Minutes	Meeting minutes from November 19, 2020 were reviewed and approved as amended.
III.	Program Updates	<ol style="list-style-type: none"> 1. JRCERT site visit was completed October 5, 2021, official decision should be given within next couple of months. 4 deficiencies were found along with one recommendation on standard 2.7 to formalize a process to review and maintain learning resources. This has been added to the minutes of advisory and faculty meeting minutes. 2. Standard 3.2 was found to be deficient. Ms. Valadez has given Trajecsyst access to staff technologists to more accurately report competency information. She has also given the students paper competencies for the technologist to fill out should they not have access. 3. Deficiency of standard 4.8 has been corrected by implementing a new room orientation checkoff list in Trajecsyst to be completed by the student and clinical instructor at each clinic facility. Virginia stressed this must be completed even if the student has been to that facility before.

	<ol style="list-style-type: none"> 4. Standard 5.2, pass rate below 75%, will remain main focus of moving forward. Preparations for exam will begin now. Changes to curriculum will be presented and assessments have been revised in an effort towards improvement. Online resources, Elsevier Adaptive Quizzing, RadTechBootCamp, and Corectec will be used to their full potential. Surveys for before and after graduation will be made for student input on helpfulness. 5. Standard 5.4 will be corrected by documenting the recognition of results obtained from learning resources. This will be discussed in the Advisory and Faculty meetings. 6. It was advised that communities of interest outside of the program be included in the Advisory meetings by the Site Visit team; Dr. Lane was invited to attend. 7. Virginia and Jackie have been hard at work coming up with plans to organize procedures, upkeep of documentation, and improve pass rate. 8. Bi-annual Advisory Meetings were suggested and approved. 9. First year will attend one clinic session during the Maymester 2022 to catch the program up with clinicals before Fall 2022. 10. New competencies of blood pressure, IV, pulse, and pulse ox are now being taught in patient care.
<p>IV. Student Progress</p>	<p>Second year were presented with many obstacles, including pandemic, and laboratory down for most of their time in the program. Clinical preceptors agree they are doing better. Mock examinations have already begun. Faculty will break them down into categories. Image production has lowest scores for past 5 years; will work together on this. The committee was asked for suggestions on how to increase pass rate. Claudia suggested doing total body examinations in the lab for final. Victor expressed the concern that most exams come in when the students are leaving clinic around 4 pm; he suggested they stay later. The idea of 10 am – 6 pm was brought up as well as Fridays and evenings. Clinical preceptors and faculty were open to the increased clinic time; Jacklynn will send out an email for response of which sites may be open to this. When the responses are received, Jacklynn and Virginia will find a way to implement effectively and equitably.</p>
<p>V. Curriculum Updates</p>	<p>Jacklynn and Virginia have sat down to look closely at the curriculum. Virginia shared her screen to committee members to view proposed changes. It was proposed that PSYC 2314 Lifespan Growth and Development be accepted as a substitution for PSYC 2301 General Psychology; Medical Terminology take the place of a Humanities elective for Core Courses. RADR 1201 Introduction to Radiology be changed RADR 1309 Introduction to Radiology and Patient Care, adding an hour for more hands on patient care instruction. To accommodate changes, one hour will be taken off of RADR 1411 Basic Radiographic Procedures changing it to RADR 1311 Basic Radiographic Procedures. RADR 2205 Principles of Radiographic Imaging II changed to RADR 2305 Principles of Radiographic Imaging II to add an hour to the lowest scoring portion of the registry exam. It was also proposed that A&P I & II, College Algebra, and Medical Terminology become pre-requisites rather than co-requisites; implementing a 7-year expiration on these course as well. The curriculum is guided by the ASRT and the Master Plan. An email with the proposals will be sent out to committee members for approval.</p>
<p>VI. Assessment Process</p>	<p>The previous assessments used in past years were shown. It was explained that Dr. Lane helped Jacklynn and Virginia to reevaluate the process. Virginia explained to the group that the past assessments were demonstrating benchmarks reached at 100% but the pass rate was still declining. The assessments were completely revised by Jacklynn and Virginia with hopes to assess and find areas of deficiencies to improve learning. A formative and summative evaluation tool were found for each SLO. The new assessments were shown and the areas of preciseness demonstrated. There is no information to compare or acknowledge.</p>

	The previously used assessments were taking grades from multiple classes and averaging the grades. These numbers were of no use to any improvement. The clinical competency was using numbers from 463 competencies. New assessments will begin and be discussed at monthly faculty meetings and the next Advisory meeting in April.
VII. Grant Updates	Digital room is up and running. Collimator had gone out after a couple of weeks, but has since been fixed. Both rooms are able to be used at one time. New phantom is waiting on petroleum to finish production. Rather than sending off the other two for refurbishment, Jacklynn and Virginia are looking to order refurbishment kits for both. Refurbishment for both would have been 16K, two refurbishment kits will be around 4K. With the extra funds, they will look to purchase a stretcher, wheelchair, table linens, venipuncture arms, and a backboard for further laboratory practice.
VIII. Additional Comments	Elsevier Adaptive Quizzing has a lot of questions. They have been opened to all students for practice in Procedures course. First year will be given mock exam after Final to begin familiarization. The program will begin looking to recruit a Clinical Preceptor for Beeville and an Adjunct Instructor as well. Virginia brought up the idea of beginning an alumni group by email or Facebook to keep in touch with past students, show progress, post jobs, and recruit for positions. Virginia also mentioned the Rad Club will be starting again. The Mission Statement and Goals will be looked at in detail by Virginia and Jacklynn in the upcoming faculty meetings and presented to the Advisory Committee at the next meeting. Faculty expressed gratitude to the committee members and appreciation of their assistance.
IX. Adjournment	3:02 PM. The next meeting will be scheduled during April 2022. Time and day to be announced.
Interim Director's Signature:	Date: 10/28/2021

Coastal Bend College
Radiology Advisory Committee Minutes
March 30, 2022
2:00 PM – 3:00 PM

Present:	Dicky Garcia, Chairperson Virginia Wall, Interim Program Director Jacklynn Valadez, Clinical Coordinator	Tyler Lemke, Clinical Preceptor Cuero Regional Hospital Claudia Garcia, Clinical Preceptor DeTar Hospital Navarro Dr. Michelle Lane, Executive Director of Institutional Effectiveness
	Kinley Liska, 2nd year Student Representative	Cynthia Ramirez, 1st year Student Representative
X. Welcome and Introductions	Meeting was held via Lifesize. Virginia began the meeting at 2:01pm by welcoming all members in attendance.	
XI. Review of Minutes	Meeting minutes from October 27, 2021 were reviewed and approved.	
XII. Program Updates	11. Program awarded 5-year Accreditation by JRCERT 2/24/2022. A progress report will be submitted in December for possible upgrade to 8-year award. 12. Kettering National Seminar open to all techs on CBC campus 5/9-5/10/2022. 13. Maymester will no longer happen. Financial aid will not cover; students will attend clinic Monday-Thursday in Summer and attend their one didactic class online.	

	14. Clinic time will extend by two hours to 8-6 pm in the Fall. This will be added to the Handbook in Summer.
XIII. Student Progress	Work to increasing the pass rate of students continues. Kettering National Seminar has been booked. Faculty is excited to attend and see how the information is presented. RadTechBootCamp has been helpful in student understanding of concepts. The program is now being implemented and assigned in the courses. Student participation has increased and it is their preference of online learning programs. The Corectec program has been used for Mock examinations in the Capstone course. Faculty have done mock exams with the class as a whole to spark discussions and find areas students remain confused in. Topic specific mocks focusing on image production and reviews of early information are being done. Students are making videos of themselves performing an examination. They will have to include a full description of what they are doing, what pathology can be seen, and image critique. The implementation of mid-semester advisements where students and program faculty determine student specific strengths and weaknesses have quickly shown their value. The program is able to identify and address concerns of the students to devise action plans with their input with enough time for improvement before the semester end. A student mentioned that portables should be taught early on because as soon as they get to clinic this is what they are asked to perform. This was taken into consideration and the program will begin implementation with the next COHORT.
XIV. Curriculum Updates	Curriculum changes were presented to Curriculum Committee and approved pending syllabi approval. Revised syllabi will be presented at next curriculum meeting.
XV. Assessment Process	New assessments have been helpful in finding weak areas of understanding. Faculty continue to update at the conclusion of every semester for results and to implement corrective actions.
XVI. Grant Updates	New phantom was received in December. Transparent side limbs broke off. The manufacturer agreed to fix, they have been shipped off. No word on when to expect.
XVII. Additional Comments	Rad Club is back in action. Students are fund raising to attend ACERT convention February 2023. They have started by selling concessions at the CBC softball games. New template JRCERT CVs will be sent out to Clinical Preceptors again if the program has not received. The clinic award has been sent out in an email. Students will be voting on clinical educator award; this will be open to all techs involved with students. The Clinical Preceptor position remains open for Beeville; please spread the word. The program asked for input on expectations of students. Dicky mentioned that initiative is very important. Jacklynn mentioned that we will be getting a new clinic recording platform, PlatinumMed for Fall. She will prepare the program in Summer and go to clinic sites to train CPs. Coastal Bend College now has their own COVID-19 vaccine exemption form.
XVIII. Adjournment	2:35 pm
Interim Director's Signature:	Date: 3/30/2022

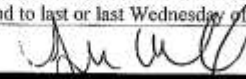
Coastal Bend College Radiologic Technology Program
 Advisory Committee Meeting Minutes
 November 1, 2022
 2:00 p.m.

