PREFACE

On behalf of the faculty and staff of the Butte County Regional Occupational Program (ROP), we are pleased to present to the Council on Occupational Education (COE) our Accreditation Self-Study for review and evaluation. This self-study represents an extremely valuable and productive eighteen months of institutional observation, scrutiny and analysis.

The comprehensive nature of the joint COE/WASC accreditation process required the input and collaboration of all staff members. In addition, ROP collected recommendations from the ROP Steering Committee and the program advisory committee members that include students, employers and district educators. ROP faculty and staff participated on COE Standards Committees to review programs, policies and procedures, evaluate evidence and guide the content of the self-study report. This thorough review of ROP operations resulted in the identification of areas of strength as well as areas of improvement necessary to comply with COE requirements. The improvements are expected to validate the ROP institution and the COE process.

ROP is proud to have provided Butte County with quality career technical training for nearly 40 years and looks forward to continuing to fulfill its mission for years to come. This is the result of the professionalism and dedication of the ROP faculty and staff. ROP is grateful to all who have participated in the self-study process.

Respectfully,

Paul Watters
Senior Director, Workforce Development/Business Partnerships
Butte County Office of Education
1500 Lincoln Street
Oroville, CA 95965
(530) 532-5866
# COE SELF-STUDY COMMITTEE MEMBERS

## Standard 1 - Institutional Mission

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Lansdown</td>
<td>Matt Joiner, Michael Peck</td>
</tr>
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<td></td>
<td>Colleen Salinas, Susan Steward</td>
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## Standard 2 - Educational Programs

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<tbody>
<tr>
<td>Jean Parker</td>
<td>Steve Allard, Pam Baldwin, John Glaspie, Evelyn Ingalls, Quinn Mendez</td>
</tr>
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<td></td>
<td>Jon Nickerson, Coleen Petersen, Shane Rubinoff, Colleen Salinas, Susan Steward, Sandy Walburn</td>
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## Standard 3 - Program & Institutional Outcomes

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<tr>
<td>Anita Homesley</td>
<td>Jon Andrew, Mike Bruggeman</td>
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<td>Klint Collinsworth, Lowell Forward</td>
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## Standard 4 - Strategic Planning

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<tr>
<td>Paul Watters</td>
<td>Dan Briggs, Sam Castillo, Melissa Conley, John Glaspie</td>
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<td>Robert Kuintzle, Coleen Petersen, Susan Steward, Sandy Walburn</td>
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## Standard 5 - Learning Resources

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<tr>
<td>Priscilla Burns</td>
<td>Dale Alexander, Lee Clark, Andree’ Earley</td>
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<td>Cat Hooper, Toni Morucci, Jean Parker, Sandy Smith</td>
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## Standard 6 - Physical Resources

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<tr>
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<th>Nick Dreesmann</th>
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<td>Shelle Hord</td>
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<tr>
<td>Frank Christopher</td>
<td>Matt Reed</td>
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## Standard 7 - Financial Resources

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<tr>
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<th>Richard Darrach</th>
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<tr>
<td>Jon Andrew</td>
<td>Dave Niemeyer</td>
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<tr>
<td>Melissa Conley</td>
<td>Tonya Paul</td>
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## Standard 8 - Human Resources

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<tr>
<th>Jane Lansdown, Chairperson</th>
<th>Marcy Hook</th>
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<tr>
<td>Connie Ewen</td>
<td>Alan von der Mehden</td>
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<td>Anita Homesley</td>
<td>Sandy Walburn</td>
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## Standard 9 - Organizational Structure

<table>
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<tr>
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<tr>
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## Standard 10 - Student Services and Activities

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<td>Evelyn Ingalls</td>
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<td>Sandy Brazington</td>
<td>Gary Loustale</td>
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<td>Miriam Craig</td>
<td>Jean Parker</td>
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<td>Andree’ Earley</td>
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<td>- Medical Assistant</td>
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<td>- Registered Dental Assistant</td>
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INSTITUTIONAL AND COMMUNITY CHARACTERISTICS

Institutional Characteristics

1. **Institution Name**  Butte County Regional Occupational Program (ROP)

   **Administrators**
   - Director – Paul Watters, Senior Director, Workforce Development/Business Partnerships (Director)
   - Coordinator – Susan Steward, Coordinator of Student Services, Adult Center Chief Administrative Officer (CAO)
   - Coordinator – Sandy Walburn, Coordinator of Curriculum & Instruction, Accreditation Liaison

2. **Administration Address**
   ROP
   1500 Lincoln Street, Oroville, CA 95965
   (530) 532-5866, www.boce.org/rop

3. **Postsecondary Campus Address**
   ROP Adult Center
   2491 Carmichael Dr. Ste. 200, Chico, CA 95928
   (530) 879-7443, www.boce.org/rop

4. **History of ROP**

   In 1974, the Butte County Office of Education (BCOE), a public education institution, established the Butte County Regional Occupational Program (ROP). The intent was to develop a career technical education delivery system that would provide skill training and career guidance with work-based learning opportunities appropriate for Butte County youth and adults. ROP offered its first twelve courses in the fall of 1975 with a total enrollment of 150. ROP graduated its first completers in May and June of 1976. BCOE ROP is one of over 70 Regional Occupational Centers and Programs serving youth and adults in California. California Education Code (Ed. Code) and Title V Code of Regulations (Title V) direct ROP functions with specific requirements concerning instruction, work-based internships, reporting and industry involvement. Since opening, ROP has partnered with the business/industry community, the county’s secondary and post-secondary institutions and workforce development agencies to coordinate services.

   Today, ROP is offering 62 high school sections at ten locations in the county and four postsecondary programs at the ROP Adult Center. ROP attributes its steady growth to its ability to meet local labor market needs by consistently providing high-quality training that involves local employer input. Every ROP program maintains an advisory committee that meets at least annually to provide curriculum, facility, equipment and instructional guidance. ROP has also demonstrated its commitment to quality by maintaining accreditation with the Western Association of Schools and Colleges (WASC) since 1988. ROP classes are taught by instructors credentialed by the State of California Commission on Teacher Credentialing.
and have trained and worked in the industry they are teaching. All ROP adult program and most high school classes incorporate industry internships into the curriculum to provide work-based career preparation experiences. ROP course offerings are based upon student interest and current and future labor market demands.

Initially, ROP combined adults and high school students. As ROP grew, it eventually recognized the need to divide its courses into secondary and postsecondary programs. The steady growth ROP experienced was halted in 2009 by the State’s action to reduce ROP funding nearly 22% and freeze it at that level. In response to the decrease in funding, ROP reduced both secondary and postsecondary programs beginning with the 2009-2010 school-year.

Given the financial crisis plaguing California, ROP cannot rely on State funding as a means of maintaining and expanding programs to meet community needs. Since 2009, ROP has pursued several strategies for maintaining program excellence and making modest program expansions. One strategy involves seeking employer support. While employers have always supported ROP programs, in recent years ROP has received significant donations in equipment, materials and funds to maintain and/or upgrade programs. An expansion strategy involves ROP entering into grant partnerships with postsecondary institutions and workforce development agencies to support the offering of new programs. Most significantly, by 2015 ROP postsecondary programs will be strictly fee-based and no longer subsidized with state funds. To address tuition increases, ROP will seek Title IV certification of its postsecondary programs as a means of providing financial assistance for qualified students.

5. Overall Summary

Total Number and Type of Programs

<table>
<thead>
<tr>
<th>Postsecondary Programs</th>
<th>Number</th>
<th>Credential</th>
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<tbody>
<tr>
<td>Animal &amp; Veterinary Careers</td>
<td>1</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Certified Phlebotomy Technician</td>
<td>1</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Industry Certification</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>1</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Industry Certification</td>
</tr>
<tr>
<td>Registered Dental Assistant</td>
<td>1</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Industry Certification</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Classes by Industry Sector</th>
<th>Number</th>
<th>Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>12</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Arts, Media &amp; Entertainment</td>
<td>7</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Building Trades &amp; Construction</td>
<td>2</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Education, Child Development &amp; Family Services</td>
<td>1</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Engineering &amp; Design</td>
<td>6</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Industry Certification</td>
</tr>
<tr>
<td>Secondary Classes by Industry Sector</td>
<td>Number</td>
<td>Credential</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Fashion &amp; Interior Design</td>
<td>3</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Health Science &amp; Medical Technology</td>
<td>7</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Hospitality, Tourism &amp; Recreation</td>
<td>5</td>
<td>• ROP Certificate, Industry Certification</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3</td>
<td>• ROP Certificate</td>
</tr>
<tr>
<td>Manufacturing &amp; Product Development</td>
<td>5</td>
<td>• ROP Certificate, Industry Certification</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>5</td>
<td>• ROP Certificate</td>
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<tr>
<td>Public Services</td>
<td>2</td>
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<td>Transportation</td>
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<td>• ROP Certificate, Industry Certification</td>
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<td><strong>Total</strong></td>
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### Secondary Course Locations

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<th>School</th>
<th>Address</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Biggs High School</td>
<td>300 B St., Biggs, CA 95917</td>
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<tr>
<td>Gridley High School</td>
<td>300 East Spruce St., Gridley, CA 95948</td>
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<tr>
<td>Paradise High School</td>
<td>5911 Maxwell Dr., Paradise, CA 95969</td>
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<tr>
<td>Chico High School</td>
<td>901 Esplanade, Chico, CA 95926</td>
<td>15</td>
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<tr>
<td>Las Plumas High School</td>
<td>2380 Las Plumas Ave., Oroville, CA 95966</td>
<td>7</td>
</tr>
<tr>
<td>Pleasant Valley High School</td>
<td>Chico, CA 95926</td>
<td>10</td>
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<tr>
<td>Durham High School</td>
<td>9420 Putney Dr., Durham, CA 95938</td>
<td>3</td>
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<tr>
<td>Oroville High School</td>
<td>1535 Bridge St, Oroville, CA 95966</td>
<td>7</td>
</tr>
<tr>
<td>Skyway Center</td>
<td>2480 Notre Dame Blvd., Chico, CA 95928</td>
<td>2</td>
</tr>
<tr>
<td>Fair View High School</td>
<td>290 East Ave., Chico, CA 95926</td>
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### Enrollment

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<th>Year</th>
<th>Secondary</th>
<th>Postsecondary</th>
<th>Total</th>
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<tr>
<td>2009-2010</td>
<td>1292</td>
<td>112</td>
<td>1404</td>
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<tr>
<td>2010-2011</td>
<td>1332</td>
<td>101</td>
<td>1433</td>
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<td>2011-2012</td>
<td>1480</td>
<td>84</td>
<td>1564</td>
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Staffing

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<tr>
<td>Management Staff</td>
<td>Administrators</td>
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<td>Support Staff</td>
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Instructional

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<td>Postsecondary Instructors</td>
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<td>Postsecondary Paraprofessionals</td>
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<td>1</td>
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<tr>
<td>Secondary Instructors</td>
<td>4</td>
<td>36*</td>
</tr>
<tr>
<td>Secondary Paraprofessionals</td>
<td>0</td>
<td>3</td>
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</table>

*26 of the Part-Time Secondary Instructors are Full-Time high school district teachers who have one or more sections contracted to teach ROP courses.

Nontraditional Programs

WorkAbility I Program
The WorkAbility I Program is funded through the California Department of Education (CDE) to provide career preparation for High School Special Education Students in Butte County. During the 2011-2012 program-year, the WorkAbility I program provided 1,242 students with school-based, work-based and connecting activities.

Carl D. Perkins Vocational Education Act, Section 132
The Section 132 Carl Perkins funds are designated to support the development and enhancement of career technical education programs serving adults. ROP is a member of a local Section 132 Consortium of adult educators which maintains a local plan submitted to the California Department of Education in 2008. ROP currently utilizes this funding to support the ROP Registered Dental Assistant program.

Direct Support Professional
The Direct Support Professional (DSP) staff are certified to work with individuals with developmental disabilities living in licensed community care facilities. The California Department of Education contracts with ROP to provide testing and training for care facility personnel. In 2012, ROP offered thirteen classes in Chico, Red Bluff and Redding and 161 participants received DSP state certification.

6. Calendar System

ROP is on a fiscal calendar that begins July 1st and ends June 30th. ROP secondary programs are one-year in length (two semesters) and follow the host high school’s calendar and schedule. ROP postsecondary programs are not tied to the traditional school-year but are scheduled to allow students to complete the program hours in a timely manner. The Animal & Veterinary Career and Registered Dental Assistant programs begin in the fall and complete in the following spring. Based on labor market demand, the Medical Assistant program is
offered annually and the Phlebotomy Technician program is offered two or three times per year.

7. Full-time Student

Secondary students attend ROP programs as part of their normal Monday-Friday schedule according to the calendar adopted by the host district. Post-Secondary students attend classes as scheduled. A typical ROP adult class meets Monday through Friday three to six hours per day. The shortest class meets for three months and the longest lasts nine months.

8. Summer Sessions

While some ROP programs may begin or end during the summer months, ROP does not offer courses as “summer sessions”.

9. Instructional Delivery Systems

ROP programs utilize a variety of instructional delivery systems to promote student curriculum mastery. The majority of instruction is delivered as a combination of didactic, lab and work-based learning activities. Didactic instruction includes lectures, guest speakers, video and computer activities. Lab instruction integrates teacher demonstrations, industry presenters and guest patients. Work-based activities include field trips, job shadows, tours and industry internships known as Community Classroom (non-paid) and Cooperative Vocational Education (paid).

Community Characteristics

1. Geographic Area

ROP serves the residents of Butte County. Butte County is situated on the east side of Northern California’s Sacramento Valley and borders the western slope of the Sierra Nevada. The county covers 1,677 square miles and ranges in elevation from 60 to over 7,800 feet. Butte County is largely rural with the agriculture industry harvesting nearly 45% of its land area annually. The five incorporated cities/towns within the county cover 67 square miles.

2. Population

Butte County is currently home to over 220,000 people, with a projected population of 246,093 by 2020. This projection is supported by the fact that population increase has been steady for the last ten years, with an annual average increase of 1,914 people (0.9 percent). Between 2000 and 2010, population grew 9.4 percent in the county.
## Butte County Population

<table>
<thead>
<tr>
<th>2010 United States Census</th>
<th>Total Population</th>
<th>Land Area (square miles)</th>
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</thead>
<tbody>
<tr>
<td>Unincorporated Areas</td>
<td>83,758</td>
<td>1,610.07</td>
</tr>
<tr>
<td>Incorporated Cities/Towns:</td>
<td>136,242</td>
<td>66.93</td>
</tr>
<tr>
<td>Biggs</td>
<td>1,707</td>
<td>.64</td>
</tr>
<tr>
<td>Chico</td>
<td>86,187</td>
<td>32.92</td>
</tr>
<tr>
<td>Gridley</td>
<td>6,584</td>
<td>2.07</td>
</tr>
<tr>
<td>Oroville</td>
<td>15,546</td>
<td>12.99</td>
</tr>
<tr>
<td>Paradise</td>
<td>26,218</td>
<td>18.31</td>
</tr>
<tr>
<td>Butte County</td>
<td>220,000</td>
<td>1,677.00</td>
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Butte County Map, California

Location in California
Butte County Demographics

<table>
<thead>
<tr>
<th>2010 United States Census</th>
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<tbody>
<tr>
<td>Population, 2011, estimate</td>
<td>220,266</td>
</tr>
<tr>
<td>Persons under 5 years</td>
<td>5.5%</td>
</tr>
<tr>
<td>Persons under 18 years</td>
<td>20.5%</td>
</tr>
<tr>
<td>Persons 65 years and over</td>
<td>15.6%</td>
</tr>
<tr>
<td>Female persons</td>
<td>50.5%</td>
</tr>
<tr>
<td>White persons</td>
<td>87.0%</td>
</tr>
<tr>
<td>Black persons</td>
<td>1.8%</td>
</tr>
<tr>
<td>American Indian and Alaska Native persons</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian persons, percent</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander persons</td>
<td>0.3%</td>
</tr>
<tr>
<td>Persons reporting two or more races, percent</td>
<td>4.2%</td>
</tr>
<tr>
<td>Persons of Hispanic or Latino Origin, percent</td>
<td>14.7%</td>
</tr>
<tr>
<td>White persons not Hispanic, percent</td>
<td>74.5%</td>
</tr>
</tbody>
</table>

3. Rural-Urban Distribution

Butte County is predominantly rural. The largest city in Butte County has a population of just over 86,000 and is comprised of only 33 square miles. Altogether, the five incorporated or “urban” areas of Butte County encompass only 4% of the land area. However, 62% of the population lives in the incorporated areas.