Present:
 Dicky Garcia, Chairperson
 Virginia Wall, Acting Program Director
 Jacklynn Valadez, Clinical Coordinator
 Teresa Holloway, Staff Technologist DeTar Hospital North
 Loana Hernandez, Dean of Nursing and Allied Health
 Amy Stulting, Clinical Preceptor Otto Kaiser Memorial Hospital
 Casey Morales, First year Student Representative
 Kerri Manning, Clinical Preceptor Christus Spohn Beeville
 Tyler Lemke, Clinical Preceptor Cuero Regional Hospital
 Claudia Garcia, Clinical Preceptor DeTar Hospital Navarro
 Joseph Juarez, Clinical Preceptor DeTar Hospital North
 Dr. Michelle Lane, Executive Director of Institutional Effectiveness
 Cynthia Ramirez, Second year Student Representative

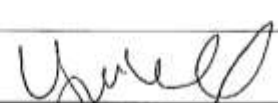
I. Welcome and Introductions	Meeting was held via Lifesize. Virginia began the meeting at 2:00 p.m. by welcoming all members in attendance.
II. Review of Minutes	Meeting minutes from March 30, 2022 were reviewed and approved.
III. Program Updates	<p>Platinum Planner – guides were sent out. Claudia wanted to know why we switched. Jackie mentioned it was a cheaper option for students. Virginia added when changes were made with Trajecsys they had to be sent in. Platinum allows more freedom. Claudia stated it is not user friendly at all; Kerri agreed. Tyler mentioned more clicks, but not a deal breaker if helping students with cost. Kerri mentioned once everyone gets used to it, it will be fine. Having one class on Trajecsys and one in Platinum is difficult now. Jackie added assessments are highly implemented in Platinum Planner. Kerri asked if student enters comps; Jackie confirmed and added CPs need to complete after students. All performs need to be approved. Comp forms are handed out on paper also and Jackie can input. Claudia asked if student initiated, a form would still need to be filled out. Jackie said no, only one needs to be done. Student has to input for tech to fill out was clarified. Claudia worried that if they didn't complete with her, other techs do not have access to Platinum. Virginia asked whether the techs can get access. Jackie will look into getting everyone added.</p> <p>Virginia asked how extra clinic hours are going. In previous meetings it was brought up from clinic sites that students miss a good amount of exams from 4pm-6pm. The program began 8am-6pm clinic assignments with the first year students this Fall. Tyler said good for Cuero; Dickie agreed for Refugio.</p> <p>Virginia asked about portables. While doing mid-semester advisements, a student brought to the program's attention that they are doing a majority of portable exams at clinic right away and were not able to comp on them until summer when the portable chapter was tested on. Virginia mentioned at the last meeting this would be implemented with new COHORT. This Fall the program began going over portables with each section of anatomy tested. Kerri and Tyler confirmed going good.</p> <p>Virginia asked about initiative assignment. Previous concerns were voiced from CPs on student initiative. Jackie mentioned that Student Performance Evaluation is going out every couple of weeks. This assignment is a way to find trends in subpar performance. Kerri mentioned its hard to nail one thing to put with first year students. Can you leave blank? Jackie said to put something. Claudia asked first year, second year, or both? Jackie said just first year for now because of handbook. Claudia hasn't seen it but Jackie has received some from her site.</p> <p>Jackie brought up having students who have completed their comps do rotations in CT and MRI their last semester. Dickie thought this was a good idea and said sure.</p> <p>Virginia mentioned there are many things for the students to do on their phones during down time at clinic such as online resources for registry prep, but do not want it to interfere with their professionalism or clinical experience.</p> <p>CT/MRI instructor will be hired soon for programs. The program degree plan and student handbook were updated during the summer and included in meeting email.</p>

<p>IV. Student Progress</p>	<p>Virginia brought up pass rates and mentioned the program is putting all efforts toward improvement. Kettering National Seminar was appreciated by students and the program feels it led to the slight increase. This year, Kettering will not come to college for only 11 students. Jackie and Virginia will hold camp. Allow student to come in comfortable clothes and have snacks available. They plan on teaching each others subjects and asked for ideas for the committee to submit any ideas they might have. In all second year courses, early intervention of online materials has been applied and implemented in course work. Students had registry prep materials but weren't using them on their own. Both instructors have made them assignments and have begun issuing mini mocks for familization. The program also plans to create winter work packets for the students to begin reviewing information over the long winter break. Mid semester advisements continue to be helpful. The faculty meet with each student individually and create an action plan for success. At the end of the semester they will meet with them again to ensure improvement is obtained and no one is left behind. JRCERT requires 75% 5-year pass rate. Virginia will be working on a progress report in hopes to extend 5 year award to 8 year award. All program efforts have been put forth to increase student learning.</p>
<p>V. Curriculum Updates</p>	<p>New degree plan has been officially approved by curriculum committee and implemented with the new COHORT. It was emailed to committee members. A & P I & II and MATH 1314 are now pre-requisites and need to have been completed within the past 7 years. More time has been dedicated to patient care and image production where students continue to score low.</p>
<p>VI. Assessment Process</p>	<p>The assessment plan results and analysis were presented to the Advisory Committee and the following comments were noted:</p> <p>Clinical Competence – Low exposure indicator assessment, only 14% of students checked the exposure indicator on assessment. The program will continue to assess. 100% passed recomps. Patient care, 79% of students answered correctly, program will continue to assess. Student performance evaluation question on collaboration, 98% of students answered correctly. Virginia mentioned the importance of clinical reporting on student evaluations for program to make improvements and asked that if CPs see something that we may be able to assess, to please let the program know, same with anything that may not be applicable on student performance evaluation.</p> <p>Communication Skills – Communication is assessed on Student Performance Evaluation responses, a paper, and circuit group project. Assessments were all 100%; the program will continue to assess and update grading rubrics.</p> <p>Critical Thinking – Positioning question asked first and second year, 57% answered correctly. Students did well on Student Performance Evaluation responses and situational trauma question. This will continue to be used; course was taken online. Virginia mentioned it will be asked on an in person test next go around and would like to assess student knowledge without online assistance.</p> <p>Professionalism – Students performed well in all aspects. Knowledge of professional attributes will continue to be assessed by a professionalism paper and the Capstone resume. Rubric criteria for both will be updated.</p> <p>The advisory committee had no comments.</p> <p>Program Effectiveness Measures –</p> <p>Pass Rates – Virginia notified the committee that the pass rate went from 61% in 2021 to 69% in 2022. This takes the program from a 71% 5-year average to a 70% 5-year average. The program will continue to implement practices to increase student learning.</p> <p>Employment Rates – Virginia notified the committee that the employment rate remained the same at 94% for 2021 and 2022.</p>

	<p>Program Completion Rates – Virginia informed the committee that the program completion rate went down from 100% in 2021 to 89% in 2022; 2 failed out.</p> <p>Assessments were shared in meeting email.</p>
<p>VII. Assessment Plan Review</p>	<p>Mission Statement – The mission of the Coastal Bend College Radiologic Technology Program is to maintain standards of quality and integrity to develop technologists with internalized values of professionalism who will act in the best interest of their patients, promote cultures of ethical behavior in interdisciplinary settings, and contribute to the progression of the field.</p> <p>The previous mission: The mission of the Radiologic Technology Program at Coastal Bend College is to provide selected students the clinical and didactic education necessary to create a sound foundation for graduates to qualify as contributing members in the professional career of Radiologic Technology.</p> <p>The mission was updated July 2022 and emailed to the Advisory Committee for approval.</p> <p>Goals – Program goals remain the same.</p> <p>Assessment Plan – The following revisions to the assessment plan were made: Goal #1 SLO#2 – Recomp Evaluation will be changed to Image Production question. Program felt this needed to be changed because the students have already comped on these, this will most likely always be 100%. The program will now assess them on an Image Production question in RADR 2205. Goal #2 SLO#3 - Student Performance Evaluation #2 Quantity of Work will be changed to a contrast reaction question in RADR 2333. It will also be assessed in semester III rather than IV. There were many issues addressed during summer that were not reflected in assessments. Goal #3 SLO#1 – Rather than assessing in semesters I & IV, the program will assess in semesters II & III. More reporting from clinic sites was seen during these semesters, the program feels students become more comfortable and display more character. GOAL #3 SLO#2 – This student learning outcome will be changed from “Student will demonstrate written communication skills” to “Students will demonstrate written and oral communication skills.” Rather than assessing in semesters II & V, the program will assess in semesters II & III. More reporting from clinic sites was seen during these semesters, the program feels students become more comfortable and display more character. This also will allow more time for improvements to be made before their last semester. Goal #3 SLO #3 – Annotation grade will change to grade on Pathology Paper that will better display written communication skills. Goal #4 SLO# 2 – Employer survey will change to professionalism question on Student Performance Evaluation. The program feels that employers will give good remarks to students they have hired and the assessment after graduation leaves no time for improvement.</p>
<p>VIII. Additional Comments</p>	<p>Jackie pulled up the initiative form. Jackie feels that weekly they can grow from it and problems can be identified and worked on in lab. Virginia mentioned it should be given to second year, Michelle nodded yes. Virginia mentioned monthly basis might be helpful. Dickie quickly agreed. Kerri agreed. Jackie agreed.</p> <p>Virginia mentioned that program materials to include the student handbook and application were updated during the summer. Copies were provided for the committee by email.</p> <p>Virginia mentioned that the idea of a spring open house committee meeting with luncheon was brought to her attention during the recent program review. Kerri is good whenever. Dickie agrees and says it sounds good. Tyler agrees. Wednesday was mentioned as a good day.</p> <p>Virginia asked for more questions. Jackie said she can go to the sites to help if it is needed, please let her know. Claudia asked if email can be sent from platinum,</p>

	<p>Jackie said it should be sending email. Virginia asked whether app or computer was being used more for Platinum input. Most said computer. Jackie asked for questions again.</p> <p>Dr. Lane commended the advisory committee for being very active and program on program review. She mentioned 61%-69% is no short task and that she knows it will go up. In March open house, program review will be shared for feedback. She thanked everyone for their input.</p> <p>Virginia said she would send out Student Performance Evaluation by email for input after revision. The program relies on it heavily for assessments and plans to revise before Spring semester.</p> <p>Have a good day. Teresa stayed on and mentioned that her and Joe would be gone 3/17, Virginia said open house would be second to last or last Wednesday of March.</p>
IX. Adjournment	<p>Virginia adjourned the meeting at 2:37 pm.</p> 

Revised – January 2020

<p>Coastal Bend College Radiologic Technology Program Ad Hoc CT and MRI Advisory Committee Meeting Minutes Date 11/8/2022 Time 3:00 p.m.</p>	
Present: Virginia Wall, Program Director Loana Hernandez, Dean of Nursing and Allied Health	Jacklynn Valadez, Clinical Coordinator Dr. Michelle Lane, Executive Director of Institutional Effectiveness
Absent: Dicky Garcia, Chairperson Joseph Juarez, Clinical Preceptor DeTar Hospital North Travis Conn, Radiology Director Christus Spohn Beeville Korri Manning, Clinical Preceptor Christus Spohn Beeville Jeff Sigel, Clinical Preceptor South Texas Regional	Claudia Garcia, Clinical Preceptor DeTar Hospital Navarro Amy Stulting, Clinical Preceptor Otto Kaiser Memorial Hospital Carlos Gonzalez, Radiology Director DeTar Hospital Tyler Lenke, Clinical Preceptor Cuero Regional Hospital
I. Welcome and Introductions	Virginia began the meeting at 2:55 p.m.
II. Review of Objective	Computed Tomography and Magnetic Resonance Imaging program progress is moving quickly and program will need advisory approval on curriculums to move forward. The program has taken into account the committees suggestions on equipment and instructional supplies for programs.
III. Action Plan	An advisory committee meeting was last held 11/1/2022; Virginia mentioned it will be difficult to be gather the group again. The curriculums and all relevant information will be sent out to committee members via email for review. Another meeting will be held 11/10/22 at 1:00 p.m. to gather suggestions and responses.
IX. Adjournment	<p>Virginia adjourned the meeting at 1:20 p.m.</p> 

Revised – January 2020

Constal Bend College Radiologic Technology Program

Ad Hoc CT and MRI

Advisory Committee Meeting Minutes

Date 11/10/2022

Time 1:00 p.m.