4. Important Population Characteristics

According to the Center for Economic Development, California State University, Chico 2010-2011 report, in 2009, 104,800 residents, or 47 percent of Butte County’s population were members of the labor force, which was the same percentage as California. The labor force in the county experienced an increase of 1,400 in 2009. Between the years 2000 and 2009, Butte County experienced an 11 percent increase in total labor. The city of Chico boasts the strongest labor force in Butte County, with 34,200 members in 2009. The town of Paradise’s labor force was the second largest with 12,100 members. The per capita income average for 2006-2010 was $23,404 in the county and $29,188 for the state. The Butte County median household income during 2006-2010 was $43,170 compared to $60,883 for the State. During the same time period, 18.4% of the County’s population was below poverty level; significantly higher than the State’s overall average of 13.7%. Four industry areas comprise 49% of employment in Butte County. The areas include Government/Government Enterprises, Health Care/Social Assistance, Retail Trade and Accommodation/Food Services.

5. Population Changes Experienced/Expected

The U.S. Census Bureau reports that the population in Butte County has grown at just under 1% per year over the last ten years. During the same time period, the population demographics had no significant changes. However, a major population change was
experienced in Butte County beginning in 2008 due to the economic crisis—the unemployment rate doubled. In 2008, the Butte County unemployment rate grew from a ten year average of around 7% to over 15% in 2011. By the end of 2012, the rate dropped to just over 11%. In 2009, the State responded to its budget deficit by cutting ROP funding nearly 22% and freezing it at that rate until at least 2014. Subsequently, the cut in funding forced ROP to reduce its training programs at the time when newly unemployed people began looking for training to upgrade their skills and reenter the workforce. ROP is currently looking at and utilizing a variety of strategies to enable some modest program expansions in response to community demand.
<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution demonstrates that it satisfies each of the eligibility requirements to become a Candidate for Accreditation. (See Handbook of Accreditation)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The institution conducts its affairs with acceptable standards of honesty and integrity.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The institution meets all lawful obligations imposed by state and federal agencies.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>5. The institution occupies its own physical facilities and is not co-located with another institution.</td>
<td>X</td>
<td></td>
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<tr>
<td>6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See Handbook of Accreditation)</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Non-Public Institutions Only</strong></td>
<td></td>
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<tr>
<td>7. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension.</td>
<td>X</td>
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<tr>
<td><strong>Non-Public Institutions Only</strong></td>
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<tr>
<td>8. List ID numbers and expiration dates of licenses for all campuses:</td>
<td></td>
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<tr>
<td>9. The on-site administrator or other full-time employee at the main campus attended Self-Study and Annual Report workshop or a Candidate Academy within six to eighteen months prior to hosting the accreditation visiting team.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services that it is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Date notice was published, broadcast, or televised: <strong>April 11, 2013</strong></td>
<td></td>
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<tr>
<td>12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team.</td>
<td>X</td>
<td></td>
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<tr>
<td>13. The institution has informed the Commission of all planned and unplanned substantive changes.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked &quot;NO&quot;, documentation which demonstrates the institution's misrepresentation must be submitted with the team report.)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accredited Institutions Only</strong></td>
<td></td>
<td></td>
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<tr>
<td>16. The institution's use of the accreditation seal is in compliance with Commission conditions. (See Handbook of Accreditation)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The institution adheres to the Commission's condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline, and for non-public institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. All student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. All media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation)</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

*Highlighted* areas indicated changes from the previous edition.
<table>
<thead>
<tr>
<th>CONDITIONS (continued)</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the Handbook of Accreditation, and are readily available to students, prospective students, and other members of the interested public.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>21. If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant’s resume within 7 days after employment was secured.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>22. If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>23. There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>24. The institution’s accreditation liaison officer is a permanent staff member located at the main campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Status with Other Agencies: A “YES” response for statements #24-31 signifies that the institution is in compliance with the Commission’s Conditions.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. The institution is not the subject of an interim action by a state agency potentially leading to the suspension, revocation, or termination of the institution’s legal authority to provide postsecondary education.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>26. The institution has not had its state license suspended, revoked, or terminated, even if the required due process procedures have not been completed.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>27. The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency within the previous 24 months.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>28. The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency within the previous 24 months.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>29. The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>30. The institution has not been notified of the loss of any agency’s accreditation even if the due process procedures have not been completed.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>31. If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>32. If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency’s accreditation is to be utilized in determining the institution’s eligibility for program participation under the Higher Education Act.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Campuses other than the Main Campus: General**

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Branch or extension ownership is the same (same entity, proprietorship or partnership, or the same corporation) as the main campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>34. Branch or extension names that have been expanded from the name of the main campus to clearly identify different locations or specific programs have been approved by the Commission.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Campuses other than the Main Campus: Branch Campuses**

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. The complete name of the main campus is identified in all publications and advertisements when referring to a branch campus, extension campus, or instructional service center.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>36. Duplicate records on personnel, financial matters, student attendance, and educational progress for branches, extensions, extended classrooms, instructional service centers, and/or auxiliary instructional sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>37. The on-site branch administrator reports to the on-site chief administrator at the main campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>38. Programs offered at branches are described in the main campus catalog or branch supplement.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>39. Programs offered at the branch that are not offered at the main campus are described in the main campus catalog.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Campuses other than the Main Campus: Extension Campuses

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. All extensions are located within a 50-mile radius of the main campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>41. All extension programs are included in the main campus catalog.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Campuses other than the Main Campus: Extended Classrooms

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. All extended classrooms are located within two miles of a main or branch campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>43. All extended classrooms are supervised by the administration of the main or branch campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Campuses other than the Main Campus: Instructional Service Centers

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. All instructional service centers are under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>45. All instructional service center offerings are approved by the Commission.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>46. Appropriate student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>47. All instructional service centers are a joint venture between the institution and an employer or another educational agency.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>48. The complete name of the main campus is identified in all publications and advertisements when referring to an instructional service center.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Campuses other than the Main Campus: Additional Space

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. Additional space acquired for instructional or administrative purposes is located within one quarter of a mile from a main campus or branch campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

Institutions that are required to convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours included in a sampling of the total number of programs covered under the conversion. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.
INTRODUCTION

ROP is a public agency of the California Department of Education established in 1974 to provide Butte County with a regional delivery system of Career Technical Education to high school and adult students. ROP’s continuous goal has been to provide high-quality state-of-the-art training that responds to local labor market and student needs. ROP has been accredited with the Western Association of Schools and Colleges (WASC) since 1988. ROP reviews its mission statement during every accreditation. The mission statement was revised during the 2012-2013 school-year to read: “The ROP Mission is to deliver high quality career education and employment training that provides high school students and adults the skills, knowledge and experience that lead to career success.” ROP publishes the mission statement on its website and in many ROP publications.

ANALYSIS

1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement (Objective 1-1).

   The ROP Mission “is to deliver high quality career education and employment training that provides high school students and adults the skills, knowledge and experience that lead to career success”. The ROP mission aligns with the mission statement of the governing body, Butte County Office of Education, “Butte County Office of Education is committed to the success of every student and the excellence of every educator.” All classrooms display the ROP Mission Statement and the ROP Schoolwide Learner Outcomes (SLOs). The SLOs are career readiness criteria developed by ROP business partners, faculty and students that are integrated into all ROP programs. The SLOs are also incorporated into the student work-based evaluation and ROP Certificate of Proficiency. Advisory Committee reviews ensure that instruction is competency-based and includes the current technology, knowledge, skills and work ethics relevant to the occupations for which the programs prepare students. Annual student follow-up data indicates that students are successful in securing jobs after program completion.

2. The institution’s mission is clearly and concisely stated in written form and represents the official statement of the institution (Objective 1-2).

   The ROP mission statement was established with the inception of the ROP program. It has been reviewed during each accreditation by ROP instructors, students and business partners. The mission statement was reviewed by program advisory committees containing business partners, students, parents, teachers and local school district administrators and counselors and the ROP Steering Committee during the 2012-2013 school-year.
3. The institution has an appropriate hard copy and/or online publication which it uses to accurately present its mission statement and the educational programs offered to achieve its mission (Objective 1-2).

The mission statement and current list of programs offered is available to all students and the general public on the ROP website at www.bcoe.org/rop. Program brochures and other ROP publications also include the mission statement.

4. The current mission statement is publicly available and is used consistently in publications (Objective 1-2).

ROP’s mission statement is publicly available in multiple areas. The statement is published on the ROP website, in program brochures and in the ROP High School and Adult Student Handbooks. Additionally, signage is posted in the administrative offices and in all classrooms.

5. An organized and functional institutional advisory committee composed primarily of external personnel is used to provide community involvement in maintaining a relevant mission for the institution (Objective 1-3).

During the 2012-2013 school-year, ROP developed the ROP Steering Committee to meet annually and serve as an institutional advisory committee for the postsecondary programs. The ROP Steering Committee is composed of workforce development, post-secondary, employment and social services and ROP administrators. The first meeting of this committee took place on April 11, 2013. The agenda included reviews of the ROP Mission Statement, Vision Statement, Strategic Plan, COE Annual CPL Report and congruency of adult programs with the ROP mission and the occupational needs of the students being served.

6. A program of public information and community relations is maintained to promote the institution’s mission in its community (Objective 1-3).

Butte County ROP utilizes many venues to publicize its programs and mission within Butte County. ROP provides course brochures, schedules and other information on its website at www.bcoe.org/rop. ROP also provides brochures and flyers to workforce development offices, business/industry facilities and secondary school counseling/career center offices. The Senior Director presents timely reports to the Butte County Board of Education and publishes news items on the ROP webpage. Local newspaper articles have been published to highlight program and/or individual student accomplishments. Each ROP program maintains an advisory committee of local employers/business partners, educators, students, parents and community members. Adult and secondary students are visible in the community through work-based learning experiences. Their positive interaction with employers, customers and clients promote the skills and career experiences ROP strives to attain. In addition, many faculty members participate in summer externships with local employers.
CHALLENGES AND PROPOSED SOLUTIONS

ROP has built a strong reputation in Butte County for providing high-quality, affordable job training that leads to successful employment. The demand for ROP classes is most apparent when viewing the large number of applications received for the limited seats available in each program. The 2008-2009 budget cut and freeze currently prevents ROP from readily expanding its programs to meet community demands as was customary in the past. Daily, ROP receives requests from the community for classes that were eliminated due to lack of funding. In order for the ROP to sustain its mission to provide quality career education and employment training and expand offerings, ROP has pursued alternate funding including grant partnerships with local postsecondary and workforce development organizations. Such partnerships are limited in availability, duration and scope. Due to limited state funding, ROP is transitioning the adult programs from State subsidized tuition to fee-based. The move to fee-based funding will result in significant increases to program fees. To support student ability to pay higher tuition, ROP is seeking the necessary accreditation and certification to provide financial aid. The accreditation with COE is the first step in securing student financial aid.

SUMMARY

ROP is proud of its ability to carry out its mission for nearly forty years. Its mission statement is clearly stated in numerous forms. The mission statement is regularly reviewed and revised by ROP shareholders. The ROP programs are well regarded by local employers, secondary and post secondary schools and workforce development agencies. ROP recognizes that the strongest element of its community outreach efforts lies with its students and host employers. Many of ROP’s current business partners are former ROP students who actively support ROP through work-based activities, donations and advisory committee participation. Until 2009, ROP was able to quickly respond to community labor market needs. While that flexibility has been hampered, ROP has actively and successfully sought grants and donations from community agencies and employers to maintain the quality and success of its programs.
STANDARD 2
POSTSECONDARY EDUCATIONAL PROGRAMS
Animal & Veterinary Careers Program

INTRODUCTION

The ROP Animal and Veterinary Careers Program is designed to instruct students in the clinical skills necessary for employment as an animal care provider and veterinary assistant in a variety of settings including veterinary hospitals and clinics, animal shelters, pet stores, ranches and kennels. Subjects include medical terminology, anatomy and physiology, vital signs, surgical assisting, anesthesia, nursing, grooming, parasitology, physical examination, therapeutic processes and laboratory and clinical procedures. The program is comprised of a 600 clock-hour comprehensive course. The students spend 309 classroom hours in direct and lab instruction and 291 hours in a non-paid internship (called Community Classroom) in an animal care facility. Upon course completion, successful students receive an ROP Certificate of Proficiency and six units of credit in the Registered Veterinary Technician Program at Yuba College. Licensure is not a requirement for employment as a Veterinary Assistant in California.

ANALYSIS

A. Admissions/Recruiting

1. The institution’s admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)

ROP’s admission policies are available to the public in the ROP Adult Student Handbook, program information sheet, during orientations and on the ROP website at www.bcoe.org/rop. ROP requires that students seeking enrollment in the ROP Animal & Veterinary Careers Program must be a high school senior or an adult with a high school diploma or equivalent. ROP recommends that students have taken science courses or have related industry experience to help them master the course content.

2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See “Vocational English-As-A Second- Language Programs” in the current edition of the Policies and Rules of the Commission.)

ROP does not offer a Vocational English-as-a-Second-Language Programs.

3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)

The ROP Animal and Veterinary Careers Program is competency based and conducted as a single comprehensive stand-alone course. Entry into the program is determined through an
application/interview process. ROP does not provide for the transfer of students between programs within the institution nor the transfer of students from other institutions.

4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)

The ROP Animal and Veterinary Careers Program, as with all ROP programs, is conducted as a comprehensive stand-alone curriculum and not as a sequence of courses. ROP does not issue nor accept college credits. Upon successful completion of the program, students may receive 6 units of college credit with the Yuba College Registered Veterinary Technician program. Completers may also elect to pursue Veterinary Assistant certification.

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)

Admission requirements for the Animal & Veterinary Careers Program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program. The program advisory committee annually reviews the admission requirements. The ROP Animal & Veterinary Careers Program application screening/interview process has consistently produced high completion rates, meeting the expectations of the students and staff. In addition, as part of the admission process, students agree to meet the established attendance requirement.

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)

ROP does not offer Associate Degree programs.

7. An institution that admits students on an “ability to benefit” basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A-2)

ROP does not admit students based on an “Ability to Benefit” basis.

8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)

ROP works with staff, instructors and business partners to recruit qualified students to its programs. Program information is available on the ROP website, in brochures, program information sheets, the Adult Student Handbook and course outlines. ROP staff and instructors make presentations at county secondary school career-exploration events. ROP publications provide information on the ROP mission, instructional outcomes, course content and student
expectations. Materials are reviewed and revised when program curriculum, admission requirements or other changes occur. ROP does not discriminate in its admissions process, abides by all civil rights laws and complies with the American with Disabilities Act of 1973 as is documented in the Adult Student Handbook.

9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)

Costs for each program are available on the ROP website, in program information sheets, at orientations and in program acceptance letters. ROP has adopted a refund policy that is in compliance with COE and is stated in the Adult Student Handbook.

B. Programs

1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)

The ROP Animal & Veterinary Careers Program fulfills the institutional mission by ensuring that it provides high quality career technical training that meets industry employment standards. ROP’s adherence to the California Education Code (Ed. Code) and California Code of Regulations Title V (Title V) assures that the occupational needs of its students are met. ROP monitors labor market information to ensure students who complete the program will have job opportunities available to them. Industry partners annually review ROP curriculum, provide program guidance and work-based learning opportunities. ROP completion and placement data confirm that the program is meeting the occupational and educational needs of its students.

2. The objectives for each educational program are evaluated annually. (Objective 2- B-1)

In compliance with Title V, ROP advisory committees meet annually. Beginning in 2012, the ROP Animal & Veterinary Careers Advisory Committee will meet at least twice annually to evaluate the program in compliance with COE requirements. ROP ensures that the advisory agendas address the required program review elements. These elements include curriculum, texts, learning objectives, materials, facilities, equipment, student outcomes, labor market needs, certificate of proficiency content, work-based learning activities, recruitment and admissions.

3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)

The ROP Animal & Veterinary Careers Outline lists the competencies and learning objectives for each student. The ROP Animal & Veterinary Careers Advisory Committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the animal healthcare industry. Program competencies are discussed during orientation, at the beginning of the program and throughout the term. The instructor provides students with an
opportunity to evaluate the program through an exit survey. Additionally, the instructor follows up with completers to determine their employment status.

4. **A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)**

Title V requires ROP advisory committees to annually review all programs. This process ensures programs are up-to-date and relevant to industry standards. The functions of the Advisory Committees are to:

1. Provide information that assists in the design, update, modification, expansion and improvement of the ROP
2. Provide recommendations regarding aptitudes, interests and skills required of students
3. Review program outlines, competencies and standards of performance and make recommendations for improvement
4. Review equipment and facilities and make recommendations for new and continuing programs
5. Assist in determining future employment outlook and identify new occupational programs
6. Provide a resource for speakers, field trips, job shadows, work-based learning opportunities and teacher externships

5. **At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

The ROP Animal & Veterinary Careers Program Advisory Committee meets twice a year to conduct a thorough review of the program. Areas that are addressed include: recruitment, admissions, course content, texts and instructional materials, facilities, equipment, changes in industry requirements and the effectiveness of the overall program. Agendas and minutes are maintained in the curriculum files.

6. **The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers. (Objective 2-B-2)**

The ROP Animal and Veterinary Careers program hours were based on content requirements recommended by the program’s advisory committee. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information when determining the course length and tuition. Currently, the ROP Animal & Veterinary Careers Program tuition is subsidized by State funding (ADA) and does not reflect the actual cost to run the program. ROP has always made it a priority to provide low-cost adult programs. Unfortunately, State education funding cuts have forced ROP to move towards a fee-based (nonsubsidized) tuition program in order to maintain and expand postsecondary course offerings to meet community needs. With this goal in mind, ROP is applying for COE accreditation in
order to qualify the Animal and Veterinary Careers Program for Title IV Federal Student Aid and thereby provide students with options currently not available to them.

7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

The ROP Animal and Veterinary Careers Program operates as a stand-alone 600 clock-hour course. ROP offers this class once a year for two semesters beginning in August. To accommodate the enrollment of high school seniors, the class meets Monday through Friday, three hours a day and follows the local school calendar.

Associate Degree programs offered must meet the following requirements:

8. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.

ROP does not offer Associate Degree programs.

9. The program has a minimum of 60 semester hours or 90 quarter hours.

ROP does not offer Associate Degree programs.

10. The program includes a minimum of 15 semester hours or 23 quarter hours of general education programs, with a minimum of one program from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

ROP does not offer Associate Degree programs.

11. All programs, regardless of location or mode of delivery, are qualitatively consistent and are approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

The ROP Animal and Veterinary Careers Program curriculum is approved by the program’s advisory committee and the Butte County Board of Education and certified by the California Department of Education. The program curriculum is supervised by the Coordinator of Student Services (CAO). The ROP Animal & Veterinary Careers Program is offered as a stand-alone comprehensive course taught by a single instructor who is accountable for maintaining the quality and consistency of the program. Altogether, these practices ensure that the program trains students to be qualified for employment.
12. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.

The CAO is responsible for providing guidance, oversight and assistance to the Adult Center programs. The CAO regularly visits the classrooms to perform formal and informal evaluations. In addition, the CAO is readily available to the instructors and informally meets with them on a regular basis. The ROP administration and instructors participate in the program’s advisory committee meetings. The CAO, ROP Director and faculty meet to consider student exit surveys, advisory committee recommendations and completer/leaver data in planning and evaluating programs.

13. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

ROP uses a web-based data management system, SOCRATES, to maintain student records. The Butte County Office of Education (BCOE) Information Technology department provides system maintenance and electronic backup of student records. All financial and student information records are available to authorized ROP personnel at designated computer stations at the ROP Adult Center and Administrative offices.

14. Are described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.

The ROP Animal & Veterinary Careers Program tuition, refund policy, admission and other pertinent program information is provided in the Adult Student Handbook, program information sheet, acceptance letter and on the ROP website. In addition, program information is included in the program brochure and other promotional materials.

15. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)

ROP programs maintain a low student to instructor ratio which provides ample opportunity for students to interact with their instructors. The ROP Animal and Veterinary Careers Program limits enrollment to 25 students. At the beginning of each program, the instructor provides the students with his/her contact information including phone number and email address.

16. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

ROP offers only traditional clock hour programs.
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL
STUDENT FINANCIAL AID

17. If this program was used as a sample for program prep review, it meets the
requirements on the Program Prep Review Worksheet. (If the program was not part of the
sampling OR if the institution is not required to use the Federal Clock Hour Conversion
for Student Financial Aid, indicate N/A).

NA

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional
program for each occupational area. (Objective 2-C-1)

The ROP Animal and Veterinary Careers Program integrates academic competencies and
occupational skills into instruction by providing classroom, lab and work-based learning
activities. Schoolwide Learning Outcomes (SLOs) were developed by program shareholders
(instructors, employers, students, educators), adopted by ROP and integrated into all programs.
Students are required to maintain at least an 80% performance level in all areas of training
including skill checks, proficiency tests, written exams and projects. Students performing below
the 80% requirement receive counseling and additional instruction as appropriate. Instructional
materials include textbooks, video/DVD, software programs and Internet resources. Hands-on
lab practice and animal-related internship placements provide additional means for students to
develop and demonstrate their skill proficiency.

2. The instructional programs provide instruction in the competencies essential to success
in the occupation, including job knowledge, job skills, work habits, and attitudes.
(Objective 2-C-2)

The ROP Animal and Veterinary Careers Program integrates the ROP SLOs into all areas of
instruction. The SLOs address work ethic, job seeking skills, industry knowledge,
communication skills, problem solving and professionalism. The ROP Animal & Veterinary
Careers Program provides guest speakers, field trips and work-based internships to support
student understanding of the demands of the work place. All ROP students are provided training
and support for preparing cover letters, resumes and applications and participating in interviews.

3. The sequence of instruction required for program completion (lecture, lab, and work-
based activities) is effectively organized in order to maximize the learning of competencies
essential to success in the occupation. (Objective 2-C-2)

The ROP Animal and Veterinary Careers Program and all ROP postsecondary programs are
taught by instructors with work-based experience that makes them experts in their field. With
guidance from industry partners, licensing agencies and ROP administrators, ROP instructors
have organized their programs in a sequence of instruction that maximizes mastery of the
competencies. The ROP Animal and Veterinary Careers Outline is reviewed annually by its
advisory committee and is certified by the California Department of Education. The program instructor is responsible for developing weekly lesson plans that support the sequence of instruction and providing students with a program schedule. Student completion and placement follow up data indicate that the ROP Animal & Veterinary Careers curriculum sequencing is effective for this program.

**Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee must be composed of individuals external to the institution and must:**

4. **Consist of a minimum of three members who represent the geographical service area covered by the program area;**

The ROP Animal & Veterinary Careers Program Advisory Committee maintains a membership of three or more industry representatives from the program service area who attend two meetings annually.

5. **Have expertise in the occupational areas taught by the program;**

ROP adheres to the Title V requirement that program advisory committees be comprised of a majority of business partners from the program’s industry. Minutes are kept for each advisory committee meeting, recording the attendance of participants and their industry association.

6. **Meet at least twice annually;**

Title V requires that ROP advisory committees meet at least annually. In compliance with COE requirements, the ROP Animal & Veterinary Careers Program Advisory Committee meets twice annually.

7. **Have at least two members physically present at each meeting; and,**

ROP policy requires that two or more industry representatives must attend all advisory meetings in addition to other participants (instructors, administrators, students). In the event a meeting does not have two industry representatives present, it will be rescheduled. Minutes are kept for each advisory committee meeting noting the attendance and identity of all attendees.

8. **Keep minutes to document their activities and recommendations.**

The ROP Animal & Veterinary Careers Program Advisory Committee meeting minutes are maintained in the program curriculum file. The minutes include names and titles of the attendees and details of all recommendations and discussion points.
9. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)

ROP policy and Title V require that the ROP Animal & Veterinary Careers Program and all ROP advisory committees meet annually to perform a comprehensive program review that includes the course outline, curriculum, texts and instructional materials, facilities, equipment and work-based training activities. ROP dictates the agenda for the meetings, requires the attendance of an ROP administrator and maintains comprehensive minutes.

10. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)

Safety is a fundamental element of all ROP programs. Classroom procedures and safety are addressed during the first days of class and are ongoing throughout the term. Many programs have industry specific safety requirements (e.g., machine/equipment safety, industry hazards, infection control, etc.) which are incorporated into the curriculum. Personal protective equipment, as appropriate, is available in every classroom. BCOE Maintenance and Operations personnel verify classroom safety and maintain fire extinguishers. All ROP postsecondary classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE publishes the Crisis Response Plan maintained in the Adult Center. BCOE also provides every classroom and office with a BCOE Crisis Response Procedures Flip Chart that lists crisis response directives and an emergency evacuation route.

11. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)

The ROP Animal and Veterinary Careers students receive academic instruction and training through lecture and lab assignments using equipment comparable to that found in animal healthcare facilities. Students are trained on computers with industry software as appropriate. Most significantly, ROP students are placed in work-based internships (Community Classroom/Cooperative Vocational Education) to provide real-world, hands-on training experiences that cannot be duplicated in the classroom. Internships allow ROP Animal & Veterinary Careers students to work with state-of-the-art veterinary equipment and interact with veterinary professionals, pet-owners and patients. ROP follows the ROP Animal & Veterinary Careers Program Advisory Committee’s recommendations when upgrading and/or replacing instructional equipment and training materials.

12. All instruction is effectively organized as evidenced by program outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)

ROP instruction is effectively organized through the use of course outlines, class schedules, lesson plans, textbooks, skills checks, written tests, instructional handouts and Community Classroom/Cooperative Vocational Education (internship) training documents.
13. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)

The ROP Animal and Veterinary Careers Outline lists the program outcomes and competencies that students are expected to master. The ROP Animal & Veterinary Careers instructor utilizes a variety of assessment strategies to measure student achievement including written tests and quizzes, skill checks, project rubrics, internship evaluations and lab performance observations.

14. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)

In accordance with Title V, ROP provides two forms of internship opportunities to the ROP Animal and Veterinary Careers students. These include the nonpaid Community Class (CC) and paid Cooperative Vocational Education (CVE). Before placement in CC and CVE, the instructor develops an Individualized Training Plan (ITP) for each student that lists skill competencies and hours to direct training at the internship site. In compliance with Title V, ROP instructors monitor CC and CVE training through weekly on-site visits and conducts conferences with students and training site supervisors. The ITP serves to guide the training site supervisor in providing appropriate training and provides the instructor with a tool to record student progress. In addition, the training site supervisor regularly completes student performance evaluations. The CC and CVE methodologies provide students with the opportunity to participate in a variety of appropriate learning experiences in a real-world setting and ensure student supervision by an ROP instructor and a designated training site supervisor.

15. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations. (Objective 2-C-6)

In compliance with Title V, ROP utilizes two different training agreements to define the roles and responsibilities of the business, ROP and student. For nonpaid internships, ROP uses the Community Classroom Training Agreement and for paid internships ROP uses the Cooperative Vocational Education Training and Placement Agreement. Both agreements identify the student, supervising ROP instructor and training site supervisor. ROP policy requires that the agreements be signed and distributed prior to student placement. The training site supervisor maintains a copy of the student’s ITP and is responsible for directing student training and completing student evaluations.

16. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)

Title V directs ROPs on how to conduct CC and CVE internships. Title V specifies that the course instructor provide direct coordination and supervision of ROP internships. For CC placements, Title V requires ROPs to utilize a Joint Venture Agreement for Use of Facilities to define the relationship and responsibilities between ROP, BCOE and the business/employer. In addition, ROP uses the Community Classroom Training Agreement to specify and define the
responsibilities of the student, training site supervisor and ROP instructor. For CVE placements, ROP utilizes the *Cooperative Vocational Education Training and Placement Agreement* to identify the participants and define their responsibilities. All ROP instructors are credentialed by the State of California and are required to provide supervision of their students in CC and CVE. Both the *Community Classroom Training Agreement* and *Cooperative Vocational Education Training and Placement Agreement* specify the ROP teacher and the training site supervisor. All agreements must be completed and distributed to all participants prior to student placement.

**CHALLENGES AND PROPOSED SOLUTIONS**

ROP has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in Butte County. However doing so requires fiscal stability, something educators in California have not had for many years. In 2009, the State of California reduced ROP funding by nearly 22% and has not increased it since. As a result, ROP was forced to significantly reduce its high school and adult offerings. Since that time, ROP has looked for new approaches to sustaining the quality of the current programs and grow to meet community and employer needs. ROP has begun working on three approaches to maintaining current programs and supporting the offering of new courses.

The first approach is to reach out to our business shareholders. By presenting ROP program funding needs to advisory committee members, internship providers, workforce development agencies, clubs and associations, ROP has received one-time and on-going donations of equipment, materials and funds to support targeted programs. The Animal and Veterinary Careers Program regularly receives donations of classroom supplies from local veterinary clinics.

The second approach is to increase partnerships with local workforce development agencies. One example of this type of partnership is the ROP Medical Assistant Program. In the fall of 2012, Medical Assistant Program student tuition was supported with grant funds provided by the Alliance For Workforce Development and Butte College in partnership with ROP. ROP will continue to pursue partnerships with local workforce development agencies and postsecondary institutions.

The third approach to maintaining current programs and expanding program offerings is to eliminate the reliance on State funding and transition adult programs to be solely fee-based. The move to fee-based funding will result in significant increases to program fees. In order to enhance program accessibility, ROP has identified the need to offer Title IV Federal Student Aid. Therefore, ROP is seeking COE accreditation.