Present: Virginia Wall, Program Director
 Loana Hernandez, Dean of Nursing and Allied Health
 Kerri Manning, Clinical Preceptor Christus Spohn Beeville
 Teresa Holloway, Staff Technologist DeTar Hospital North
 Dicky Garcia, Chairperson
 Travis Conn, Radiology Director Christus Spohn Beeville

Jacklynn Valadez, Clinical Coordinator
 Dr. Michelle Lane, Executive Director of Institutional Effectiveness
 Tyler Lemke, Clinical Preceptor Cuero Regional Hospital
 Jeff Sigel, Clinical Preceptor South Texas Regional
 Carlos Gonzales, Radiology Director DeTar Hospital

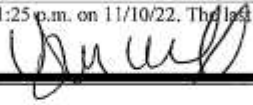
Absent:

Joseph Juarez, Clinical Preceptor DeTar Hospital North

Claudia Garcia, Clinical Preceptor DeTar Hospital Navarro

Amy Stulting, Clinical Preceptor Otto Kaiser Memorial Hospital

I. Welcome and Introductions	Virginia began the meeting at 12:55 p.m.
II. Review of Objective	Approve or make suggestions for proposed curriculums for Computed Tomography and Magnetic Resonance Imaging.
III. Action Plan Update	<p>Online attendance at specific time was low once again. Tyler, Kerri, Dean Hernandez, and Jackie were present at 1:05 p.m. Tyler made a motion to request approval responses via email. Kerri seconded the motion. Dicky and Terry joined at later times and approved the motion as well as the curriculum proposals.</p> <p>The curriculums and relevant information was sent via email to committee members. Approval responses were received by: Carlos Gonzales, Kerri Manning, Michelle Lane, Jeff Sigel, Travis Conn, Teresa Holloway, Dicky Garcia, and Tyler Lemke.</p>
IV. Approval Progress	Program will move forward with CT and MRI curriculums for program development.
IX. Adjournment	Virginia adjourned the online meeting at 1:25 p.m. on 11/10/22. The last response was received on 11/10/22 at 4:04 p.m.





Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Vocational Nursing

Program Director: Loana Hernandez

Dean: Loana Hernandez

Date: 12/9/2022

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2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix). Error! Bookmark not defined.	
3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)	Error! Bookmark not defined.
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Part I: Program Purpose, Description and Goals

A. Program Purpose

The mission of the Coastal Bend College Nursing Program is to prepare students for a challenging and competitive career in the healthcare field and to provide them with the ability to meet the needs of a culturally, socially, and ethnically diverse society. The goal of the CBC Nursing Program is to achieve a 100% first attempt pass rate for NCLEX-PN and NCLEX-RN licensure exam by building a strong foundation of nursing knowledge and skills. The mission will be accomplished as follows:

- Provide a high-quality nursing education by competent and dedicated faculty
- Provide in depth skills applications/training

B. Program Description

The Vocational Nursing Program is an accelerated program that teaches students the knowledge and skills necessary to become a Licensed Vocational Nurse. Upon graduation, students will be eligible to take the NCLEX-PN to become licensed. The program is a level 1 certificate starting in the summer with classes Monday – Thursday. Students will gain knowledge in the classroom, nursing lab, and clinical rotations.

C. Program Goals

Increase the number of competent and safe nurses entering the workforce which will assist with decreasing the nursing shortage in the community.

Increase retention rates by providing quality instruction and enhanced student support.

Provide equitable lifelong learning opportunities by building a pathway in nursing to bridge into an associate degree program.

D. Program Student Learning Outcomes

- Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- Contribute to activities that promote the development and practice of vocational nursing.
- Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
- Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.
- Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study.

- Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
- Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
- Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
- Assist in the coordination of human, information, and physical resources in providing care for assigned patients and their families.
- Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- Implement measures to promote quality and a safe environment for patients, self, and others.
- Assist in the formulation of goals and outcomes to reduce patient risks.
- Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- Accept and make assignments that take into consideration patient safety and organizational policy.
- Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
- Participate as an advocate in activities that focus on improving the health care of patients and their families.
- Participate in the identification of patient needs for referral to resources that facilitate continuity of care and ensure confidentiality.
- Communicate patient data using technology to support decision-making to improve patient care.
- Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or workplace need.
- Supervise nursing care by others for whom the nurse is responsible.
- Assist health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

7 full-time faculty, 5 part-time clinical instructors, 1 full-time retention specialist (also teaches), 1 full-time clinical coordinator, 3 full-time support specialist (Alice, Beeville, Pleasanton)

b. Strengths

7 full-time faculty work as a team to ensure consistency throughout the program.

c. Areas for Improvement

Need to hire 1 full-time faculty in Kingsville and 1 full-time support specialist in Kingsville to support students in that area. Unable to hire more faculty due to noncompetitive salary compared to the salary nurses make in the industry.

Position for nursing coordinator never filled – requirements for full-time faculty in addition to coordinator tasks too overwhelming for current faculty.

All faculty are fairly new in their position with the most senior faculty teaching started the middle of Fall 2020. Faculty highest degree is Bachelor of Science and faculty have not had sufficient training on teaching, curriculum, assessment, or classroom management.

Simulation instructors have not been able to grasp what equipment they have in their labs and how to work with the equipment.

d. Future Direction and Budget Implication

Hire Vocational Nursing Faculty and support specialist which has already been budgeted.

Redesign coordinator position to become a director position which will not require full-time teaching requirements. This will add an additional \$75,000 - \$80,000 to the budget.

Provide and assign additional professional development for faculty in curriculum development, assessment, classroom management and teaching strategies. Will assign faculty professional development modules from resources already acquired from NurseTim and ATI and ensure they complete the modules. Have budgeted for faculty to attend conference for vocational nurse educators.

Provide and assign training for professional development on simulation methodology. Provide training for nursing simulation lab and nursing lab equipment and technology. Schedule tour at local university's simulation lab. Professional development has been budgeted.

2. Technology

a. Overview

Nursing students use technology in multiple aspects of their education:

- Assessment Technologies Institute (ATI) – provides instruction modules, remediation, and NCLEX exam preparation modules

- Elsevier Adaptive Quizzing (EAQ) – computerized resource that provides NCLEX exam type questions that are aligned directly to the textbook for that particular course.
- Classrooms at all 4 sites have 30 desks with computers incorporated into the desks.

b. Strengths

30 new computers in classroom for face-to-face instruction, allowing students to stay in classroom for exams and other activities such as studying, completing assignments, and taking notes

c. Areas for Improvement

none

d. Future Direction and Budget Implication

Create obsolescence plan to maintain and update classroom computers as they age.

3. Equipment and Facilities

a. Overview

See inventory list.

b. Strengths

We have continually updated equipment and manikins through various grants. We recently were awarded JET grant in which we will be purchasing 2 mid-fidelity manikins, 1 geriatric simulator, 1 medication dispensing system and 1 IV infusion pump per site.

c. Areas for Improvement

Medication dispensing system is non-functioning, hospital beds need updating to mirror what is seen in local hospitals, lacking high-fidelity manikin, lacking infant manikin, lacking IV infusion pumps, only have 1 headwall, lacking camera system to record students' skills as they are working with the manikins, lacking sharps containers/and gloves holders and hand sanitizer dispensers to mimic hospital rooms, some manikins are in disrepair

Lacking comprehensive inventory list and obsolescence plan

d. Future Direction and Budget Implication

Make nursing and simulation labs resemble the hospital environment that students will be working in at clinical and in the workforce. This will prepare the students for clinical and improve the success and retention of students.

Purchase high-fidelity manikin, Purchase medication dispensing system, and IV infusion pumps.

Purchase needed parts and accessories to repair current equipment and train faculty on maintenance of equipment

4. Budget

a. Overview

	FY2019	FY2020	FY2021
Total Revenue		\$ 1,332,068.69	\$ 992,844.14
Total Expenses	\$ 966,585.13	\$ 1,040,349.53	\$ 644,810.61
In district	\$10,401		
Out of district	\$13,005		

Program
Budget:

Program Cost:

TUITION	PER CREDIT HOUR	NUMBER OF CREDIT HOURS	TOTAL TUITION	TOTAL TUITION AND FEES	TOTAL PROGRAM
OUT OF DISTRICT	132	51	6732	11134	14309
FEES					
REGISTRATION	48	3	144		
PARKING FEE	25	1	25		
GENERAL USE	15	42	630		
INTERNET FEE	53	5	265		
PRINTING	10	4	40		
COURSE FEES			2263		
DIFFERENTIATED TUITION	23	45	1035		
	Total Tuition and Fees		4402		
SUPPLIES					
BOOKS	2000		2000		
UNIFORMS	150		150		
B/P CUFF, STETHOSCOPE	150		150		
PINNING ATTIRE	75		75		
LAPTOP	500		500		
	Total Books and supplies		2875		
OTHERS					
BON APPLICATION	100		100		
NCLEX TESTING FEE	200		200		
	Total Other Costs		300		

b. Strengths

The budget has been sufficient to sustain the program but not to hire new faculty. Industry adjustments should assist with hiring new faculty once we decide to enroll students in the traditional program again.

c. Areas for Improvement

Need to budget for nursing division director to oversee the administrative areas of their division, including faculty support and evaluation, curriculum, assessment, and program evaluation.

d. Future Direction and Budget Implication

Industry adjustments will assist with being able to entice new faculty to apply. Adding new position for nursing division director will add approximately \$50,000 to the vocational nursing budget.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

Program is approved by the Texas Board of Nurses and Texas Higher Education Coordinating Board.

b. Strengths

c. Areas for Improvement

Program is currently on warning due to low Licensure Examination pass rates.

d. Future Direction and Budget Implication

We are providing more supports to students to prepare them for their licensure exam. We will be updating nursing labs and simulation labs to afford traditional students more experiences with instructors that will assist them with improving critical thinking and clinical judgement which will ultimately assist them to be successful taking the licensure exam and prepared for the workforce.

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

Faculty met on multiple occasions to discuss curriculum and changes that needed to be made.

Curriculum proposal was presented to curriculum committee and approved March 2022. All faculty have completed mandatory college wide trainings. Faculty have participated in training provided by ATI to include student success data, integrating ATI products into curriculum, engaging students, and new format questions for licensure exam.

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)

	FY2019	FY2020	FY2021
Number of applicants	Alice: 39 Beeville: 50 Kingsville: 41 Pleasanton: 24 Total: 154	Alice: 38 Beeville: 43 Kingsville: 48 Pleasanton: 24 Total: 153	Alice: 40 Beeville: 38 Kingsville: 33 Pleasanton: 20 Total: 131
Number enrolled	Alice: 37 Beeville: 38 Kingsville: 34 Pleasanton: 24 Total: 133	Alice: 30 Beeville: 35 Kingsville: 37 Pleasanton: 15 Total: 117	Alice: 39 Beeville: 36 Kingsville: 30 Pleasanton: 18 Total: 123
Number of completion	Alice: Beeville: Kingsville: Pleasanton: Total: 82	Alice: 15 Beeville: 30 Kingsville: 17 Pleasanton: 10 Total: 72	Alice: 10 Beeville: 16 Kingsville: 6 Pleasanton: 5 Total: 37
Number passed NCLEX	Alice: Beeville: Kingsville: Pleasanton: Total: 72/82 (87.8%)	Alice: 13/15 (87%) Beeville: 16/30 (53%) Kingsville: 14/17 (82%) Pleasanton: 9/10 (90%) Total: 52/72 (72%)	Alice: 10/10 (100%) Beeville: 15/16 (94%) Kingsville: 5/6 (83%) Pleasanton: 5/5 (100%) Total: 35/37 (95%)

C. Outcomes (Immediate, intermediate, long-term and ultimate)

See attached Program SLO Assessment.