**SUMMARY**

ROP programs are highly regarded in Butte County for their rigorous instruction and work-based learning activities that produce quality employees. ROP’s compliance with California Education Code and California Code of Regulations Title V for Career Technical Education has contributed greatly to its success. In addition, ROP has maintained accreditation with the Western Association of Schools and Colleges since 1988. The COE self-study process provided ROP with a new opportunity to evaluate programs and identify areas that need to be brought into
alignment with COE requirements. A review of the Standard 2 Criteria for Admissions/Recruiting resulted in ROP developing a written policy on the transference of credits and the revision of the tuition refund policy to meet COE requirements. A review of the Standard 2 Programs Criteria showed ROP in compliance. The review of Standard 2 Instruction Criteria identified the need for ROP advisory committees to begin meeting twice a year instead of annually in order to comply with COE requirements. Upon the award of a COE accreditation, ROP will pursue Title IV Federal Student Aid for its programs to provide students with access to financial aid.
# POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILLED AS OF (date):

December 30, 2012

Programs listed below
Below are those of the:  

- [x] Main Campus
- [ ] Other Campus Location:

Check appropriate box to indicate method of measuring program length:

- [x] Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

### PROGRAM NAME / CIP Code

(Use One Line For Each Program)

<table>
<thead>
<tr>
<th>PROGRAM NAME / CIP Code</th>
<th>PROGRAM LENGTH</th>
<th>INSTRUCTION DELIVERY METHOD (Check One or More)</th>
<th>CREDENTIAL</th>
<th>PROGRAM START DATE</th>
<th>STUDENTS</th>
<th>INSTRUCTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal &amp; Veterinary Careers</td>
<td>600</td>
<td>Clock Hours</td>
<td>X</td>
<td>X</td>
<td>1981</td>
<td>22</td>
</tr>
<tr>
<td>Phlebotomy Technician</td>
<td>106</td>
<td>Course Prep Hours</td>
<td>X</td>
<td></td>
<td>2003</td>
<td>36</td>
</tr>
<tr>
<td>Registered Dental Assistant</td>
<td>960</td>
<td>Primary Source</td>
<td>X</td>
<td></td>
<td>1980</td>
<td>20</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>600</td>
<td>Course Prep Hours</td>
<td>X</td>
<td></td>
<td>1994</td>
<td>12</td>
</tr>
</tbody>
</table>

*Course Prep Hours are NOT added to the course's or program's lecture, lab or work-based activity hours in deriving the total hours for the course or program. (July 1, 2011)*

Complete Chart – Next Page
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
• Complete this form for each service area served by the program.*
• This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte County Regional Occupational Program (ROP) Adult Center</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>2491 Carmichael Dr. Ste 200</td>
<td>Chico, CA 95928</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Mode(s) of Delivery of Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal &amp; Veterinary Careers</td>
<td>☒ 100% Traditional ☐ Hybrid ☐ Distance Education</td>
</tr>
</tbody>
</table>

This program is (check one):

☒ An Existing Program  ☐ A New Program  ☐ A Substantially Revised Program

The length of this program is:

600 Clock Hours  ☐ Semester Credit Hours  ☐ Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $ 675.00

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

* For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution’s physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.
EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the Animal & Veterinary Careers Program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the delivery mode(s) for the program.

EMPLOYER #1:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tracy Mohr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>City of Chico</td>
</tr>
<tr>
<td>Address:</td>
<td>2579 Fair St</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>530-894-5630</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Chico CA 95928</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $22,000 annually to $23,000 annually.

Signature: Tracy Mohr                      Date: 3/13/13

EMPLOYER #2:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rebecca Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>Companion's Animal Hospital</td>
</tr>
<tr>
<td>Address:</td>
<td>5008 Skyway</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>530-892-2345</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Visalia, CA 95969</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $21,000 annually to $22,000 annually.

Signature: Rebecca Moon                   Date: 3/13/13

EMPLOYER #3:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Jan Yaroslav</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>Chico Hospital for Cats</td>
</tr>
<tr>
<td>Address:</td>
<td>548 W East Ave</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>530-892-2289</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Chico, CA 95926</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $21,000 annually to $22,000 annually.

Signature: Jan Yaroslav                    Date: 3/13/13
INTRODUCTION

The ROP Certified Phlebotomy Technician Program is designed to teach students the clinical skills necessary to take the National Exam for Certified Phlebotomy Technician and apply to become a California State Certified Phlebotomy Technician. The program’s students learn to draw blood specimens from patients as requested by hospitals and referring physicians. The curriculum includes infection control, universal precautions, anatomy and physiology of body systems with emphasis on circulatory systems, skin preparation and various punctures, laboratory tests, terminology, specimen handling and age-specific patient needs. This class prepares students to meet the state criteria for certification and is approved by the California Department of Public Health Laboratory Field Services. Licensure is required for employment as a Phlebotomy Technician in California.

ANALYSIS

A. Admissions/Recruiting

1. The institution’s admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)

ROP’s admission policies are available to the public in the ROP Adult Student Handbook, the program information sheet, during orientation and on the ROP website at www.bcoe.org/rop. Students enrolling in the ROP Certified Phlebotomy Technician Program must meet the program requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read at a 10th grade level
- TB clearance – current two-phase (required the first day of class)
- Hepatitis B immunization (students must provide verification that they have received at least the first immunization of the series on the first day of class)

2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See “Vocational English-As-A Second- Language Programs” in the current edition of the Policies and Rules of the Commission.)

ROP does not offer a Vocational English-as-a-Second-Language Program.
3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)

The ROP Certified Phlebotomy Technician Program is competency based and conducted as a single comprehensive stand-alone course. Entry into the program is determined through an application/interview process. ROP does not provide for the transfer of students between programs within the institution nor the transfer of students from other institutions.

4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)

The ROP Certified Phlebotomy Technician Program, as with all ROP programs, is conducted as comprehensive stand-alone curriculum and not as a sequence of courses. ROP does not issue nor accept college credits. Upon successful completion of a program, students take the National Exam for Certified Phlebotomy Technician and apply to become a California State Certified Phlebotomy Technician.

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)

Admission requirements for the ROP Certified Phlebotomy Technician Program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program and state certification. The program advisory committee annually reviews the admission requirements. The ROP Certified Phlebotomy Technician Program application screening and interview process has consistently produced high completion rates, meeting the expectations of the students and staff. In addition, as part of the admission process, students agree to meet the established attendance requirement.

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)

ROP does not offer Associate Degree programs.

7. An institution that admits students on an “ability to benefit” basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A-2)

ROP does not admit students based on an “Ability to Benefit” basis.
8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)

ROP works with staff, instructors and business partners to recruit qualified students to its programs. Program information is available on the ROP website, in brochures, program information sheets, the Adult Student Handbook and course outlines. ROP staff and instructors make presentations at county secondary school career-exploration events. ROP publications provide information on the ROP mission, instructional outcomes, course content and student expectations. Materials are reviewed and revised when program curriculum, admission requirements or other changes occur. ROP does not discriminate in its admissions process, abides by all civil rights laws and complies with the American with Disabilities Act of 1973 as is documented in the Adult Student Handbook.

9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)

Costs for each program are available on the ROP website, in program information sheets, at orientations and in program acceptance letters. ROP has adopted a refund policy that is in compliance with COE and is stated in the Adult Student Handbook.

B. Programs

1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)

The ROP Certified Phlebotomy Technician Program fulfills the institutional mission by ensuring that it provides high quality career technical training that meets industry employment standards. ROP’s adherence to the California Education Code (Ed. Code) and California Code of Regulations Title V (Title V) assures that the occupational needs of its students are met. ROP monitors labor market information to ensure students who complete the program will have job opportunities available to them. Industry partners annually review ROP curriculum, provide program guidance and work-based learning opportunities. ROP completion and placement data confirm that the program is meeting the occupational and educational needs of its students.

2. The objectives for each educational program are evaluated annually. (Objective 2-B-1)

In compliance with Title V, ROP advisory committees meet annually. Beginning in 2012, the ROP Certified Phlebotomy Technician Advisory Committee will meet at least twice annually to evaluate the program in compliance with COE requirements. ROP ensures that the advisory agendas address the required program review elements. These elements include curriculum, texts, learning objectives, materials, facilities, equipment, student outcomes, labor market needs, certificate of proficiency content, work-based learning activities, recruitment and admissions.
3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)

The ROP Certified Phlebotomy Technician Outline is in compliance with and approved by the California Department of Public Health Laboratory Field Services (LFS) office for the preparation of phlebotomy technicians. The student competencies listed in the outline are dictated by the LFS office. Program competencies are discussed during orientations, at the beginning of the program and throughout the term. The program instructor provides students with an opportunity to evaluate the program through an exit survey. Additionally, the instructor follows up with completers to determine their employment status.

4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)

Title V requires ROP advisory committees to annually review all programs. This process ensures programs are up-to-date and relevant to industry standards. The functions of the Advisory Committees are to:

1. Provide information that assists in the design, update, modification, expansion and improvement of the ROP
2. Provide recommendations regarding aptitudes, interests and skills required of students
3. Review program outlines, competencies and skill standards of performance and make recommendations for improvement
4. Review equipment and facilities and make recommendations for new and continuing programs
5. Assist in determining future employment outlook and identify new occupational programs
6. Provide a resource for speakers, field trips, job shadows, work-based learning opportunities and teacher externships

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

The ROP Certified Phlebotomy Technician Program Advisory Committee meets twice a year to conduct a thorough review of the program. Areas that are addressed include: recruitment, admissions, course content, texts and instructional materials, facilities, equipment, changes in industry requirements and the effectiveness of the overall program. Agendas and minutes are maintained in the curriculum files.
6. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers. (Objective 2-B-2)

The ROP Certified Phlebotomy Technician Program hours and content are mandated by LFS. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information when determining course tuition. Currently, the ROP Certified Phlebotomy Technician Program tuition is subsidized by State funding (ADA) and does not reflect the actual cost to run the program. ROP has always made it a priority to provide low-cost adult programs. Unfortunately, State education funding cuts have forced ROP to move towards a fee-based (nonsubsidized) tuition program in order to maintain and expand post-secondary course offerings to meet community needs. With this goal in mind, ROP is applying for COE accreditation in order to qualify the ROP Certified Phlebotomy Technician Program for Title IV Federal Student Aid funding and thereby provide students with options currently not available to them.

7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

The ROP Certified Phlebotomy Technician Program operates as a stand-alone 106 clock-hour course. The length of the course (clock hours) is determined and mandated by LFS. All modules needed for certification are taught during the course. The course meets two days per week, three hours per day for approximately three months. The ROP Certified Phlebotomy Technician Program is offered up to three times a year as deemed necessary to meet area labor market demand.

Associate Degree programs offered must meet the following requirements:

8. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.

ROP does not offer Associate Degree programs.

9. The program has a minimum of 60 semester hours or 90 quarter hours.

ROP does not offer Associate Degree programs.

10. The program includes a minimum of 15 semester hours or 23 quarter hours of general education programs, with a minimum of one program from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

ROP does not offer Associate Degree programs.
11. All programs, regardless of location or mode of delivery, are qualitatively consistent and are approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

The ROP Certified Phlebotomy Technician curriculum is approved by the LFS, the advisory committee and the Butte County Board of Education and is certified by the California Department of Education. The program curriculum is supervised by the Coordinator of Student Services (CAO). The ROP Certified Phlebotomy Technician Program is offered as a stand-alone comprehensive course taught by a single instructor who is accountable for maintaining the quality and consistency of the program. Altogether, these practices ensure that the program trains students to be qualified for licensure and employment.

12. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.

The CAO is responsible for providing guidance, oversight and assistance to the Adult Center programs. The CAO regularly visits the classrooms to perform formal and informal evaluations. In addition, the CAO is readily available to the instructors and informally meets with them on a regular basis. The ROP administration and instructors participate in the program’s advisory committee meetings. The CAO, ROP Director and faculty meet to consider student exit surveys, advisory committee recommendations and completer/leaver data in planning and evaluating programs.

13. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

ROP uses a web-based data management system, SOCRATES, to maintain student records. The Butte County Office of Education (BCOE) Information Technology (IT) department provides system maintenance and electronic backup of student records. All financial and student information records are available to authorized ROP personnel at designated computer stations at the ROP Adult Center and Administrative offices.

14. Are described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.

The ROP Certified Phlebotomy Technician Program tuition, refund policy, admission and other pertinent program information is provided in the Adult Student Handbook, program information sheet, acceptance letter and on the ROP website. In addition, program information is included in the program brochure and other promotional materials.
15. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)

ROP programs maintain a low student to instructor ratio which provides ample opportunity for students to interact with their instructors. The ROP Certified Phlebotomy Technician Program enrollment limit is 12 students. At the beginning of each program, the instructor provides the students with his/her contact information including phone number and email address.

16. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

ROP offers only traditional clock hour programs.

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

17. If this program was used as a sample for program prep review, it meets the requirements on the Program Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

NA

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)

The ROP Certified Phlebotomy Technician Program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. Schoolwide Learning Outcomes (SLOs) were developed by program shareholders (instructors, employers, students, educators), adopted by ROP and integrated into all programs. Students are required to maintain at least an 80% performance level in all areas of training including skill checks, proficiency tests, written exams and projects. Students performing below the 80% requirement receive counseling and additional instruction as appropriate. Instructional materials include textbooks, video/DVD, software programs and Internet resources. Hands-on lab practice and clinical internship placements provide additional means for students to develop and demonstrate their skill proficiency.
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)

The ROP Certified Phlebotomy Technician Program integrates the ROP SLOs into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The ROP Certified Phlebotomy Technician Program provides medical facility internships to support student understanding of the demands of the work place. All ROP students are provided training and support for preparing cover letters, resumes and applications and participating in interviews.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)

The ROP Certified Phlebotomy Technician Program and all ROP postsecondary programs are taught by instructors with work-based experience that makes them experts in their field. With guidance from industry partners, licensing agencies and ROP administrators, ROP instructors have organized their programs in a sequence of instruction that maximizes mastery of the competencies. The ROP Certified Phlebotomy Technician Outline is reviewed annually by its advisory committee and approved by the LFS. The program instructor is responsible for developing weekly lesson plans that support the sequence of instruction and providing students with a program schedule. Student completion and placement follow up data indicate that the ROP Certified Phlebotomy Technician curriculum sequencing is effective for this program.

Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee must be composed of individuals external to the institution and must:

4. Consist of a minimum of three members who represent the geographical service area covered by the program area;

The ROP Certified Phlebotomy Technician Program Advisory Committee maintains a membership of three or more industry representatives from the program service area who attend two meetings annually.

5. Have expertise in the occupational areas taught by the program;

ROP adheres to the Title V requirement that program advisory committees be comprised of a majority of business partners from the program’s industry. Minutes are kept for each advisory committee meeting, recording the attendance of participants and their industry association.
6. Meet at least twice annually;

Title V requires that ROP advisory committees meet at least annually. In compliance with COE requirements, the ROP Certified Phlebotomy Technician Program Advisory Committee meets twice annually.

7. Have at least two members physically present at each meeting; and,

ROP policy requires that two or more industry representatives must attend all advisory meetings in addition to other participants (instructors, administrators, students). In the event a meeting does not have two industry representatives present, it will be rescheduled. Minutes are kept for each advisory committee meeting noting the attendance and identity of all attendees.

8. Keep minutes to document their activities and recommendations.

The ROP Certified Phlebotomy Technician Program Advisory Committee meeting minutes are maintained in the program curriculum file. The minutes include names and titles of the attendees and details of all recommendations discussion points.

9. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)

ROP policy and Title V require that the ROP Certified Phlebotomy Technician and all ROP advisory committees meet annually to perform a comprehensive program review that includes the course outline, curriculum, texts and instructional materials, facilities, equipment, and work-based training activities. ROP dictates the agenda for the meetings, requires the attendance of an ROP administrator and maintains comprehensive minutes.

10. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)

Safety is a fundamental element of all ROP programs. Classroom procedures and safety are addressed during the first days of class and are ongoing throughout the term. Many programs have industry specific safety requirements (e.g., machine/equipment safety, industry hazards, infection control, etc.) which are incorporated into the curriculum. Personal protective equipment, as appropriate, is available in every classroom. BCOE Maintenance and Operations personnel verify classroom safety and maintain fire extinguishers. All ROP postsecondary classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE publishes the Crisis Response Plan maintained in the Adult Center. BCOE also provides every classroom and office with a BCOE Crisis Response Procedures Flip Chart that lists crisis response directives and an emergency evacuation route.
11. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)

The ROP Certified Phlebotomy Technician students receive academic instruction and training though lecture and lab assignments using equipment comparable to that found in clinical laboratory facilities. Students are trained on computers with industry software as appropriate. Most significantly, ROP students are placed in work-based internships (Community Classroom) to provide real-world, hands-on training experiences that cannot be duplicated in the classroom. Internships allow ROP Certified Phlebotomy Technician students to work with state-of-the-art laboratory equipment and interact with healthcare professionals and patients. ROP follows the ROP Certified Phlebotomy Technician Advisory Committee’s recommendations when upgrading and/or replacing instructional equipment and training materials.

12. All instruction is effectively organized as evidenced by program outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)

ROP instruction is effectively organized through the use of course outlines, class schedules, lesson plans, textbooks, skill checks, written tests, instructional handouts and Community Classroom (internship) training documents.

13. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)

The ROP Certified Phlebotomy Technician Outline lists the program outcomes and competencies that students are expected to master. The ROP Certified Phlebotomy Technician instructor utilizes a variety of assessment strategies to measure student achievement including written tests and quizzes, skill checks, project rubrics, internship evaluations and lab performance observations.

14. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)

A required element of the ROP Certified Phlebotomy Technician Program is the internship placements provided students. In accordance with Title V, ROP utilizes the nonpaid Community Class (CC) internship placement model. Before placement in CC, the instructor provides the lab facility with the LFS approved instructional plan (Student’s Clinical Performance Record for Phlebotomy) that documents student progress through the required competencies. In compliance with Title V, the ROP instructor monitors the CC placement through weekly onsite visits and conducts conferences with students and training site supervisors. The CC methodology provides students with the opportunity to complete the LFS required blood-draws and ensures student supervision by an ROP instructor and a designated training site supervisor.
15. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations. (Objective 2-C-6)

In compliance with Title V, ROP utilizes the Community Classroom Training Agreement to define the roles and responsibilities of the training site, ROP and student. The CC agreement identifies the student, supervising ROP instructor and training site supervisor. ROP policy requires that the agreements be signed and distributed prior to student placement. The training site supervisor maintains a copy of the student’s Student’s Clinical Performance Record for Phlebotomy and is responsible for directing student training and completing student evaluations.

16. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)

Title V directs ROPs on how to conduct CC internships. Title V specifies that the course instructor provide direct coordination and supervision of ROP internships. For CC placements, Title V requires ROPs to utilize a Joint Venture Agreement for Use of Facilities to define the relationship and responsibilities between ROP, BCOE and the business/employer. In addition, ROP uses the Community Classroom Training Agreement to specify and define the responsibilities of the student, training site supervisor and ROP instructor. All ROP instructors are credentialed by the State of California and are required to provide direct supervision of their students in CC. The Community Classroom Training Agreement specifies the ROP teacher and the training site supervisor. All agreements must be completed and distributed to the participants prior to student placement.

CHALLENGES AND PROPOSED SOLUTIONS

ROP has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in Butte County. However doing so requires fiscal stability, something educators in California have not had for many years. In 2009, the State of California reduced ROP funding by nearly 22% and has not increased it since. As a result, ROP was forced to significantly reduce its high school and adult offerings. Since that time, ROP has looked for new approaches to sustaining the quality of the current programs and grow to meet community and employer needs. ROP has begun working on three approaches to maintaining current programs and supporting the offering of new courses.

The first approach is to reach out to our business shareholders. By presenting ROP program funding needs to advisory committee members, internship providers, workforce development agencies, clubs and associations, ROP has received one-time and on-going donations of equipment, materials and funds to support targeted courses. The ROP Certified Phlebotomy Technician Program regularly receives donations of materials and supplies from area hospitals.

The second approach is to increase partnerships with local workforce development agencies. One example of this type of partnership is the ROP Medical Assistant Program. In the fall of 2012, Medical Assistant program student tuition was supported with grant funds provided by the Alliance For Workforce Development and Butte College in partnership with ROP. ROP will
continue to pursue partnerships with local workforce development agencies and postsecondary institutions.

The third approach to maintaining current programs and expanding program offerings is to eliminate the reliance on State funding and transition adult programs to be solely fee-based. The move to fee-based funding will result in significant increases to program fees. In order to enhance program accessibility, ROP has identified the need to offer Title IV Federal Student Aid. Therefore, ROP is seeking COE accreditation.

SUMMARY

ROP programs are highly regarded in Butte County for their rigorous instruction and work-based learning activities that produce quality employees. ROP’s compliance with California Education Code and California Code of Regulations Title V for Career Technical Education has contributed greatly to its success. In addition, ROP has maintained accreditation with the Western Association of Schools and Colleges since 1988. The COE self-study process provided ROP with a new opportunity to evaluate programs and identify areas that need to be brought into alignment with COE requirements. A review of the Standard 2 Criteria for Admissions/Recruiting resulted in ROP developing a written policy on the transference of credits and the revision of the tuition refund policy to meet COE requirements. A review of the Standard 2 Programs Criteria showed ROP in compliance. The review of Standard 2 Instruction Criteria identified the need for ROP advisory committees to begin meeting twice a year instead of annually in order to comply with COE requirements. Upon the award of a COE accreditation, ROP will pursue Title IV Federal Student Aid for its programs to provide students with access to financial aid.
## POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPiled AS OF (date):

December 30, 2012

Programs listed below
Below are those of the:  
[X] Main Campus  [ ] Other Campus Location:

Check appropriate box to indicate method of measuring program length:  
[X] Clock Hours  [ ] Semester Credit Hours  Complete Clock/Credit Chart – Next Page  [ ] Quarter Credit Hours  Complete Clock/Credit Chart – Next Page

<table>
<thead>
<tr>
<th>PROGRAM NAME / CIP Code</th>
<th>PROGRAM LENGTH</th>
<th>INSTRUCTION DELIVERY METHOD (Check One or More)</th>
<th>CREDENTIAL</th>
<th>STUDENTS</th>
<th>INSTRUCTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Course Prep Hours*</td>
<td>Classroom</td>
<td>Online</td>
<td>Audio/Visual</td>
</tr>
<tr>
<td>Animal &amp; Veterinary Careers</td>
<td>600</td>
<td>0</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Phlebotomy Technician</td>
<td>106</td>
<td>0</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Dental Assistant</td>
<td>960</td>
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<td>X</td>
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<td></td>
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<tr>
<td>Medical Assistant</td>
<td>600</td>
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</table>

*Course Prep Hours are NOT added to the course’s or program’s lecture, lab or work-based activity hours in deriving the total hours for the course or program.

(Announcement: July 1, 2011)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for each service area served by the program.*
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte County Regional Occupational Program (ROP) Adult Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>2491 Carmichael Dr. Ste 200</td>
<td>Chico, CA 95928</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
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</thead>
<tbody>
<tr>
<td>Phlebotomy Technician</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 100% Traditional</td>
</tr>
<tr>
<td>□ Hybrid</td>
</tr>
<tr>
<td>□ Distance Education</td>
</tr>
</tbody>
</table>

This program is (check one):

- X An Existing Program
- □ A New Program
- □ A Substantially Revised Program

The length of this program is:

- 106 Clock Hours
- □ Semester Credit Hours
- □ Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $1,200.00

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

* For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution’s physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.
EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the **Phlebotomy Technician** program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the 100% Traditional Hybrid Distance Education delivery mode(s) for the program.

### EMPLOYER #1:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jillian Arrigoni</td>
<td>Phlebotomy Supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oroville Hospital</td>
<td>530-832-8554</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City/State/Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2767 Olive Hwy.</td>
<td>Oroville CA 95926</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from **$33,280 annually** to **$34,000 annually**.

Signature: [Signature]

Date: 11-8-12

### EMPLOYER #2:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Martin</td>
<td>Lab Assistant Supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Phone Number:</th>
</tr>
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<tbody>
<tr>
<td>Enloe Medical Center</td>
<td>530-332-7360</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
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</thead>
<tbody>
<tr>
<td>1531 Esplanade</td>
<td>Chico CA 95926</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from **$34,000 annually** to **$35,000 annually**.

Signature: [Signature]

Date: 11-9-12

### EMPLOYER #3:

<table>
<thead>
<tr>
<th>Name:</th>
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<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Phone Number:</th>
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<table>
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<tr>
<th>Address:</th>
<th>City/State/Zip:</th>
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</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from **annually** to **annually**.

Signature:

Date:
EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the ROP Certified Phlebotomy Technician program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the [X] 100% Traditional [ ] Hybrid [ ] Distance Education delivery mode(s) for the program.

**EMPLOYER #1: JASON STEPHENS**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valley Clinical Lab</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>530-624-1143</td>
</tr>
<tr>
<td>Address:</td>
<td>2767 Olive Way</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>OROVILLE CA 95966</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $30,000 annually to $32,000 annually.

Signature: [Signature] Date: 4-2-13

**EMPLOYER #2:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
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<tbody>
<tr>
<td>Company Name:</td>
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<tr>
<td>Address:</td>
<td>City/State/Zip:</td>
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</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually.

Signature: Date:

**EMPLOYER #3:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>Address:</td>
<td>City/State/Zip:</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually.

Signature: Date:
INTRODUCTION

The ROP Medical Assistant Program is designed to teach students the clinical skills necessary for employment in a variety of medical settings including medical clinics, physician offices and hospitals. Subjects include medical terminology, anatomy and physiology, vital signs, medical/surgical asepsis, physical examination, basic electrocardiography, basic pharmacology, assisting with diagnostic and therapeutic processes and laboratory procedures. The program is comprised of a 600 hour stand-alone course. The students spend 400 classroom hours in direct and lab instruction and 200 hours in a non-paid internship in a medical facility (called Community Classroom). Upon course completion, successful ROP students receive an ROP Certificate of Proficiency. Completers may elect to sit for the California Certified Medical Assistant (CCMA) exam. However, licensure is not a requirement for employment as a Medical Assistant in California.

ANALYSIS

A. Admissions/Recruiting

1. The institution’s admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)

ROP’s admission policies are available to the public in the ROP Adult Student Handbook, program information sheet, during orientation and on the ROP website at www.bcoe.org/rop. Students enrolling in the ROP Medical Assistant Program must meet the program requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read and write at a 10th grade level and perform math at an 8th grade level
- TB clearance – current two-phase (required the first day of class)
- Hepatitis B immunization (verification of first immunization or completed series on the first day of class)

2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See “Vocational English-As-A Second-Language Programs” in the current edition of the Policies and Rules of the Commission.)

ROP does not offer a Vocational English-as-a-Second-Language Program.
3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)

The ROP Medical Assistant Program is competency based and conducted as a single comprehensive stand-alone course. Entry into the program is determined through an application/interview process. ROP does not provide for the transfer of students between programs within the institution nor the transfer of students from other institutions.

4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)

The ROP Medical Assistant Program, as with all ROP programs, is conducted as a comprehensive stand-alone curriculum and not as a sequence of courses. ROP does not issue nor accept college credits. Upon successful completion of the program, students have the opportunity to take the California Certified Medical Assistant (CCMA) state certification exam.

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)

Admission requirements for the ROP Medical Assistant Program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program and preparation for state certification. The program advisory committee annually reviews the admission requirements. The ROP Medical Assistant Program application screening/interview and testing process has produced high completion rates, meeting the expectations of the students and staff. In addition, as part of the admission process, students agree to meet the established attendance requirement.

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)

ROP does not offer Associate Degree programs.

7. An institution that admits students on an “ability to benefit” basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A-2)

ROP does not admit students based on an “Ability to Benefit” basis.
8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)

ROP works with staff, instructors and business partners to recruit qualified students to its programs. Program information is available on the ROP website, in brochures, program information sheets, the Adult Student Handbook and course outlines. ROP staff and instructors make presentations at county secondary school career-exploration events. ROP publications provide information on the ROP mission, instructional outcomes, course content and student expectations. Materials are reviewed and revised when program curriculum, admission requirements, or other changes occur. ROP does not discriminate in its admissions process, abides by all civil rights laws and complies with the American with Disabilities Act of 1973 as is documented in the Adult Student Handbook.

9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)

Costs for each program are available on the ROP website, in program information sheets, at orientations and in program acceptance letters. ROP has adopted a refund policy that is in compliance with COE and is stated in the Adult Student Handbook.

B. Programs

1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)

The ROP Medical Assistant Program fulfills the institutional mission by ensuring that it provides high quality career technical training that meets industry employment standards. ROP’s adherence to the California Education Code (Ed. Code) and California Code of Regulations Title V (Title V) assures that the occupational needs of its students are met. ROP monitors labor market information to ensure students who complete the program will have job opportunities available to them. Industry partners annually review ROP curriculum, provide program guidance and work-based learning opportunities. ROP completion and placement data confirm that the program is meeting the occupational and educational needs of its students.

2. The objectives for each educational program are evaluated annually. (Objective 2- B-1)

In compliance with Title V, ROP advisory committees meet annually. Beginning in 2012, the ROP Medical Assistant Advisory Committee will meet at least twice annually to evaluate the program in compliance with COE requirements. ROP ensures that the advisory agendas address the required program review elements. These elements include curriculum, texts, learning objectives, materials, facilities, equipment, student outcomes, labor market needs, certificate of proficiency content, work-based learning activities, recruitment and admissions.
3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)

The ROP Medical Assistant Outline lists the competencies and learning objectives for each student. The ROP Medical Assistant Advisory Committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the healthcare industry. Program competencies are discussed during orientation, at the beginning of the program and throughout the term. The instructor provides students with an opportunity to evaluate the program through an exit survey. Additionally, the instructor follows up with completers to determine their employment status.

4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)

Title V requires ROP advisory committees to annually review all programs. This process ensures programs are up-to-date and relevant to industry standards. The functions of the Advisory Committees are to:

1. Provide information that assists in the design, update, modification, expansion and improvement of the ROP
2. Provide recommendations regarding aptitudes, interests and skills required of students
3. Review program outlines, competencies and skill standards of performance and make recommendations for improvement
4. Review equipment and facilities and make recommendations for new and continuing programs
5. Assist in determining future employment outlook and identify new occupational programs
6. Provide a resource for speakers, field trips, job shadows, work-based learning opportunities and teacher externships

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

The ROP Medical Assistant Program Advisory Committee meets twice a year to conduct a thorough review of the program. Areas that are addressed include: recruitment, admissions, course content, texts and instructional materials, facilities, equipment, changes in industry requirements and the effectiveness of the overall program. Agendas and minutes are maintained in the curriculum files.
6. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers. (Objective 2-B-2)

The ROP Medical Assistant Program hours were based on content requirements recommended by the licensing agency and the program’s advisory committee. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information when determining the course length and tuition. Currently, the ROP Medical Assistant Program tuition is subsidized by state funding (ADA) and does not reflect the actual cost to run the program. The 2012 Medical Assistant Program was funded by partnership grants through Butte College and the Alliance For Workforce Development. Unfortunately, State education funding cuts have forced ROP to move towards a fee-based (nonsubsidized) tuition program in order to maintain and expand postsecondary course offerings to meet community needs. With this goal in mind, ROP is applying for COE accreditation in order to qualify the ROP Medical Assistant Program for Title IV Federal Student Aid and thereby provide students with options currently not available to them.

7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

The ROP Medical Assistant Program operates as a stand-alone 600 clock-hour course. ROP offers the course annually. Students enter the program and continue until the scheduled completion date. All units needed for certification are taught during the course. The instructor provides the students with a program calendar during orientation.

Associate Degree programs offered must meet the following requirements:

8. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.

ROP does not offer Associate Degree programs.

9. The program has a minimum of 60 semester hours or 90 quarter hours.

ROP does not offer Associate Degree programs.

10. The program includes a minimum of 15 semester hours or 23 quarter hours of general education programs, with a minimum of one program from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

ROP does not offer Associate Degree programs.
11. All programs, regardless of location or mode of delivery, are qualitatively consistent and are approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

The ROP Medical Assistant Program curriculum is approved by the program’s advisory committee and the Butte County Board of Education and is certified by the California Department of Education. The program curriculum is supervised by the Coordinator of Student Services (CAO). The ROP Medical Assistant Program is offered as a stand-alone comprehensive course taught by a single instructor who is accountable for maintaining the quality and consistency of the program. Altogether, these practices ensure that the program trains students to be qualified for employment and licensure.

12. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.

The CAO is responsible for providing guidance, oversight and assistance to the Adult Center programs. The CAO regularly visits the classrooms to perform formal and informal evaluations. In addition, the CAO is readily available to the instructors and informally meets with them on a regular basis. The ROP administration and instructors participate in the program’s advisory committee meetings. The CAO, ROP Director and faculty meet to consider student exit surveys, advisory committee recommendations and completer/leaver data in planning and evaluating programs.

13. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

ROP uses a web-based data management system, SOCRATES, to maintain student records. The Butte County Office of Education (BCOE) Information Technology department provides system maintenance and electronic backup of student records. All financial and student information records are available to authorized ROP personnel at designated computer stations at the ROP Adult Center and Administrative offices.

14. Are described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.

ROP Medical Assistant Program tuition, refund policy, admission and other pertinent program information is provided in the Adult Student Handbook, program information sheet, acceptance letter and on the ROP website. In addition, program information is included in the program brochure and other promotional materials.
15. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)

ROP programs maintain a low student to instructor ratio which provides ample opportunity for students to interact with their instructors. The Medical Assistant Program enrollment limit is 24 students. At the beginning of each program, the instructor provides the students with his/her contact information including phone number and email address.

16. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

ROP offers only traditional clock hour programs.

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

17. If this program was used as a sample for program prep review, it meets the requirements on the Program Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

NA

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)

The ROP Medical Assistant Program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. Schoolwide Learning Outcomes (SLOs) were developed by program shareholders (instructors, employers, students, educators), adopted by ROP and integrated into all ROP programs. Students are required to maintain at least an 80% performance level in all areas of training including skill checks, proficiency tests, written exams and projects. Students performing below the 80% requirement receive counseling and additional instruction as appropriate. Instructional materials include textbooks, video/DVD, software programs, and Internet resources. Hands-on lab practice and healthcare facility internship placements provide additional means for students to develop and demonstrate their skill proficiency.
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)

The ROP Medical Assistant Program integrates the ROP SLOs into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The ROP Medical Assistant program provides guest speakers, field trips and industry internships to support student understanding of the demands of the work place. All ROP students are provided training and support for preparing cover letters, resumes and applications and participating in interviews.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)

The ROP Medical Assistant Program and all ROP postsecondary programs are taught by instructors with work-based experience that makes them an expert in their field. With guidance from industry partners, licensing agencies and ROP administrators, ROP instructors have organized their programs in a sequence of instruction that maximizes mastery of the competencies. The ROP Medical Assistant Program outline is reviewed annually by its advisory committee and is certified by the California Department of Education. The program instructor is responsible for developing weekly lesson plans that support the sequence of instruction and providing students with a program schedule. Student completion and placement follow up data indicate that the ROP Medical Assistant curriculum sequencing is effective for this program.

Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee must be composed of individuals external to the institution and must:

4. Consist of a minimum of three members who represent the geographical service area covered by the program area;

The ROP Medical Assistant Program Advisory Committee maintains a membership of three or more industry representatives from the program service area who attend two meetings annually.

5. Have expertise in the occupational areas taught by the program;

ROP adheres to the Title V requirement that program advisory committees be comprised of a majority of business partners from the program’s industry. Minutes are kept for each advisory committee meeting, recording the attendance of participants and their industry association.

6. Meet at least twice annually;

Title V requires that ROP advisory committees meet at least annually. In compliance with COE requirements, the ROP Medical Assistant Program Advisory Committee meets twice annually.
7. Have at least two members physically present at each meeting; and,

ROP policy requires that two or more industry representatives must attend all advisory meetings in addition to other participants (instructors, administrators, students). In the event a meeting does not have two industry representatives present, it will be rescheduled. Minutes are kept for each advisory committee meeting noting the attendance and identity of all attendees.

8. Keep minutes to document their activities and recommendations.

The ROP Medical Assistant Program Advisory Committee meeting minutes are maintained in the program curriculum file. The minutes include names and titles of the attendees and details of all recommendations and committee discussion points.

9. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)

ROP policy and Title V require that the ROP Medical Assistant and all ROP advisory committees meet annually to perform a comprehensive program review that includes the course outline, curriculum, texts and instructional materials, facilities, equipment, and work-based training activities. ROP dictates the agenda for the meetings, requires the attendance of an ROP administrator and maintains comprehensive minutes.

10. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)

Safety is a fundamental element of all ROP programs. Classroom procedures and safety are addressed during the first days of class and are ongoing throughout the term. Many programs have industry specific safety requirements (e.g., machine/equipment safety, industry hazards, infection control, etc.) which are incorporated into the curriculum. Personal protective equipment, as appropriate, is available in every classroom. BCOE Maintenance and Operations personnel verify classroom safety and maintain fire extinguishers. All ROP postsecondary classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE publishes the Crisis Response Plan maintained in the Adult Center. BCOE also provides every classroom and office with a BCOE Crisis Response Procedures Flip Chart that lists crisis response directives and an emergency evacuation route.

11. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)

The ROP Medical Assistant students receive academic instruction and training through lecture and lab assignments using equipment comparable to that found in healthcare facilities. Students are trained on computers with industry software as appropriate. Most significantly, ROP students are placed in work-based internships (Community Classroom/Cooperative Vocational
Education) to provide real-world, hands-on training experiences that cannot be duplicated in the classroom. Internships allow ROP Medical Assistant students to work with state-of-the-art healthcare equipment and interact with medical professionals and patients. ROP follows the ROP Medical Assistant Program Advisory Committee’s recommendations when upgrading and/or replacing instructional equipment and training materials.

12. All instruction is effectively organized as evidenced by program outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)

ROP instruction is effectively organized through the use of course outlines, class schedules, lesson plans, textbooks, skill checks, written tests, instructional handouts and Community Classroom/Cooperative Vocational Education (internship) training documents.

13. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)

The ROP Medical Assistant Outline lists the program outcomes and competencies that students are expected to master. The ROP Medical Assistant instructor utilizes a variety of assessment strategies to measure student achievement including written tests and quizzes, skill checks, project rubrics, internship evaluations and lab performance observations.

14. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)

In accordance with Title V, ROP provides two forms of internship opportunities to the ROP Medical Assistant students. These include the nonpaid Community Class (CC) and paid Cooperative Vocational Education (CVE). Before placement in CC and CVE, the instructor develops an Individualized Training Plan (ITP) for each student that lists skill competencies and hours to direct training at the job site. In compliance with Title V, ROP instructors monitor CC and CVE training through weekly on-site visits and conducts conferences with students and training site supervisors. The ITP serves to guide the training site supervisor in providing appropriate training and provides the instructor with a tool to record student progress. In addition the training site supervisor regularly completes student performance evaluations. The CC and CVE program policies provide students with the opportunity to participate in a variety of appropriate learning experiences in a real-world setting and ensure student supervision by an ROP instructor and a designated training site supervisor.

15. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations. (Objective 2-C-6)

In compliance with Title V, ROP utilizes two different training agreements to define the roles and responsibilities of the business, ROP and student. For nonpaid internships ROP uses the Community Classroom Training Agreement and for paid internships ROP uses the Cooperative Vocational Education Training and Placement Agreement. Both agreements identify the
student, supervising ROP instructor and training site supervisor. ROP policy requires that the agreements be signed and distributed prior to student placement. The training site supervisory maintains a copy of the student’s ITP and is responsible for directing student training and completing student evaluations.

16. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)

Title V directs ROPs on how to conduct CC and CVE internships. Title V specifies that the course instructor provide direct coordination and supervision of ROP internships. For CC placements, Title V requires ROPs to utilize a Joint Venture Agreement for Use of Facilities to define the relationship and responsibilities between ROP and the business/employer. In addition, ROP uses the Community Classroom Training Agreement to specify and define the responsibilities of the student, training site supervisor and ROP instructor. For CVE placements, ROP utilizes the Cooperative Vocational Education Training and Placement Agreement to identify the participants and define their responsibilities. All ROP instructors are credentialed by the State of California and are required to provide supervision of their students in CC and CVE. Both the Community Classroom Training Agreement and Cooperative Vocational Education Training and Placement Agreement specify the ROP teacher and the training site supervisor. All agreements must be completed and distributed to the participants prior to student placement.

CHALLENGES AND PROPOSED SOLUTIONS

ROP has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in Butte County. However doing so requires fiscal stability, something educators in California have not had for many years. In 2009, the State of California reduced ROP funding by nearly 22% and has not increased it since. As a result, ROP was forced to significantly reduce its high school and adult offerings. Since that time, ROP has looked for new approaches to sustaining the quality of the current programs and grow to meet community and employer needs. ROP has begun working on three approaches to maintaining current programs and supporting the offering of new courses.

The first approach is to reach out to our business shareholders. By presenting ROP program funding needs to advisory committee members, internship providers, workforce development agencies, clubs and associations, ROP has received one-time and on-going donations of equipment, materials and funds to support targeted courses. The ROP Medical Assistant program received donations of classroom equipment including exam table, privacy screen, scales, wheelchair, etc. from a local medical supply organization.

The second approach is to increase partnerships with local workforce development agencies. One example of this type of partnership is the ROP Medical Assistant Program. In the fall of 2012, Medical Assistant Program student tuition was supported with grant funds provided by the Alliance For Workforce Development and Butte College in partnership with ROP. ROP will continue to pursue partnerships with local workforce development agencies and postsecondary institutions.
The third approach to maintaining current programs and expanding program offerings is to eliminate the reliance on State funding and transition adult programs to be solely fee-based. The move to fee-based funding will result in significant increases to program fees. In order to enhance program accessibility, ROP has identified the need to offer Title IV Federal Student Aid. Therefore, ROP is seeking COE accreditation.

SUMMARY

ROP programs are highly regarded in Butte County for their rigorous instruction and work-based learning activities that produce quality employees. ROP’s compliance with California Education Code and California Code of Regulations Title V for Career Technical Education has contributed greatly to its success. In addition, ROP has maintained accreditation with the Western Association of Schools and Colleges since 1988. The COE self-study process provided ROP with a new opportunity to evaluate programs and identify areas that need to be brought into alignment with COE requirements. A review of the Standard 2 Criteria for Admissions/Recruiting resulted in ROP developing a written policy on the transference of credits and the revision of the tuition refund policy to meet COE requirements. A review of the Standard 2 Programs Criteria showed ROP in compliance. The review of Standard 2 Instruction Criteria identified the need for ROP advisory committees to begin meeting twice a year instead of annually in order to comply with COE requirements. Upon the award of a COE accreditation, ROP will pursue Title IV Federal Student Aid for its programs to provide students with access to financial aid.
# POSTSECONDARY EDUCATIONAL PROGRAMS

**DATA COMPILED AS OF** (date):

December 30, 2012

Programs listed below

Below are those of the:  

- X Main Campus
- [ ] Other Campus Location:

Check appropriate box to indicate method of measuring program length:

- [ ] Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

<table>
<thead>
<tr>
<th>PROGRAM NAME / CIP Code</th>
<th>PROGRAM LENGTH</th>
<th>% of Program’s Total Length Available Through Distance Education</th>
<th>INSTRUCTION DELIVERY METHOD (Check One or More)</th>
<th>CREDENTIAL</th>
<th>PROGRAM START DATE</th>
<th>STUDENTS</th>
<th>INSTRUCTORS</th>
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<tbody>
<tr>
<td>Animal &amp; Veterinary Careers</td>
<td>600</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>1981</td>
<td>22</td>
<td>1</td>
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<td>Phlebotomy Technician</td>
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<td>0</td>
<td>X</td>
<td></td>
<td>2003</td>
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<td>1</td>
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<tr>
<td>Registered Dental Assistant</td>
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<td>X</td>
<td>X</td>
<td>1980</td>
<td>20</td>
<td>1</td>
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<tr>
<td>Medical Assistant</td>
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<td></td>
<td>X</td>
<td>X</td>
<td>1994</td>
<td>12</td>
<td>1</td>
</tr>
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</table>

*Course Prep Hours are NOT added to the course’s or program’s lecture, lab or work-based activity hours in deriving the total hours for the course or program.
(July 1, 2011)*
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for each service area served by the program.*
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte County Regional Occupational Program (ROP) Adult Center</td>
<td>Chico, CA 95928</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Name of Program</th>
<th>Mode(s) of Delivery of Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2491 Carmichael Dr. Ste 200</td>
<td>Medical Assistant</td>
<td>[x] 100% Traditional [ ] Hybrid [ ] Distance Education</td>
</tr>
</tbody>
</table>

This program is (check one):

- [x] An Existing Program    - [ ] A New Program    - [ ] A Substantially Revised Program

The length of this program is:

- [600] Clock Hours  - [_____] Semester Credit Hours  - [_____] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $287.00

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

* For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.
EMPLEYERS' VERIFICATION STATEMENT:

We have reviewed the ROP Medical Assistant program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the [X] 100% Traditional  □ Hybrid  □ Distance Education delivery mode(s) for the program.

### EMPLOYER #1:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika Braswell</td>
<td>MA</td>
<td>826-6878</td>
</tr>
</tbody>
</table>

Address: 100 Independence Cir.  
City/State/Zip: Chico, CA 95973

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $16,000 annually to $18,000 annually.

Signature:  
Date: 3-28-13

### EMPLOYER #2:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Hood</td>
<td>MA Sup</td>
<td>891-1674</td>
</tr>
</tbody>
</table>

Address: 3700 Wallamba Ave  
City/State/Zip: Chico CA

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $20,000 annually.

Signature:  
Date: 3-28-13

### EMPLOYER #3:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evan Attaway</td>
<td>Employment Mgr.</td>
<td>876-3302</td>
</tr>
</tbody>
</table>

Address: 5974 Pentz Rd  
City/State/Zip: Paradise, CA 95969

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $28,000 annually.

Signature:  
Date: 3-28-13
INTRODUCTION

The ROP Registered Dental Assistant Program is designed to instruct students in the necessary manipulative skills and knowledge for entry-level employment as a dental assistant. Classroom instruction covers dental anatomy, dental radiology, coronal polish, pit and fissure sealants, dental instruments and equipment, first aid and CPR. Each student will participate in clinical training which includes instruction in a dental office working side by side with the dentist and staff. Upon successful completion, students receive a Certificate of Proficiency, a California Dental Radiography Certificate, a Coronal Polish Certificate, a Pit and Fissure Sealant Certificate, an Infection Control Certificate and are eligible to apply for and take the Registered Dental Assistant Examination offered by the Dental Board of California (DBC). Licensure is not a requirement for employment as a dental assistant in California.

ANALYSIS

A. Admissions/Recruiting

1. The institution’s admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)

ROP’s admission policies are available to the public in the ROP Adult Student Handbook, program information sheet, during orientations and on the ROP website at www.bcoe.org/rop. Students enrolling in the ROP Registered Dental Assistant Program must meet the program requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read at a 10th grade level
- TB clearance – current two-phase (required the first day of class)
- Hepatitis B immunization (students must provide verification that they have received at least the first immunization of the series on the first day of class)

2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See “Vocational English-As-A Second-Language Programs” in the current edition of the Policies and Rules of the Commission.)