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

1. Strengths

Provides students the opportunity to become licensed vocational nurses and a pathway to continue their education to become an Associate Degree Nurse.

2. Areas of Improvement

Increase retention of students and continue to maintain NCLEX pass rates in the 90 percentile.

3. Threats (external)

Difficulty hiring faculty in Kingsville.

4. Opportunities (external)

- Provide professional development to faculty to ensure in competency in instructing and engaging students
- Provide professional development for simulation instructors to provide more objective driven hands on skills
- Build a more robust remediation program
- Track students after graduation to encourage them and guide them through the process to take their NCLEX early
- Track students after graduation once employed and survey employers
- Build an employment page on website for partners to advertise employment opportunities

B. Final Discussion on the merit and worth of the program.

Nursing is a highly sought after degree with approximately with over 120 applicants per year. NCLEX pass rates for the VN program are high but retention is very low. We need to increase the rigor of the selection process and build a more robust remediation program to provide the needed supports to our students.

Vocational Nursing

Program Outcome 1:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
VNSG 2431 Advanced Nursing Skills Students will demonstrate safe and competent advanced nursing skills.	Insertion of a Foley catheter skill.	Target: 90% of students will pass the competency insertion of a Foley catheter skill.	Overall Pass rate 100% (133/133) Alice 100% (32/32) Beeville 100% (40/40) Kingsville 100% (33/33) Pleasanton 100% (28/28)	Overall Pass rate 100% (96/96) Alice 100% (26/26) Beeville 100% (23/23) Kingsville 100% (25/25) Pleasanton 100% (17/17)	Overall Pass rate 100% (130/130) Alice 100% (32/32) Beeville 100% (33/33) Kingsville 100% (34/34) Pleasanton 100% (31/31)	Overall Pass rate 100% (106/106) Alice 100% (28/28) Beeville 100% (28/28) Kingsville 100% (33/33) Pleasanton 100% (17/17)	Overall Pass rate 100% (83/83) Alice 100% (15/15) Beeville 100% (35/35) Kingsville 100% (22/22) Pleasanton 100% (11/11)	Overall Pass rate 100% (70/70) Alice 100% (19/19) Beeville 100% (23/23) Kingsville 100% (15/15) Pleasanton 100% (13/13)	2018-2019 Target was met. Instruction was successful.

Program Outcome 2:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
VNSG 1230 Maternal-Neonatal Nursing Upon successful completion of this course, students will utilize critical thinking skills to identify complications of the mother and newborn during the prenatal, antenatal, and postnatal periods.	Assessment for this SLO will be performed by evaluation of competencies as evidenced by scores on a case study related to complications of pregnancy during prenatal, antenatal and postnatal	90% of students will show mastery with a score of 90% or greater on case study they are assigned.	Overall 92.8% (116/125) Alice 100% (30/30) Beeville 95% (38/40)	Overall 86.4% (83/96) Alice 76.9% (20/26) Beeville	Overall 86% (112/130) Alice 77% (23/30) Beeville 72% (29/40)	Overall 92.05% (81/88) Alice 92.86% (26/28) Beeville 92.59% (25/27)	Overall 93.98% (78/83) Alice 93.33% (14/15) Beeville 91.43% (32/35)	Overall 90.77% (59/65) Alice 92.86% (13/14) Beeville 95.65% (22/23) Kingsville	<ul style="list-style-type: none"> Provide scenarios to work with groups Provide peer tutoring Provide workshop for enhancing study habits Encourage students to review results within one week of exam to learn where they are making mistakes

	periods.		Kingsville 100% (28/28)	92.8% (26/28)	Kingsville 100% (29/29)	Kingsville 89.47% (17/19)	Kingsville 95.46% (21/22)	86.67% (13/15)	
			Pleasanton 74% (20/27)	84% (21/25)	Pleasanton 100% (31/31)	Pleasanton 92.86% (13/14)	Pleasanton 100% (11/11)	84.62% (11/13)	
				Pleasanton 94.1% (16/17)					

Program Outcome 3:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
VNSG 1331 Pharmacology The student will utilize critical thinking skills to identify properties, effects, and principles of pharmacotherapeutic agents	Exam on gastrointestinal medications.	90% of students will achieve a score of 75% or better	Overall 77 % (94/122) Alice 53 % (16/30) Beeville 65% (26/40) Kingsville 100 % (28/28) Pleasanton 100 % (24/24)	Overall 86.2% (75/87) Alice 75% (18/24) Beeville 96% (25/26) Kingsville 88% (22/25) Pleasanton 83% (10/12)	Overall 92.49% (123/133) Alice 88% (29/33) Beeville 91% (30 /33) Kingsville 7% (36/37) Pleasanton 97% (29/30)	Overall 83.87% (78/93) Alice 73% (22/30) Beeville 93% (27/29) Kingsville 85% (17/20) Pleasanton 86% (12/14)	Overall 100% (83/83) Alice 100 % (15/15) Beeville 100% (35/35) Kingsville 100% (22/22) Pleasanton 100 % (11/11)	Overall 85.45% (47/55) Alice 93.33% (14/15) Beeville 76.92% (10/13) Kingsville 92.86% (13/14) Pleasanton 76.92% (10/13)	2018-2019 Provide workshop for enhancing study habits Encourage students to review results within one week of chapter exams Develop a plan for success Encourage tutoring

Program Outcome 4:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings Spring 2020	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
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VNSG 1429 Medical-Surgical I The student will utilize critical thinking identify the components of the health- illness continuum.	Utilizing the nursing process to assist in developing a plan of care for selected medical-surgical conditions.	90% of students will show mastery with a score of 75% or greater	Overall 53 % (68/128) Alice 56% (18/32) Beeville 45 % (18/40) Kingsville 14% (4/28) Pleasanton 100 % (28/28)	Overall 86% (75/87) Alice 79% (19/24) Beeville 88% (23/26) Kingsville 88% (22/25) Pleasanton 91% (11/12)	Overall 83% (109/130) Alice 81% (26/32) Beeville 90% (29/32) Kingsville 80% (29/36) Pleasanton 83% (25/30)	Overall 31.58% (30/95) Alice 39% (12/31) Beeville 28% (8/29) Kingsville 25% (5/20) Pleasanton 33% (5/15)	Overall 100% (83/83) Alice 100% (15/15) Beeville 100% (35/35) Kingsville 100% (22/22) Pleasanton (11/11)	Overall 73.85% (48/65) Alice 73.33 % (11/15) Beeville 95.83% (23/24) Kingsville 28.57% (4/14) Pleasanton 83.33% (10/12)	2018-2019 <ul style="list-style-type: none"> • Provide workshop for enhancing study habits • Encourage students to review results and remediate within one week of chapter exams • Increase use of ATI case studies software use • Review quarterly grades and develop a plan of success if failing • Report failing students to 'StudentSuccess' for additional tutoring options
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Program Outcome 5:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
VNSG 2361 Clinical – Licensed Vocational Nurse Training Upon successful completion of this course, students will utilize empirical and quantitative skills to demonstrate safety practices in administering medication.	Medication Administration Exam (MAPE) within 3 attempts.	95% of students will achieve a score of 100% or better on the medication administration exam within 3 attempts.	Overall 100% (94/122)	Overall 100% (87/87)	Overall – 100% (130/130)	Overall: 100% (93/93)	Overall 100% (83/83)	Overall 100% (65/65)	2018-2019 Target was met. Instruction was successful.
			Alice 100% (39/39)	Alice 100% (24/24)	Alice 100% (32/32)	Alice 100% (30/30)	Alice 100% (15/15)		
			Beeville 100% (40/40)	Beeville 100% (26/26)	Beeville 100% (33/33)	Beeville 100% (29/29)	Beeville 100% (35/35)		
			Kingsville 100% (31/31)	Kingsville 100% (25/25)	Kingsville 100% (34/34)	Kingsville 100% (20/20)	Kingsville 100% (22/22)		
			Pleasanton 100% (28/28)	Pleasanton 100% (12/12)	Pleasanton 100% (31/31)	Pleasanton 86% (14/14)	Pleasanton 100% (11/11)		

Program Outcome 6:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings Spring 2020	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
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<p>Spring 2020 VNSG 1219 Upon successful completion of this course students will utilize communication skills to explain the Texas Board of Nursing Rules and Regulations and the NursePractice Act.</p>	<p>Score of 80% or better on Texas Board of Nursing Jurisprudence Exam</p>	<p>Target: 90% of students will pass with a score of 80% on Texas Board of Nurses Jurisprudence Exam.</p>	<p>Overall 100% (95/95) Alice 100% (27/27) Beeville 100% (23/23) Kingsville 100% (28/28) Pleasanton 100% (17/17)</p>	<p>Overall 100% (69/69) Alice 100% (17/17) Beeville 100% (23/23) Kingsville 100% (21/21) Pleasanton 100% (8/8)</p>	<p>Overall 100% (130/130) Alice 100% (32/32) Beeville 100% (33/33) Kingsville 100% (34/34) Pleasanton 100% (31/31)</p>	<p>Overall: 100% (93/93) Alice 100% (24/24) Beeville 100% (29/29) Kingsville 100% (19/19) Pleasanton 86% (14/14)</p>	<p>Overall 100% (83/83) Alice 100% (15/15) Beeville 100% (36/36) Kingsville 100% (21/21) Pleasanton 100% (11/11)</p>	<p>Overall 100% (65/65) Alice 100% (10/10) Beeville 100% (16/16) Kingsville 100% (14/14) Pleasanton 100% (6/6)</p>	<p>Spring 2020 Provide workshop for enhancing study habits Encourage students to review results within one week of chapter exams Develop a plan for success Encourage tutoring</p>
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Program Outcome 7:

Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
VNSG 2462 Practicum – Licensed Practical/Vocational Nurse Training Utilizes a systematic process to gather objective and subjective data to determine the health status of the assigned patient(s) and their families. Performs a systematic head-to-toe health assessment on the assigned patient(s). Uses clinical reasoning to identify patient health needs based on analysis of assessment data and evidence-based practice outcomes.	Student will meet the satisfactory criteria on number 3a of the clinical evaluation.	95% of students will receive an 85 overall grade on number 3a of the clinical evaluation.	Overall 100% (95/95) Alice 100% (27/27) Beeville 100% (23/23) Kingsville 100% (28/28) Pleasanton 100% (17/17)	Overall 100% (69/69) Alice 100% (17/17) Beeville 100% (23/23) Kingsville 100% (21/21) Pleasanton 100% (8/8)	Overall 100% (130/130) Alice 100% (32/32) Beeville 100% (33/33) Kingsville 100% (34/34) Pleasanton 100% (31/31)	Overall: 100% (93/93) Alice 100% (24/24) Beeville 100% (29/29) Kingsville 100% (19/19) Pleasanton 86% (14/14)	Overall 100% (83/83) Alice 100% (15/15) Beeville 100% (36/36) Kingsville 100% (21/21) Pleasanton 100% (11/11)	Overall 100% (65/65) Alice 100% (10/10) Beeville 100% (16/16) Kingsville 100% (14/14) Pleasanton 100% (6/6)	2018-2019 Target was met. Instruction was successful.

Program Outcome 8:									
Student Learning Outcomes	Means of Assessment	Criteria for Success/Target	Findings 15-16	Findings 16-17	Findings 17-18	Findings 18-19	Findings 19-20	Findings 20-21	Evaluation and Use of Results for Program Improvement (include budget Implications)
Spring 2020 VNSG 1201 Mental Health and Mental Illness Students will utilize critical thinking skills to assist in the formulation of a plan of care for the individual with mental illness or maladaptive behavior.	Students will identify common mental illness and maladaptive behaviors write an essay on the nursing process and plan of care for clients with mental illness.	90% of students will pass with a score of 75% on an essay formulating a plan of care for the individual with mental illness or maladaptive behavior.	Overall 62.1% (59/95) Alice 88.8% (24/27) Beeville 95.6% (22/23) Kingsville 25% (7/28) Pleasanton 35.2% (6/17)	Overall 100% (69/69) Alice 100% (17/17) Beeville 100% (23/23) Kingsville 100% (21/21) Pleasanton 100% (8/8)	Overall 100% (130/130) Alice 100% (32/32) Beeville 100% (33/33) Kingsville 100% (34/34) Pleasanton 100% (31/31)	Overall: 100% (93/93) Alice 100% (24/24) Beeville 100% (29/29) Kingsville 100% (19/19) Pleasanton 86% (14/14)	Overall 100% (83/83) Alice 100% (15/15) Beeville 100% (36/36) Kingsville 100% (21/21) Pleasanton 100% (11/11)	Overall 100% (65/65) Alice 100% (10/10) Beeville 100% (16/16) Kingsville 100% (14/14) Pleasanton 100% (6/6)	<ul style="list-style-type: none"> • Provide workshop for enhancing study habits • Encourage students to review results and remediate within one week of chapter exams • Increase use of ATI case studies software use • Review quarterly grades and develop a plan of success if failing • Report failing students to 'StudentSuccess' for additional tutoring options

This
Certificate of Program Approval

is awarded to

Coastal Bend College

Vocational Nursing Education Program

in

Beeville, Texas



Texas Board of Nursing

333 Guadalupe, Suite 3-460 Austin, Texas 78701

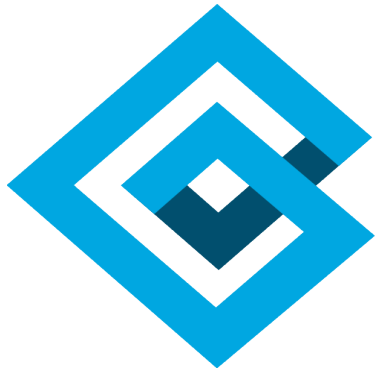
June 1, 2022 – May 31, 2024 / Serial No. QJ44

Kevin C. Norman

Executive Director

Kathy Ship

President



Coastal Bend
COLLEGE

Program Review/Evaluation

Program: Welding Technology

Program Director: Macedonio Gonzalez

Dean: Jarod A Bleibdrey

Date: 4/28/2022

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Part I: Program Purpose, Description and Goals

A. Program Purpose

Students will develop knowledge of the welding industry through activities that engage the student to critically think about global impact of the welding industry. Students will engage in projects to develop their communication and quantitative thinking as applied to industry standards, practices, procedures, traditional and nontraditional welding processes, and fabrication design, budget, materials, welding technique, and labor hours. Students will review and discuss social responsibility of the industry as it pertains to the environment, employees, safety, practice, and personal responsibility by developing skills in maintaining a clean work environment, personal safety equipment, and self-inspection techniques. Students will develop skills to pass AWS (American Welding Society) Sense Level I and/or Sense Level II Certification in a variety of welding processes, joint design, to include the processes of Shielded Metal Arc Welding, Carbon Arc Cutting, Gas Metal Arc Welding, Flux Core Arc Welding, and Gas Tungsten Arc Welding. These skills will be enhanced through the knowledge students gain in blueprint reading, introduction to CAD (Computer Assisted Drafting), and fabrication courses. The student will gain experience of working on a welding team in the fabrication course where all skills will be applied, demonstrated, and evaluated through a process of self-evaluation, peer evaluation, and industry codes and standards.

Will submit a catalog change to remove these 2 words. We do not have an advanced fabrication class anymore; we combined Fabrication and Advanced Fabrication into one class, and it is not a capstone course.

B. Program Description

Welding, AAS degree (Associate of Applied Science) seeking students will receive an industry driven foundation of welding theory, practices, and knowledge of metal alloys and metallurgy processes. Graduates from the program will be competent welders and fabricators in the processes and procedures related to layout, fabrication, inspection, fitting, cutting, and forming metals with the critical thinking skills to determine electrodes/wire and filler materials, amperage, and welding equipment required to perform on the job in a safe, clean environment. Students will have the opportunity to learn techniques for AWS certification or NCCER Level II certification testing, competent blueprint interpretation, writing and billing procedures required by industry, and fabrication billing, welding technique and labor hours. Welders desiring to improve their position within the industry by upgrading their skills in specific welding processes or applications or welders desiring instruction certification, fabrication, or inspection are encouraged to enroll in the program.

This was reviewed last semester when changes to the degree plan were made. We removed all the Fundamentals of welding awards and Occupational skills achievement awards. We only have Level 1 in MIG welding and the Associates of Applied Science Welding Degree.

C. Program Goals

- Increased job placement
- Increase enrollment

- Identify and recruit non-traditional students
- Recruitment
- Collaborate with Workforce and other agencies to help retrain unemployed applicants into any one of our programs.
- Provide comprehensive student services to ensure success
- Engage students and staff in support of our communities
- Provide students with up-to-date equipment
- Replace welding equipment on a rotating basis based on machine age and cost to repair data
- Provide appropriate welding lab equipment to expand the capabilities of all labs.

D. Program Student Learning Outcomes

1. Operate equipment safely and use safe work habits
2. Identify and learn the use of basic hand tools
3. Use personal protection equipment
4. Inspect, measure, or test completed metal work pieces to ensure conformance to specifications, using measuring and testing devices
5. Assemble, align, and clamp work pieces into holding fixtures to bond, heat-treat, or solder fabricated metal components
6. Prepare metal surfaces or work pieces, using hand-operated equipment, such as grinders, cutters, or drills
7. Observe machine operations to detect any problems, making necessary adjustments to correct problems

Part II: Description of Program Effectiveness

A. Resources

1. Faculty/Staffing

a. Overview

- Alice site: Hunter Wilson, full time instructor
- Beeville site: Macedonio Gonzalez, full time instructor
- Hebbronville High School: Rudy Escamilla, Adjunct Instructor
- Freer High School: Ben Gonzalez, Adjunct Instructor
- San Diego high School: Adam Perez, Adjunct Instructor

b. Strengths

- Both CBC (Coastal Bend College) instructors have AAS in welding and experience in the field which they bring into the classroom instruction
- Rudy Escamilla and Ben Gonzalez have the Level Certification to teach the Level One Program at their High School.
- Adam Perez has an Associates in WLDG from CBC and should be able to teach the associates if his students were able to get TSI complete.

c. Areas for Improvement

- Program faculty would like professional development and assistance in the recruitment of non-traditional students - We need direction and support in this department, as this is not our area of expertise.
- Alice site traditionally has many students and makes it hard for one instructor to monitor the safety of all its students. Alice budget needs to allow for a qualified lab assistant when enrollment numbers are high.
- Professional development training in curriculum development.

d. Future Direction and Budget Implication

The Welding Technology program currently staffs two faculty members and three Adjunct Instructors: one full-time instructor at the Alice location and one full-time instructor and program manager at the Beeville location. Both instructors have AAS degrees in welding and experience in the field which they bring into the classroom. A strength of the program is having two faculty members who can collaborate within the discipline to make improvements to the learning environment. Of the three Adjuncts one has an Associates in WLDG and the other two have Level 1 certificates. The faculty of the Welding Technology program need assistance or professional development in recruitment, recruitment strategies, and how to target specific markets such as the non-traditional student. Mr. Wilson has 2 sets of certifications that he must renew every six months to keep his credentials, currently, his customers pay for his certifications. ASME B31.1, API 1104.

Faculty in Welding Technology

Academic Year	2018-19	2019-20	2020-21
Full-Time Faculty	5	5	3
Part-Time Faculty	13	14	1
Total # of Faculty	18	19	4

Source: Program Outputs Data – Office of IE/R

2. Technology

a. Overview

Alice currently has 2 computers in the classroom for students to use for Torchmate program.

Torchmate is the program we use with our Plasma Table to learn the skills necessary to make our students more valuable in the fabrication Industry.

Beeville classroom currently has no computers; we must rely on students having laptops or a home computer to do their assignments.

Alice classroom has 2 computers in the classroom that have had issues running the torchmate program.

b. Strengths

Both Alice and Beeville have been updated with new welding machines and exhaust systems.

c. Areas for Improvement

Both sites could use the addition of computers in the classroom for torchmate program.

d. Future Direction and Budget Implication

3. Equipment and Facilities

a. Overview

- Both Alice and Beeville Welding Departments need repairs.
- Building maintenance

Beeville electrical has some issues not being reliable, have welding machines that go into error mode when power starts to fluctuate.

Exhaust system in Beeville is not meeting the desired expectations and we must use the old exhaust system along with the new one to help reduce the amount of smoke in the shop.

Alice restroom door must be slammed to shut properly because it is out of alignment.

- Replace welding equipment on a rotating basis based on age and cost of repair data.
- Alice needs \$1,500 for TorchMate table which is out of service. Students were unable to use this technology as part of their planned curriculum this semester.
- Look into new exhaust system in Beeville welding shop
- Need better lighting system in Beeville shop

The welding shop has old fluorescent lights and students have a challenging time seeing their work pieces.

b. Strengths

Both instructors use their experience and knowledge to instruct the students using properly functioning equipment and space availability.

c. Areas for Improvement

- Building maintenance
- Lighting and exhaust in Beeville
- Beeville welding dept AC has been out for about a year
- Beeville campus has a lot of outdated welding equipment that must be replaced. We currently have 14 welding machines that are over 20 yrs. old.

We are considering moving the new machines from the welding trailer into the shop to replace some of these older machines.

- Need money set aside for unexpected machine repairs, currently have TorchMate table in Alice out of service. We needed it for our automation class.
- Forklift in Alice needs new valves, we are calculating around a \$5,000 bill for this, hopefully it is not so high of a cost. We will need to get a quote on the repairs.

d. Future Direction and Budget Implication

- \$2,000 needs to be set aside for each site for unexpected repairs to major equipment and only used for unexpected machine repairs.