ROP does not offer a Vocational English-as-a-Second-Language Program.
3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)

The ROP Registered Dental Assistant Program is competency based and conducted as a single comprehensive stand-alone course. Entry into the program is determined through the application/interview process. ROP does not provide for the transfer of students between programs within the institution nor the transfer of students from other institutions.

4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)

The ROP Registered Dental Assistant Program, as with all ROP programs, is conducted as a comprehensive stand-alone curriculum and not as a sequence of courses. ROP does not issue nor accept college credits. Upon successful completion of the program, students have the opportunity to take the Registered Dental Assistant Examination offered by the Dental Board of California.

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)

Admission requirements for the ROP Registered Dental Assistant Program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program and preparation for state certification. The program advisory committee annually reviews the admission requirements. The ROP Registered Dental Assistant Program application screening and interview process has consistently produced high completion rates, meeting the expectations of the students and staff. In addition, as part of the admission process, students agree to meet the established attendance requirement.

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)

ROP does not offer Associate Degree programs.

7. An institution that admits students on an “ability to benefit” basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A-2)

ROP does not admit students based on an “Ability to Benefit” basis.
8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)

ROP works with staff, instructors and business partners to recruit qualified students to its programs. Program information is available on the ROP website, in brochures, program information sheets, the Adult Student Handbook and course outlines. ROP staff and instructors make presentations at county secondary school career-exploration events. ROP publications provide information on the ROP mission, instructional outcomes, course content and student expectations. Materials are reviewed and revised when program curriculum, admission requirements or other changes occur. ROP does not discriminate in its admissions process, abides by all civil rights laws and complies with the American with Disabilities Act of 1973 as is documented in the Adult Student Handbook.

9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)

Costs for each program are available on the ROP website, in program information sheets, at orientations and in program acceptance letters. ROP has adopted a refund policy that is in compliance with COE and is stated in the Adult Student Handbook.

B. Programs

1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)

The ROP Registered Dental Assistant Program fulfills the institutional mission by ensuring that it provides high quality career technical training that meets industry employment standards. ROP’s adherence to the California Education Code (Ed. Code) and California Code of Regulations Title V (Title V) assures that the occupational needs of its students are met. ROP monitors labor market information to ensure students who complete the program will have job opportunities available to them. Industry partners annually review ROP curriculum, provide program guidance and work-based learning opportunities. ROP completion and placement data confirm that the program is meeting the occupational and educational needs of its students.

2. The objectives for each educational program are evaluated annually. (Objective 2-B-1)

In compliance with Title V, ROP advisory committees meet annually. Beginning in 2012, the ROP Registered Dental Assistant Advisory Committee will meet at least twice annually to evaluate the program in compliance with COE requirements. ROP ensures that the advisory agendas address the required program review elements. These elements include curriculum, texts, learning objectives, materials, facilities, equipment, student outcomes, labor market needs, certificate of proficiency content, work-based learning activities, recruitment and admissions.
3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)

The ROP Registered Dental Assistant Outline lists the competencies and learning objectives for each student. The ROP Registered Dental Assistant Advisory Committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the dental industry and adheres to the licensing agency requirements. Program competencies are discussed during orientation, at the beginning of the program and throughout the term. The instructor provides students with an opportunity to evaluate the program through an exit survey. Additionally, the instructor follows up with completers to determine their employment status.

4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)

Title V requires ROP advisory committees to annually review all programs. This process ensures programs are up-to-date and relevant to industry standards. The functions of the Advisory Committees are to:

1. Provide information that assists in the design, update, modification, expansion and improvement of the ROP
2. Provide recommendations regarding aptitudes, interests and skills required of students
3. Review program outlines, competencies and skill standards of performance and make recommendations for improvement
4. Review equipment and facilities and make recommendations for new and continuing programs
5. Assist in determining future employment outlook and identify new occupational programs
6. Provide a resource for speakers, field trips, job shadows, work-based learning opportunities and teacher externships

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

The ROP Registered Dental Assistant Program Advisory Committee meets twice a year to conduct a thorough review of the program. Areas that are addressed include: recruitment, admissions, course content, texts and instructional materials, facilities, equipment, changes in industry requirements and the effectiveness of the overall program. Agendas and minutes are maintained in the curriculum files.
6. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers. (Objective 2-B-2)

The ROP Registered Dental Assistant Program hours are based on content requirements issued by the DBC and on recommendations made by the program’s advisory committee. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information when determining course length and tuition. Currently, the ROP Registered Dental Assistant Program tuition is subsidized by State funding (ADA) and does not reflect the actual cost to run the program. ROP has always made it a priority to provide low-cost adult programs. Unfortunately, State education funding cuts have forced ROP to move towards a fee-based (nonsubsidized) tuition program in order to maintain and expand postsecondary course offerings to meet community needs. With this goal in mind, ROP is applying for COE accreditation in order to qualify the ROP Registered Dental Assistant Program for Title IV Federal Student Aid and thereby provide students with options currently not available to them.

7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

The ROP Registered Dental Assistant Program operates as a stand-alone 960 clock-hour course. All modules needed for certification are taught during the course. The ROP Registered Dental Assistant Program is offered once a year. Class is scheduled five days a week, six hours per day, begins in September and concludes the following May.

Associate Degree programs offered must meet the following requirements:

8. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.

ROP does not offer Associate Degree programs.

9. The program has a minimum of 60 semester hours or 90 quarter hours.

ROP does not offer Associate Degree programs.

10. The program includes a minimum of 15 semester hours or 23 quarter hours of general education programs, with a minimum of one program from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

ROP does not offer Associate Degree programs.
11. All programs, regardless of location or mode of delivery, are qualitatively consistent and are approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

The ROP Registered Dental Assistant Program curriculum is approved by the Dental Board of California, the advisory committee and the Butte County Board of Education and is certified by the California Department of Education. The program curriculum is supervised by the Coordinator of Student Services (CAO). The ROP Registered Dental Assistant Program is offered as a stand-alone comprehensive course taught by a single instructor who is accountable for maintaining the quality and consistency of the program. Altogether, these practices ensure that the program trains students to be qualified for employment and licensure.

12. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.

The CAO is responsible for providing guidance, oversight and assistance to the Adult Center programs. The CAO regularly visits the classrooms to perform formal and informal evaluations. In addition, the CAO is readily available to the instructors and informally meets with them on a regular basis. The ROP administration and instructors participate in the program’s advisory committee meetings. The CAO, ROP Director and faculty meet to consider student exit surveys, advisory committee recommendations and completer/leaver data in planning and evaluating programs.

13. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

ROP uses a web-based data management system, SOCRATES, to maintain student records. The Butte County Office of Education (BCOE) Information Technology department (IT) provides system maintenance and electronic backup of student records. All financial and student information records are available to authorized ROP personnel at designated computer stations at the ROP Adult Center and Administrative offices.

14. Are described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.

The ROP Registered Dental Assistant Program tuition, refund policy, admission and other pertinent program information is provided in the Adult Student Handbook, program information sheet, acceptance letter and on the ROP website. In addition, program information is included in the program brochure and other promotional materials.
15. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)

ROP programs maintain a low student to instructor ratio which provides ample opportunity for students to interact with their instructors. The ROP Registered Dental Assistant Program enrollment is limited to 20 students. At the beginning of each program, the instructor provides the students with his/her contact information including phone number and email address.

16. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

ROP offers only traditional clock hour programs.

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

17. If this program was used as a sample for program prep review, it meets the requirements on the Program Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

NA

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)

The ROP Registered Dental Assistant Program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. Schoolwide Learning Outcomes (SLOs) were developed by program shareholders (instructors, employers, students, educators), adopted by ROP and integrated into all programs. Students are required to maintain at least an 80% performance level in all areas of training including skill checks, proficiency tests, written exams and projects. Students performing below the 80% requirement receive counseling and additional instruction as appropriate. Instructional materials include textbooks, video/DVD, software programs, and Internet resources. Hands-on lab practice and dental office internship placements provide additional means for students to develop and demonstrate their skill proficiency.
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)

The ROP Registered Dental Assistant Program integrates the ROP SLOs into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The ROP Registered Dental Assistant Program provides guest speakers, job shadows and dental office internships to support student understanding of the demands of the work place. All ROP students are provided training and support for preparing cover letters, resumes and applications and participating in interviews.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)

The ROP Registered Dental Assistant Program and all ROP postsecondary programs are taught by instructors with work-based experience that makes them experts in their field. With guidance from industry partners, the Dental Board of California and ROP administrators, ROP instructors have organized their programs in a sequence of instruction that maximizes mastery of the competencies. The ROP Registered Dental Assistant Outline is reviewed annually by its advisory committee, certified by the California Department of Education and approved by the Dental Board of California. The program instructor is responsible for developing weekly lesson plans that support the sequence of instruction and providing students with a program schedule. Student completion and placement follow up data indicate that the ROP Registered Dental Assistant Program curriculum sequencing is effective for this program.

Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee must be composed of individuals external to the institution and must:

4. Consist of a minimum of three members who represent the geographical service area covered by the program area;

The ROP Registered Dental Assistant Program Advisory Committee maintains a membership of three or more industry representatives from the program service area who attend two meetings annually.

5. Have expertise in the occupational areas taught by the program;

ROP adheres to the Title V requirement that program advisory committees be comprised of a majority of business partners from the program’s industry. Minutes are kept for each advisory committee meeting, recording the attendance of participants and their industry association.
6. Meet at least twice annually;

Title V requires that ROP advisory committees meet at least annually. In compliance with COE requirements, the ROP Registered Dental Assistant Program Advisory Committee meets twice annually.

7. Have at least two members physically present at each meeting; and,

ROP policy requires that two or more industry representatives must attend all advisory meetings in addition to other participants (instructors, administrators, students). In the event a meeting does not have two industry representatives present, it will be rescheduled. Minutes are kept for each advisory committee meeting noting the attendance and identity of all attendees.

8. Keep minutes to document their activities and recommendations.

The ROP Registered Dental Assistant Program Advisory Committee meeting minutes are maintained in the program curriculum file. The minutes include names and titles of the attendees, details of all recommendations and discussion points.

9. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)

ROP policy and Title V require that the ROP Registered Dental Assistant Program Advisory Committee meet annually to perform a comprehensive program review that includes the course outline, curriculum, texts and instructional materials, facilities, equipment, and work-based training activities. ROP dictates the agenda for the meetings, requires the attendance of an ROP administrator and maintains comprehensive minutes.

10. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)

Safety is a fundamental element of all ROP programs. Classroom procedures and safety are addressed during the first days of class and are ongoing throughout the term. Many programs have industry specific safety requirements (e.g., machine/equipment safety, industry hazards, infection control, etc.) which are incorporated into the curriculum. Personal protective equipment, as appropriate, is available in every classroom. BCOE Maintenance and Operations personnel verify classroom safety and maintain fire extinguishers. All ROP postsecondary classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE publishes the Crisis Response Plan maintained in the Adult Center. BCOE also provides every classroom and office with a BCOE Crisis Response Procedures Flip Chart that lists crisis response directives and an emergency evacuation route.
11. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)

The ROP Registered Dental Assistant Program students receive academic instruction and training through lecture and lab assignments using equipment comparable to that found in dental offices. Students are trained on computers with industry software. Most significantly, ROP students are placed in industry internships (Community Classroom/Cooperative Vocational Education) to provide real-world, hands-on training experiences that cannot be duplicated in the classroom. Internships allow ROP Registered Dental Assistant students to work with state-of-the-art dental equipment and interact with dental professionals and patients. ROP follows the ROP Registered Dental Assistant Program Advisory Committee’s recommendations when upgrading and/or replacing instructional equipment and training materials.

12. All instruction is effectively organized as evidenced by program outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)

ROP instruction is effectively organized through the use of course outlines, class schedules, lesson plans, textbooks, skill checks, written tests, instructional handouts and Community Classroom/Cooperative Vocational Education (internship) training documents.

13. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)

The ROP Registered Dental Assistant Outline lists the program outcomes and competencies that students are expected to master. The ROP Registered Dental Assistant instructor utilizes a variety of assessment strategies to measure student achievement including written tests and quizzes, skill checks, project rubrics, internship evaluations and lab performance observations.

14. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)

In accordance with the Title V, ROP provides two forms of internship opportunities to the ROP Registered Dental Assistant students. These include the nonpaid Community Class (CC) and paid Cooperative Vocational Education (CVE). Before placement in CC and CVE, the instructor develops an Individualized Training Plan (ITP) for each student that lists skill competencies and hours to direct training at the job site. In compliance with Title V, ROP instructors monitor CC and CVE training through weekly on-site visits and conducts conferences with students and training site supervisors. The ITP serves to guide the training site supervisor in providing appropriate training and provides the instructor with a tool to record student progress. In addition the training site supervisor regularly completes student performance evaluations. The CC and CVE program policies provides students with the opportunity to participate in a variety of appropriate learning experiences in a real-world setting and ensure student supervision by an ROP instructor and a designated training site supervisor.
15. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations. (Objective 2-C-6)

In compliance with Title V, ROP utilizes two different training agreements to define the roles and responsibilities of the business, ROP and student. For nonpaid internships ROP uses the *Community Classroom Training Agreement* and for paid internships ROP uses the *Cooperative Vocational Education Training and Placement Agreement*. Both agreements identify the student, supervising ROP instructor and on-site supervisor. ROP policy requires that the agreements be signed and distributed prior to student placement. The training site supervisor maintains a copy of the student’s ITP and is responsible for directing student training and completing student evaluations.

16. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)

Title V directs ROPs on how to conduct CC and CVE internships. Title V specifies that the program instructor provide direct coordination and supervision of ROP internships. For CC placements, Title V requires ROPs to utilize a *Joint Venture Agreement for Use of Facilities* to define the relationship and responsibilities between ROP, BCOE and the business/employer. In addition, ROP uses the *Community Classroom Training Agreement* to specify and define the responsibilities of the student, training site supervisor and ROP instructor. For CVE placements, ROP utilizes the *Cooperative Vocational Education Training and Placement Agreement* to identify the participants and define their responsibilities. All ROP instructors are credentialed by the State of California and are required to provide supervision of their students in CC and CVE. Both the *Community Classroom Training Agreement* and *Cooperative Vocational Education Training and Placement Agreement* specify the ROP teacher and training site supervisor. All agreements must be completed and distributed to the participants prior to student placement.

**CHALLENGES AND PROPOSED SOLUTIONS**

ROP has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in Butte County. However doing so requires fiscal stability, something educators in California have not had for many years. In 2009, the State of California reduced ROP funding by nearly 22% and has not increased it since. As a result, ROP was forced to significantly reduce its high school and adult offerings. Since that time, ROP has looked for new approaches to sustaining the quality of the current programs and grow to meet community and employer needs. ROP has begun working on three approaches to maintaining current programs and supporting the offering of new courses.

The first approach is to reach out to our business shareholders. By presenting ROP program funding needs to advisory committee members, internship providers, workforce development agencies, clubs and associations, ROP has received one-time and on-going donations of equipment, materials and funds to support targeted courses. One example is that the Northern California Dental Society has made a commitment to contribute $20,000 annually to the ROP Dental Assistant Program.
The second approach is to increase partnerships with local workforce development agencies. One example of this type of partnership is the ROP Medical Assistant Program. In the fall of 2012, Medical Assistant program student tuition was supported with grant funds provided by the Alliance For Workforce Development and Butte College in partnership with ROP. ROP will continue to pursue partnerships with local workforce development agencies and postsecondary institutions.

The third approach to maintaining current programs and expanding program offerings is to eliminate the reliance on State funding and transition adult programs to be solely fee-based. The move to fee-based funding will result in significant increases to program fees. In order to enhance program accessibility, ROP has identified the need to offer Title IV Federal Student Aid. Therefore, ROP is seeking COE accreditation.