Like the TorchMate table in Alice, the small one in Pleasanton has not worked since I have been here. I have had issues with the table here in Beeville, but we were able to catch it while it was still under warranty.

4. Budget

a. Overview

- Need to increase course fees to align with the triple increase of material and increased cost of consumables. This would be Welding rods and welding wire, Gases used: (acetylene, Oxygen, Argon, and mixed gases), Steel that students use to practice welding on has tripled in price in the last few years. Quotes on steel used to be good for 30 days then they went to 1 week and now are only good for 3 days.



Requisition

3800 Charco Road - Beeville, TX 78102
 Phone: (361) 354-2571 Fax:

Date: 1/23/2020 Account #: _____

Document # 13833524-00 Vendor # _____

VENDOR:
 Vallen Distribution, Inc.
 943 AT&T Center Parkway
 San Antonio, TX 78219

DELIVER TO:
 COASTAL BEND COLLEGE
 3800 CHARCO ROAD
 BEEVILLE, TX 78102

Quantity	Item Description	Unit Price	Extension Price
6	A1011 10 GA X 4 FT X 8 FT	68.82	412.92
6	PLATE A36 1/4 X 4 FT X 8 FT	124.91	749.46
3	PLATE A36 3/8 X 4 FT X 8 FT	187.32	561.96
6	ANGLE A36 2 X 2 X 1/4 X 20 FT	26.94	161.64
6	ANGLE A36 3 X 3 X 1/4 X 20 FT	41.92	251.52
3	ANGLE A36 3 X 3 X 3/8 X 20 FT	60.81	182.43
1	ALUM. 5052 3/16"X 4'X8'	216.75	216.75
2	PLATE AL 3003 1/8"X4'X8'	206.80	413.60
Total Price \$			3000.28

Requested By: Macedonio Gonzalez Approved By: Macedonio Gonzalez

Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age, or disability.



Requisition

3800 Charco Road - Beeville, TX 78102
Phone: (361) 354-2571 Fax:

Date: 10/11/2021 Account #: _____
Document # 52022502-00 Vendor # _____

VENDOR:
Triple-S Steel Supply, LLC
dba Alamo Iron Works
6000 Jensen Drive
Houston, TX 77026

DELIVER TO:
COASTAL BEND COLLEGE
3800 CHARCO ROAD
ATTN:MACE PH:361.354.2571
BEEVILLE, TX 78102

Quantity	Item Description	Unit Price	Extension Price
5	SHEET A1011 10 GA X 4 FT X 8 FT 180.00# ea	228.00	1,140.00
5	PLATE A36 3/8 X 4 FT X 8 FT 489.92# ea	581.56	2,907.80
2	PIPE IMP A53 SCH 80 BLACK PE 6 IN	749.96	1,499.92
5	RND BAR 1018 C FINISH 9/16 X 20 FT 16.90# ea	16.89	84.45
5	ROUND BAR A36 1/2 X 20 FT 13.36# EA	10.75	53.75
1	DELIVERY HANDLING DELIVERY - HANDLING	50.00	50.00
ALL ITEMS CURRENTLY GOOD IN STOCK, PLEASE NOTE PRICING GOOD FOR 1 WEEK ONLY, PRICE & STOCK SUBJECT TO CHANGE PRIOR TO SALE.			
Total Price			\$ 5,735.92

Requested By: Macedonio Gonzalez Approved By: _____

Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age, or disability.

ATTN: Macedonio

With the steel market pricing changing so often, this quote

is good for 2-3 days, price & stock subject to change prior

to sale, confirm pricing if ordering after 2-3 days of

this order date 4/14/21

items currently good in stock but subject to change.

b. Strengths

- We will be reducing the number of cylinders in Alice so that our lease rate can be reduced.

Alice currently has 58 cylinders on site that they use for welding programs. The lease for those cylinders is currently at \$5,567.16

We will reduce the number to 30 cylinders and hope to get our lease to around \$3,400 and order refills when gases start running low, so a blanket P.O. is recommended so that the gases can be delivered before the bottles go completely empty and the students will not be able to weld till, we get a P.O. generated.

- We will be using seamed pipe instead of seamless pipe to reduce the material costs.

Seamless pipes are more expensive, but we do not need to be letting students practice on that.

- We will use modern technologies to save waste on materials and gas use.

We will use plasma cutter to cut material a lot faster and cleaner, reducing waste of material and cutting down on bottle refills of Oxygen and Acetylene- the gases used to cut with a torch.

c. Areas for Improvement

- A faster turnaround for P.O.'s is needed, material prices are only guaranteed for 3 days

d. Future Direction and Budget Implication

- If tuition adjustments are not made, the welding program is most likely to exceed the budget every year.

We need to consider Differential tuition for the welding program to meet the rising cost of steel and products we use for welding.

5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

Coastal Bend College (CBC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of CBC.

Standing: CBC is recognized by the Texas Higher Education Coordinating Board.

b. Strengths

c. Areas for Improvement

d. Future Direction and Budget Implication

We will be looking to get certification in one or two of these certs, so that we can certified to pass this certification to our students.

ASME B31.1

API 1104

AWS D1.1

NCCER plus

ASME B31.1 is a pipe welding code/standard that is most used in power plants, oil and gas refineries, aerospace, in the construction and fabrication of high-pressure vessels, and high-pressure steam lines. It is important for students to have these credentials to seek a job in pipeline construction, refineries, power plants, etc. It can be welded with uphill SMAW (Shield Metal Arc Welding), GTAW (Gas Tungsten Arc Welding), FCAW (Flux Core Arc Welding), GMAW (GAS Metal Arc Welding), and sub arc welding

API 1104 is a pipe welding code/standard for pipeline construction/ fabrication and related facilities, and just like ASME B31.1 it can be welded with multiple welding procedures including downhill SMAW, uphill GTAW, FCAW, GMAW and sub arc welding. It is important for students to also get these certifications because they are widely used in the industry and just like ASME B31.1 it typically gets a higher paying wage.

AWS D1.1 is a structural welding code/standard used in the construction/ fabrication of buildings, bridges, onshore/offshore drilling rigs, heavy equipment manufacturing, aerospace, shipyards, etc. it is a great certification for students to get because it is one of the easiest tests to pass, but it is not in the highest paid fields.

NCCER Pipefitter plus is a certification that can get a student a job at refineries, powerplants, pipeline and related facilities, as a pipefitter, with an average salary of 55k-95k, pipefitting is also an important skill students need if they are serious about seeking employment as a welder because quite often welders must fit, their own fittings and parts, which also makes them more employable and valuable to the workforce and the industry.

Students need to be made aware that these credentials are only good for 6 months in most cases because that is the industry standard, and they will have to recertify with their company every six months. (Cost? About \$1,800 every six months)

Additional Certificate Consideration:

The other thing that would be a huge help for student employment, success, and safety would be programs like CPR training, stop the bleed, OSHA 10/ OSHA 40, and first aid. because of the dangers associated with the welding and construction industry.

B. Program Output

1. Activities conducted by or engaged in by program faculty/staff such as curriculum development, workshops, conferences, recruitment, newsletters, committees, etc.

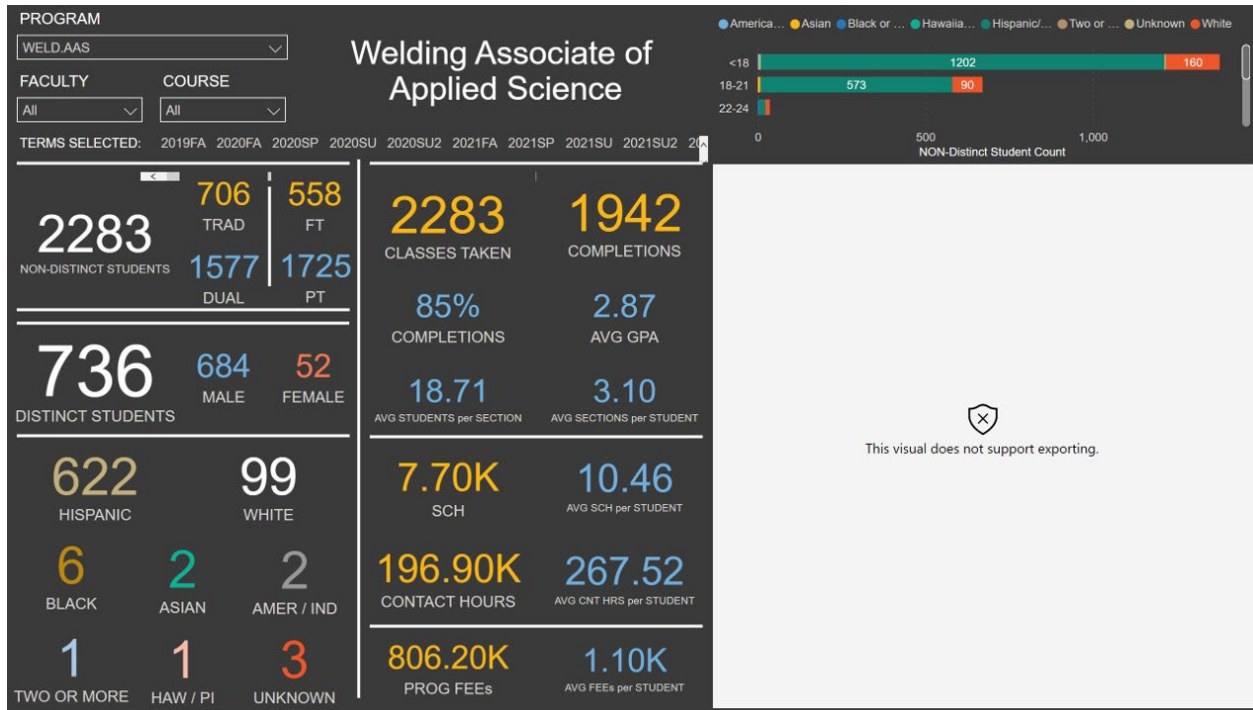
TorchMate Training

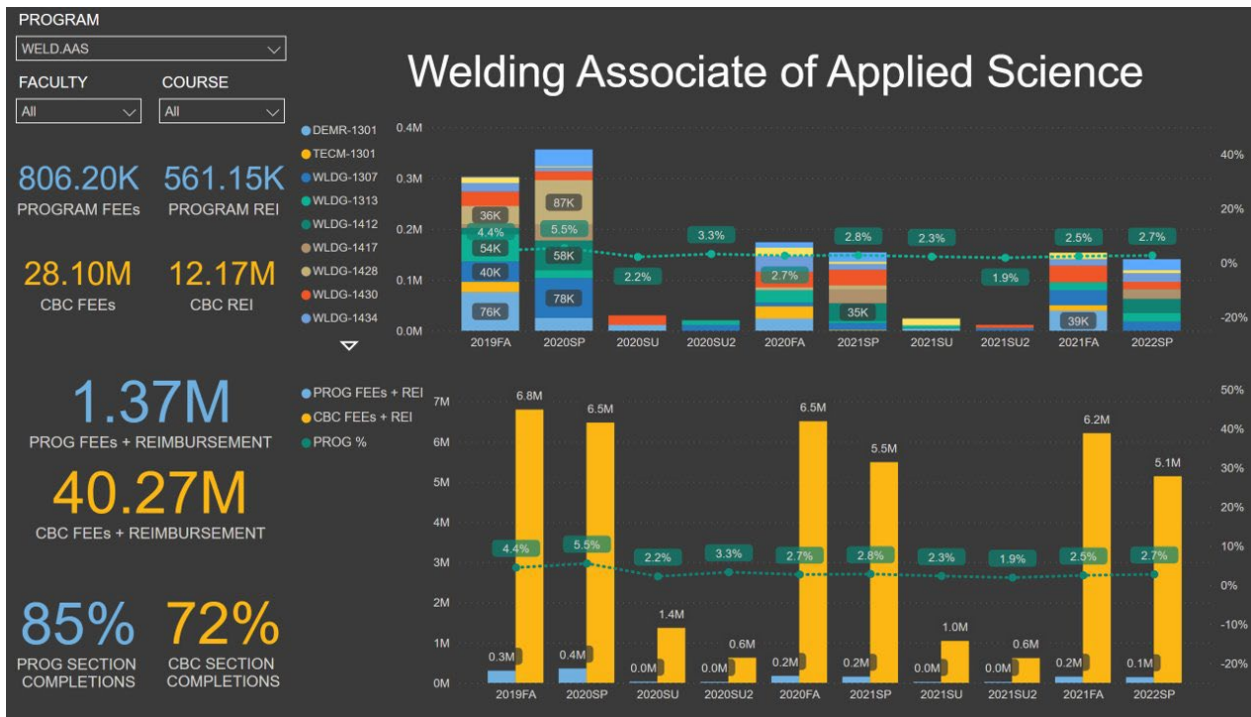
Knowb4

Nape

Quality Matters

2. Evaluation of outputs such as number of students served, contact/credit hours, who has been served by the program, etc. and their satisfaction with the program (course evaluations, surveys, etc.)





Percentage of Fees for Courses owned by Select Programs

TERM_SEQ	STC_TERM	PROG FEE	CBC TOTAL	PROG FEE %
Total		3,824,284.47	28,100,671.98	13.61%
20191	2019FA	728,640.89	4,612,007.92	15.80%
20194	2020SP	715,039.25	4,295,447.43	16.65%
20196	2020SU	85,833.43	964,567.86	8.90%
20198	2020SU2	35,661.00	458,956.66	7.77%
20201	2020FA	694,039.89	4,611,314.61	15.05%
20204	2021SP	532,303.62	3,825,234.90	13.92%
20206	2021SU	39,454.96	755,857.88	5.22%
20208	2021SU2	19,009.00	448,876.94	4.23%
20211	2021FA	504,626.83	4,489,434.92	11.24%
20214	2022SP	469,675.60	3,638,972.86	12.91%

Percentage of Fees + REI for Courses owned by Select Programs

TERM_SEQ	STC_TERM	PROG FEE	REI	CBC TOTAL	FEE + REI %
Total		3,824,284.47	2,156,088.80	40,271,691.02	14.85%
20191	2019FA	728,640.89	439,068.00	6,799,098.96	17.17%
20194	2020SP	715,039.25	493,517.28	6,474,609.67	18.67%
20196	2020SU	85,833.43	44,731.68	1,366,956.82	9.55%
20198	2020SU2	35,661.00	13,047.84	624,170.10	7.80%
20201	2020FA	694,039.89	352,698.08	6,507,797.49	16.08%
20204	2021SP	532,303.62	294,649.28	5,490,545.30	15.06%
20206	2021SU	39,454.96	12,873.60	1,041,618.20	5.02%
20208	2021SU2	19,009.00	6,381.60	616,029.74	4.12%
20211	2021FA	504,626.83	243,225.92	6,211,686.60	12.04%
20214	2022SP	469,675.60	255,895.52	40,271,691.02	1.80%

Percentage of Student Body taking Courses owned by Select Programs

TERM_SEQ	STC_TERM	PROGRAM	STUDENTS	CBC TOTAL	PROGRAM HC %
20191	2019FA		1118	4938	22.64%
20194	2020SP		1111	4831	23.00%
20196	2020SU		66	1228	5.37%
20198	2020SU2		48	796	6.03%
20201	2020FA		699	4246	16.46%
20204	2021SP		636	3842	16.55%
20206	2021SU		60	953	6.30%
20208	2021SU2		28	796	3.52%
20211	2021FA		622	4070	15.28%
20214	2022SP		577	3631	15.89%
		Total	577	3631	15.89%
		ACCT.AAS	22	3631	0.61%
		ADAS.AAS	47	3631	1.29%
		ADAS.MEDO.AAS	0	3631	0.00%
		AUTO.AAS	22	3631	0.61%

REPORT - DATA SET

BLACKBOARD_KEY	STC_TERM	ACADEMIC_YEAR	TERM_SEQ	TERM_SEMESTER	START_A
2022SP*9976*0040122	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0021490	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0143416	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0035649	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0038432	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0122469	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0143176	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0006419	2022SP	2021-22	20214	SP	01/18/20
2022SP*9999*0145249	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0021456	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0112989	2022SP	2021-22	20214	SP	01/18/20
2022SP*9976*0136395	2022SP	2021-22	20214	SP	01/18/20
Total					

We get a lot of students straight from high school. Around 20% of these students get jobs in the welding field. Our welding program is a lot different from the welding they do in their high school programs.

C. Outcomes (Immediate, intermediate, long-term, and ultimate)

Welding Technology Program Outputs

Output	Measure	2018 FA	2019 FA	2020 FA
Enrollment	First Time in College <i>(Distinct students)</i>	10	24	19
Retention	Retention Rate of FTIC Students <i>(Fall to Fall)</i>	40% (4)	46% (11)	53% (10)

Source: Program Outputs Data – Office of IE/R

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

	51-4121.00 - - Welders, Cutters, Solderers, and Brazers 51-4122.00 - Welding, Soldering, and Brazeing Machine Setters, Operators, and Tenders	DEM R 1301 Shop Safety	WLDG 1313 Bluepri nt	WLDG 1307 Intro to weldi ng	TECM 1301 Indust rial Math	WLD G 1435 Intro to Pipe	WLDG 1430 intro to MIG	WLD G 1434 Intro to TIG	WLDG 1428 Interme diate Welding
1	Mathematics —Using mathematics to solve problems.		transpos e linear equation s to solve for unknow ns.		identify , Conve rt betwee n decimal s and fraction s				
2	Communication— the act of using words, sounds, hand signs, or behaviors to express or exchange information	Exams over safety topics discuss ed					Test on comm unicat ion skills		

3	<p>Critical Thinking— Students will utilize Critical Thinking skills to demonstrate machine set-up and complete welds and cutting operations solutions or approaches to problems.</p>		<p>Analyze engineering drawings, blueprints, specifications</p>	<p>Students will utilize Critical Thinking skills to demonstrate machine set-up and complete welds and cutting operations</p>		<p>Group discussions over pipe preparation</p>			
4	<p>Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.</p>					<p>Weld components in flat, vertical, or overhead positions.</p>		<p>Dress electrodes, using tip dressers, files, emery cloths, or dressing wheels.</p>	
5	<p>Teamwork- Students will utilize teamwork skills to assist each other</p>				<p>Exam over Pipe prep. students will work together in discussions to determine proper pipe prep</p>				

					arati on			
6	Personal Responsibility — Students will utilize Personal Responsibility skills to work around general work area hazards. Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.						Practical Exam on joint designs and safety rules	

Chosen for SLO (Student Learning Outcomes) Matrix

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Program Specific Student Learning Outcomes					
Program: A.A.S Welding			Year: 2021-2022		Department: Welding
SLO	Course and When Assessed	Assessment Method	Expected	Results	Recommendations
Goal 1 Safety					
SLO 1					

6a	DEM R 1301 Shop Safety	Students will utilize Personal Responsibility skills to work around general work area hazards.	The average grade of selected assignment will be above 70%; at least 90% of students of the class will pass a written exam.	Based on the data collected, the target was met.	Working from book currently. Will have students use hands on in the shop to show proper safety in using all machinery in the shop.
	Fall 2021				
Goal 2 Critical Thinking					
SLO 2					
3c	WLDG 1307 Intro to welding	Students will utilize Critical Thinking skills to demonstrate machine set-up and complete welds and cutting operation	The average grade of selected assignment will be above 70%; at least 90% of students of the class will pass a written exam and practical exercise.	Based on the data collected, the target was met.	Student will demonstrate 3F weld using all for welding processes
	Fall 2021				
Goal 3 Teamwork					
SLO 3					
5e	WLDG 1435 Intro to Pipe	The student will utilize Personal Responsibility in an introduction to the shielded metal arc	The average grade of selected assignment will be above 70%; at least 90% of students of the class will pass a	Based on the data collected, the target was met.	Increase expected outcome from 2G to 5G

	Spring 2022	welding process	written exam and practical exercise.		
Goal 4 Communication					
SLO 4					
4f	WLDG 1430 Intro to MIG	Students will utilize communication skills to describe welding positions, safety rules, troubleshooting processes, welding of various types of material	The average grade of selected assignment will be above 70%; at least 90% of students of the class will pass a written exam and practical exercise.	Based on the data collected, the target was met.	The difficulty level was raised from 2F to 3G Vertical uphill weld test. Students found the changes to be challenging but were able to pass.
	Fall 2021				
Goal 5 Personal Responsibility					
SLO 5					
5a/g	WLDG 1434 Intro to TIG	The student will utilize Personal Responsibility in an introduction to the tungsten inert gas arc welding process	The average grade of selected assignment will be above 70%; at least 90% of students of the class will pass a written exam and practical exercise.	Based on the data collected, the target was met.	Increase difficulty level from 2F to 3G Vertical uphill weld test
	Spring 2022				
IMPORTANT:					

Note any special circumstances that may have unexpectedly impacted your assessment outcomes.

*Students struggled with 3G in WLDG 1430 but found the challenge exciting.

*WLDG 1434- 2F to 3F change was met with resistance and students had a challenging time reaching the expected outcome, will monitor again to see if changes need to be made.

3. Analysis/evaluation of persistence rates, graduation rates, transfer rates, job placement rates and other student success indicators and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

Part III: Conclusions and Final Recommendations

A. Describe the extent to which the program is meeting program, institutional and statewide goals, and outcomes.

1. Strengths

With the combined knowledge of both instructors the students are getting the best instruction possible. I have been able to get 90% of my students to go for their associate degree, so that they may have a better option in the workforce when they apply with the right companies and have something to fall on in the future.

2. Areas of Improvement

Outside certifications

Lab assistant for Alice

Better lighting in Beeville

3. Threats (external)

Outside Institutes that promise a certificate in 9 months, we have some students that want to make money yesterday and do not realize that everything takes hard work and commitment. I get calls all the time from welders who want to teach but they do not carry an associate degree, only experience in whatever field they have been in.

South Texas Vocational Technical Institute

Southern Careers Institute Corpus Christi

Welding Instructor (no teaching experience needed)- job post

[Southern Careers Institute](#)

[194 reviews](#)

Austin, TX 78704

Full-time, Part-time

4. Opportunities (external)

With the skills learned in our welding program a student can start working in any fabrication shop in our area as beginner welder/fitter and get the experience needed to succeed in in the welding field. If we can succeed in getting approved to teach API 1104 and the NCCER pipefitter plus, our students will have a better opportunity to get into the pipeline side of welding.

B. Final Discussion on the merit and worth of the program.

[U.S. BUREAU OF LABOR STATISTICS](#)

Occupational Employment and Wages, May 2021

51-2041 Structural Metal Fabricators and Fitters

Fabricate, position, align, and fit parts of structural metal products. Shipfitters are included in "Layout Workers, Metal and Plastic" (51-4192).

[National estimates for Structural Metal Fabricators and Fitters](#)

[Industry profile for Structural Metal Fabricators and Fitters](#)

[Geographic profile for Structural Metal Fabricators and Fitters](#)

National estimates for Structural Metal Fabricators and Fitters:

Employment estimate and mean wage estimates for Structural Metal Fabricators and Fitters:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
61,070	2.1 %	\$ 21.99	\$ 45,730	0.6 %

Percentile wage estimates for Structural Metal Fabricators and Fitters:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 14.46	\$ 17.87	\$ 21.87	\$ 23.78	\$ 29.61
Annual Wage (2)	\$ 30,090	\$ 37,180	\$ 45,480	\$ 49,470	\$ 61,590

Industry profile for Structural Metal Fabricators and Fitters:

Industries with the highest published employment and wages for Structural Metal Fabricators and Fitters are provided. For a list of all industries with employment in Structural Metal Fabricators and Fitters, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Structural Metal Fabricators and Fitters:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Fabricated Metal Product Manufacturing (3323 and 3324 only)	24,180	5.21	\$ 21.29	\$ 44,270
Ship and Boat Building	5,400	3.74	\$ 26.64	\$ 55,420
Machinery Manufacturing (3331, 3332, 3334, and 3339 only)	5,310	0.76	\$ 21.99	\$ 45,730
Foundation, Structure, and Building Exterior Contractors	3,380	0.36	\$ 22.65	\$ 47,110
Fabricated Metal Product Manufacturing (3321, 3322, 3325, 3326, and 3329 only)	2,750	0.62	\$ 20.47	\$ 42,580

Industries with the highest concentration of employment in Structural Metal Fabricators and Fitters:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Fabricated Metal Product Manufacturing (3323 and 3324 only)	24,180	5.21	\$ 21.29	\$ 44,270
Ship and Boat Building	5,400	3.74	\$ 26.64	\$ 55,420
Household Appliance Manufacturing	1,360	2.09	\$ 21.89	\$ 45,540
Motor Vehicle Body and Trailer Manufacturing	2,320	1.48	\$ 19.91	\$ 41,410
Steel Product Manufacturing from Purchased Steel	450	0.86	\$ 22.70	\$ 47,220

Top paying industries for Structural Metal Fabricators and Fitters:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Highway, Street, and Bridge Construction	(8)	(8)	\$ 39.18	\$ 81,500
Local Government, excluding schools and hospitals (OEWS Designation)	50	(7)	\$ 33.35	\$ 69,360
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	160	0.04	\$ 32.14	\$ 66,840

<u>Scientific Research and Development Services</u>	50	0.01	\$ 31.46	\$ 65,440
<u>Management of Companies and Enterprises</u>	90	(7)	\$ 28.84	\$ 59,980

Tuition and Fees

used to satisfy high school graduation requirements are not included in the calculation of excess hours. For purposes of excess hours, resident undergraduate student includes a non-resident student who is permitted to pay resident tuition. For questions on Excess Hours contact the Admissions/Registrar's office at (361) 354-2245 or refer to the following website: www.coastalbend.edu/Admissions/ and click on "Excess Hours".

Senior Citizen (65+) Tuition Waiver

To encourage senior citizens to continue their education and stay involved with local

colleges and universities Coastal Bend College is proud to offer this program. The maximum award is tuition for up to six hours per semester. The award does not cover fees charged for classes. It only covers tuition. No funds may be used to pay tuition for continuing education classes for which the college receives no state tax support.

price for the courses (If the class is too small to accommodate both regular students and senior citizens, the regular students must be given priority).

	Bee County Residents	Out-of-District Residents
Annual Composite Tuition and Fees (based on 30 sem hrs.)	\$2,646	\$4,506
Books and Supplies	\$2,000	\$2,000
Total	\$4,646	\$6,506

No. of Hours	Registration Fee (Out of District)	In or Out-of-District Fee	In-District Student Total	Out-District Student Total
1	48	33	33	81
2	48	66	66	114
3	48	99	99	147
4	48	132	132	180
5	48	165	165	213
6	48	198	198	246
7	48	231	231	279
8	48	264	264	312
9	48	297	297	345
10	48	330	330	378
11	48	363	363	411
12	48	396	396	444
13	48	429	429	477
14	48	462	462	510
15	48	495	495	543

e

student must enroll in a class that is not already filled with students who are paying full

The student must enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs). If you meet these qualifications, please visit the Business Office with verification of age and your tuition waiver will be applied. The student must be 65 prior to the beginning of the semester enrolled.

	Fall	Spring
15 Meals per Week	\$1,650	\$1,650
19 Meals per Week	\$1,800	\$1,800

No. of Hours	Registration Fee	Tuition	Out-of-District Fee	Out-of-State Fee	In-District Total	Out-of-District Total	Out-of-State Total
1	48	70	62	15	118	180	195
2	48	140	124	30	188	312	342
3	48	210	186	45	258	444	489
4	48	280	248	60	328	576	636
5	48	350	310	75	398	708	783
6	48	420	372	90	468	840	930
7	48	490	434	105	538	972	1077
8	48	560	496	120	608	1104	1224
9	48	630	558	135	678	1236	1371
10	48	700	620	150	748	1368	1518
11	48	770	682	165	818	1500	1665
12	48	840	744	180	888	1632	1812
13	48	910	806	195	958	1764	1959
14	48	980	868	210	1028	1896	2106
15	48	1050	930	225	1098	2028	2253

Testing

Non-Refundable Fees

General Use Fee.....	\$15 per semester hour
Installment Service Fee.....	\$25
Installment Plan Late Fee.....	\$15
Late Registration Fee.....	\$50
Pre-registration (LVN) non-refundable deposit.....	\$50
Professional Nursing non-refundable deposit.....	\$50
Registration.....	\$48

Fees are subject to change.

Other Charges for Services

Non-Course Based Remediation Fee.....	\$50
TSIA2 English Language Arts and Reading (ELAR).....	\$20
TSI Mathematics Assessment.....	\$10
Returned Checks.....	\$35
Credit-by-Exam Tests.....	\$60 per semester credit hour
Conversion from Continuing Education course to credit course.....	\$25 per course
Printing Fees.....	\$10.00 per semester

There are two ways of looking at tuition for credit classes—the total cost or the per hour cost.

A. Total Cost

Comparison of Competitors

When analyzing strengths of Coastal Bend College, it is imperative to view the financial burden students encumber. Coastal Bend College has traditionally held a lower tuition rate for students and this is demonstrated in the following information. This first chart gives a view of the total cost of a semester at a nearby College for Fiscal Year 2020–2021, while the second school in the comparison is a for profit, non-accredited option for students:

Semester Hours	District Residents	Out of District	Out of State/Foreign
3	\$400.00	\$550.00	\$661.00
6	\$715.00	\$1,015.00	\$1,237.00
9	\$1,030.00	\$1,480.00	\$1,813.00
12	\$1,345.00	\$1,945.00	\$2,389.00
15	\$1,660.00	\$2,410.00	\$2,965.00

Del Mar College Semester Cost (2020–2021)

Paying for South Texas Vo-Tech

Tuition Scoreboard

LARGEST PROGRAM **Welding Technology/Welder**

LARGEST PROGRAM TUITION **\$20,663**

OFF-CAMPUS LIVING COSTS **\$22,670**

Future Focus

The biggest things we need to focus on as far as certifications for students goes is the American Society of mechanical engineers' section B31.1 (for the rest of this I will refer to it as ASME), the American petroleum institute section 1104 (for the rest of this I will refer to it as API), the American welding society section D1.1, and the NCCER pipefitter+

ASME B31.1 is a pipe welding code/standard that is most used in power plants, oil and gas refineries, aerospace, in the construction and fabrication of high-pressure vessels, and high-pressure steam lines. It is important for students to have a set of credentials in this if they want to seek a job in pipeline construction or as job in refineries or power plants, etc. it can be welded with uphill SMAW, GTAW, FCAW, GMAW, and sub arc welding

API 1104 is a pipe welding code/standard for pipeline construction/ fabrication and related facilities, and just like ASME B31.1 it can be welded with multiple welding procedures including downhill SMAW, uphill GTAW, FCAW, GMAW and sub arc welding. It is important for students to also get these credentials because they are widely used in the industry and just like ASME B31.1 it typically gets paid a higher wage than without it.

AWS D1.1 is a structural welding code/standard used in the construction/ fabrication of buildings, bridges, onshore/offshore drilling rigs, heavy equipment manufacturing, aerospace, shipyards, etc. it is a great certification for students to get because it is one of the easiest tests to pass, but it is not in the highest paid fields.

NCCER pipefitter plus is a certification that can get a student a job at refineries, powerplants, pipeline and related facilities, as a pipefitter, with an average salary of 55k-95k, pipefitting is also an important skill students need if they are serious about seeking employment as a welder because quite often welders must fit their own fittings and parts, which also makes them more employable and valuable to the workforce and the industry.

Another thing that needs to be taken into consideration is the NCCER welding certification is not as valuable in the industry as the salesperson from NCCER told you it was. what employers want to see is AWS, API, and ASME certifications (or credentials as I have been referring to them as above), also students need to be made aware that these credentials are only good for 6 months in most cases because that is the industry standard, so if we test a student in AWS D1.1 their first semester it will be expired by the time he graduates in most cases. in my entire professional career as a welder, I have always had to recertify every 6 months at any job worth having. If we are not willing to help the student learn these things and make them understand it, take the easy way out, or taking the cheap route on most things we are doing a great disservice to the students and the community, and we cannot really call ourselves a welding program. implementing these new standards for us to teach will undoubtedly help our students succeed far more than any other school in the area, but it is going to cost more in material, equipment, and instructor fees, but these things need to be done if our goal is student success.

The other thing that would be a huge help for student employment, success, and safety would be programs like CPR training, stop the bleed, OSHA 10/ OSHA 40, and first aid. because of the dangers associated with the welding and construction industry.