SUMMARY

ROP programs are highly regarded in Butte County for their rigorous instruction and work-based learning activities that produce quality employees. ROP’s compliance with California Education Code and California Code of Regulations Title V for Career Technical Education has contributed greatly to its success. In addition, ROP has maintained accreditation with the Western Association of Schools and Colleges since 1988. The COE self-study process provided ROP with a new opportunity to evaluate programs and identify areas that need to be brought into alignment with COE requirements. A review of the Standard 2 Criteria for Admissions/Recruiting resulted in ROP developing a written policy on the transference of credits and the revision of the tuition refund policy to meet COE requirements. A review of the Standard 2 Programs Criteria showed ROP in compliance. The review of Standard 2 Instruction Criteria identified the need for ROP advisory committees to begin meeting twice a year instead of annually in order to comply with COE requirements. Upon the award of a COE accreditation, ROP will pursue Title IV Federal Student Aid for its programs to provide students with access to financial aid.
# POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

**December 30, 2012**

Programs listed below
Below are those of the:  
**Main Campus**  
☐ Other Campus Location:

Check appropriate box to indicate method of measuring program length:  
☐ Clock Hours  
☐ Semester Credit Hours  
☐ Quarter Credit Hours

<table>
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<th>PROGRAM NAME / CIP Code</th>
<th>PROGRAM LENGTH</th>
<th>INSTRUCTION DELIVERY METHOD (Check One or More)</th>
<th>CREDENTIAL</th>
<th>PROGRAM START DATE</th>
<th>STUDENTS</th>
<th>INSTRUCTORS</th>
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<tbody>
<tr>
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<td>600</td>
<td>Clock Hours</td>
<td>Classroom</td>
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<td>Credit Hours</td>
<td>Online</td>
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<td>36</td>
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<td>Registered Dental Assistant</td>
<td>960</td>
<td>Course Prep Hours</td>
<td>Audio/Visual</td>
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<tr>
<td>Medical Assistant</td>
<td>600</td>
<td></td>
<td>Correspondence</td>
<td>X</td>
<td>1994</td>
<td>12</td>
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</table>

*Course Prep Hours are NOT added to the course's or program's lecture, lab or work-based activity hours in deriving the total hours for the course or program.

(July 1, 2011)
Commission of the Council on Occupational Education  
EMPLOYER PROGRAM VERIFICATION FORM  
for Postsecondary Programs

**INSTRUCTIONS:**
- Complete this form for each service area served by the program.*
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
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<tbody>
<tr>
<td>Butte County Regional Occupational Program (ROP) Adult Center</td>
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</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>2491 Carmichael Dr. Ste 200</td>
<td>Chico, CA 95928</td>
</tr>
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<table>
<thead>
<tr>
<th>Name of Program</th>
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<tbody>
<tr>
<td>Registered Dental Assistant</td>
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</table>

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program:</th>
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<tbody>
<tr>
<td>☑ 100% Traditional</td>
</tr>
</tbody>
</table>

This program is (check one):

- ☑ An Existing Program
- ☐ A New Program
- ☐ A Substantially Revised Program

The length of this program is:

- 960 Clock Hours
- ☐ Semester Credit Hours
- ☐ Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $3,450.00

Excerpt from the *Handbook of Accreditation*, Standard 2 – Educational Programs:

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

* For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.
EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the ROP Registered Dental Assistant program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the 100% Traditional Hybrid Distance Education delivery mode(s) for the program.

EMPLOYER #1:

<table>
<thead>
<tr>
<th>Name:</th>
<th>David L. Brown DDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>Same</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>530 343 7306</td>
</tr>
<tr>
<td>Address:</td>
<td>2575 Cano Field Ave Ste 160 Chico Ca 95973</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>Chico Ca 95973</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $30,000 annually to $34,000 annually.

Signature: #signature
Date: 3-29-13

EMPLOYER #2:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rachel Begbie RDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>Tom Lee</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>973-2301</td>
</tr>
<tr>
<td>Address:</td>
<td>13081 Skyway</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>Magalia Ca 95954</td>
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Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $31K annually to $32K annually.

Signature: #signature
Date: 3-29-13

EMPLOYER #3:

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<tr>
<th>Name:</th>
<th>Kimber Hutson R.D.A.</th>
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<tr>
<td>Company Name:</td>
<td>Dr. Erik Roos, DDS</td>
</tr>
<tr>
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<tr>
<td>Address:</td>
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<tr>
<td>City/State/Zip:</td>
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Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $33K annually to $33K annually.

Signature: #signature
Date: 3/9/13
INTRODUCTION

ROP’s primary purpose is to ensure that its programs provide students with the training required to be successfully employed in their chosen career field. Therefore, ROP pays close attention to student outcomes. From the first day of class, students are informed of the competencies they must master for successful completion of the program. Throughout the program, instructors and employers providing internships regularly evaluate the students to ensure they are gaining the required knowledge and skills necessary for successful employment. Appropriate records of progress are maintained for each student. The overall effectiveness of each program is evaluated through student exit surveys, completer follow-up studies and employer input. Advisory Committees annually review and revise course competencies as necessary. Student completion and placement data is reported annually to the California Department of Education (CDE) and the Council on Occupational Education (COE).

ANALYSIS

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record. (Objective 3-1)

All ROP instructors hold a valid California teaching credential and are trained to utilize a wide variety of strategies to assess student mastery of the course competencies. Most secondary and all postsecondary ROP instructors also have years of industry-related experience. Instructors maintain appropriate records of the assessments which include standard pencil and paper tests, quizzes, skill check lists, projects, labs, employer evaluations (of work-based training activities) and industry licensure exams as available. Students are graded on the assessments and must meet specified performance levels to maintain enrollment and complete the program. Students earn an ROP Certificate of Proficiency upon satisfactory completion of the program. ROP programs utilize SOCRATES (a web-based data collection system) to record and store student enrollment, attendance, withdrawal and qualification for certificates data.

2. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks, meets the required benchmarks for completion, and takes any actions required by the Commission due to program completion rates failing to meet required benchmarks. (Objective 3-2)

ROP conducts a “Completer/Leaver” survey at the end of each program. The survey collects student completion and employment status information as they exit the program. Approximately seven months later, a follow-up survey is also conducted. In February of 2012, ROP was awarded Candidate Status by COE. In December of 2012, ROP submitted its first COE Institutional Annual Report. All program completion rates for 2011 exceeded 95% which
satisfies COE’s requirements. ROP reports the completion data annually to the BCOE Board, the ROP Steering Committee and CDE.

3. The data submitted on the most recent COE Annual Report is confirmed to be accurate on a random basis. Completion data for graduate completers has been verified for five students.

To be verified by visiting team.

4. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks, meets the required benchmarks for placement, and takes any actions required by the Commission due to program placement rates failing to meet required benchmarks. (Objective 3-2)

ROP conducts three follow-up reports annually for each adult program, the first at program completion and the second by phone approximately seven months after program completion and again prior to submitting the COE Institutional Annual Report. ROP reports the completion data annually to the CDE. ROP was awarded COE Candidate Status in February of 2012. In December of 2012, ROP submitted its first Institutional Annual Report to COE. All program placement rates were 73% or higher, which is within COE’s acceptable range.

5. The data submitted on the most recent COE Annual Report is confirmed to be accurate on a random basis. Placement data for five graduate completers and five non-graduate completers has been verified.

To be verified by visiting team.

6. For each educational program requiring a licensure examination, the institution submits accurate and verifiable licensure performance data each year to the Commission of comparison with required benchmarks, meets the required benchmarks for licensure exam pass rates, and takes any actions required by the Commission due to program licensure exam pass rates failing to meet required benchmarks (Objective 3-2).

ROP’s Certified Phlebotomy Program is the only program that requires state licensure for employment. The California Department of Public Health Laboratory Field Services has approved ROP as a California Phlebotomy Training School. In addition, ROP is certified as an online State approved Phlebotomy Certification Exam testing center. At the conclusion of each Phlebotomy program, the instructor proctors the exam for all completers. The instructor and participants are provided immediate pass/fail feedback. The COE 2012 Institutional Annual Report Licensure Exam Pass Rate for Phlebotomy was 100%.

7. The data submitted on the most recent COE annual Report is confirmed to be accurate on a random basis. Licensure performance data has been verified for five students.

To be verified by visiting team.
The institution has a written plan to ensure that follow-up is systematic and continuous, and includes the following elements:

8. Identification of responsibility or coordination of all follow-up activities.

It is the responsibility of the ROP Coordinator of Student Services to oversee all follow-up activities. This coordinator ensures that program instructors collect and report all follow-up information as scheduled for each program. The ROP attendance secretary is responsible for inputting the follow-up data into SOCRATES and generating reports as required.

9. Collection of information from completers and employers of completers.

ROP collects information from completers and employers of completers with a follow-up process known as the Completer/Leaver Report. The follow-up process requires program instructors to survey all completers twice: first, at the end of class and then seven months later. The data collected is entered into SOCRATES and later used to generate the Completer/Leaver Report for each program.

10. Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.

Upon completion of a program, students are required to anonymously complete the Student Survey. The information generated from the survey provides ROP instructors and administrators with the opportunity to learn how students perceive their ROP experience and identify areas that may need attention. Employers complete the Student Evaluation form during the work-based training placements (Community Classroom) which provide the instructors with feedback on the effectiveness of the classroom training in preparing students for their internships.

11. Placement and follow-up information used to evaluate and improve the quality of program outcomes.

The purpose of ROP is to prepare students for successful employment in their field of interest. ROP considers every source of program input including follow-up information to identify program strengths and weaknesses and make corrections as deemed necessary to improve program outcomes. ROP relies heavily on employer recommendations when making program modifications to improve the quality of student outcomes.

12. Placement and follow-up information is made available at least on an annual basis to all instructional personnel and administrative staff. (Objective 3-3)

ROP administration shares the Completer-Leaver data annually with the BCOE Board, ROP instructors and advisory committee members. In addition the data is submitted semiannually to CDE.
CHALLENGES AND PROPOSED SOLUTIONS

The challenge to obtaining completer follow-up information is reaching students who have moved and/or changed phone numbers. Due to ROP’s small programs and close working relationships with employers, ROP is able to maximize the number of students located for follow-up. However, it is a time consuming process that does not always result in reaching all completers. A potential solution to improve communications with completers is the development of a Facebook page for each postsecondary program. The Registered Dental Assistant instructor is piloting this method with her 2012-2013 program. The instructor expects to maintain regular communication with students after program completion and thereby improve follow-up data collection. In the past, ROP did not document the name of the employer and the beginning rate of pay. In 2012, ROP instituted a process to collect this information and thereby meet COE accreditation data collection requirements.

SUMMARY

Since opening its doors in 1974, ROP has maintained student follow-up records for reporting to the State, BCOE Board, teachers, employers and advisory committee members. The information is reviewed annually for the purpose of evaluating program success, making curriculum revisions, terminating and adding courses. ROP submitted its first COE Institutional Annual Report in December of 2012. The COE Completion, Placement and Licensure data for January 1, 2011 through December 31, 2011 verified that ROP met all completion, placement and licensure targets.
### POSTSECONDARY Educational Programs

#### Campus: 324800 - Butte County Regional Occupational Program

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**INSTITUTIONAL TOTALS**

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**Graduation Rates (%)**

- **Program Completeness:**
- **Placement Rates:**
- **Licensure Rates:**

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[Link to Annual Reports](http://anouncil.org/annualreports/reports)
STANDARD 4
STRATEGIC PLANNING

INTRODUCTION

ROP conducts a formal strategic planning process to provide a clear and unified focus for its activities, programs, operations and priorities. The plan’s objectives are developed with input from a variety of shareholders including ROP administrators and instructors, employers, local postsecondary institutions and workforce development agencies. The plan identifies objectives and action steps, timelines, persons/groups responsible, current status, evaluation elements and outcomes. The plan is monitored and updated regularly and is reviewed annually by the ROP faculty and the ROP Steering Committee (ROP’s Institutional Advisory Committee).

ANALYSIS

The institution has a written strategic plan that includes, as a minimum, the following components:

1. Mission of the institution;
   The ROP mission statement is stated on the ROP Strategic Plan.

2. Vision of the institution;
   The ROP vision statement is stated on the ROP Strategic Plan.

3. Objectives for a minimum period of three years;
   The ROP Strategic Plan contains the objectives for academic years 2012 through 2016.

4. Strategies for achieving the objectives;
   The ROP Strategic Plan contains the strategies (action steps) for achieving stated objectives for 2012 through 2016.

5. Strategies for evaluating progress toward achieving the objectives. (Objectives 4-1, 4-2, and 4-3).
   The ROP Strategic Plan identifies timelines, strategies (action steps) and evaluation elements to measure progress toward accomplishing the objectives.
6. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually. (Objective 4-4)

ROP administration updates the Strategic Plan regularly to document progress towards objectives and makes revisions as necessary. The Strategic Plan is reviewed by the ROP faculty at the ROP Spring Staff Meeting and by the ROP Steering Committee during its annual meeting.

7. The results of the evaluation of progress toward achieving the objectives are documented annually. (Objective 4-4)

The ROP administration reviews the Strategic Plan and makes updates throughout the year. The updated Plan is presented to staff during the ROP Spring and Fall Staff Meeting for input. The ROP Steering Committee reviews the Strategic Plan annually.

CHALLENGES AND PROPOSED SOLUTIONS

The uncertain economic environment in California and the current frozen funding level present a great challenge to designing and executing a Strategic Plan that contains ambitious yet realistic objectives that support the delivery of quality career education and employment training for Butte County. To address this challenge, ROP will continue to collaborate with local employers, postsecondary institutions and workforce development agencies to identify program priorities and additional funding resources.

SUMMARY

ROP utilizes the strategic planning process to guide and support fulfilling its mission. ROP will continue to collaborate with all shareholders to identify, prioritize, assess and achieve the Strategic Plan objectives.
STANDARD 5
LEARNING RESOURCES

INTRODUCTION

ROP uses a decentralized approach to providing learning resources for its students. It does not maintain a library or media center. Appropriate instructional media, equipment, resources and materials are maintained by the program instructors in their classrooms. ROP budget allotments for learning resources are made a priority to ensure that each program provides a current, relevant and quality training experience. The Butte County Office of Education (BCOE) has policies and procedures in place that support ROP programs with the purchase of supplies and the purchase, installation, repair, maintenance and replacement of equipment.

A. Media Services

The institution has a written plan for its media services which is appropriate for the institution and includes the following:

1. The scope and availability of the services.

A multitude of instructional media resources including print media, computer hardware, software and peripherals, internet access and instructional equipment are available to ROP instructors. Purchase, support and training of computer-related resources are provided by the BCOE Information Technology Services Department (IT). The purchase of instructional equipment is driven by current industry and teaching standards/practices. Other instructional media, including videos, DVDs, resource/reference manuals and industry/professional publications are maintained by the instructor and attained using the ROP purchasing process. Students have access to media resources as available in their classrooms, in the ROP Resource Center and through ROP wireless internet service.

2. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the institution’s purposes and support its educational programs.

The ROP instructors maintain a wide variety of educational materials in their classrooms for use by the students. The materials include texts, reference books, professional publications, technical manuals and audio visual materials. ROP classrooms provide students with wireless internet access and the ROP Resource Center provides students with computers to access the internet. All classrooms are equipped with LCD projectors, DVD players and computer workstations. ROP instructors are provided an annual budget with which to update materials as they, employers and advisory committee members deem appropriate.
3. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.

The ROP Coordinator of Student Services (CAO) is responsible for the oversight of media services in ROP postsecondary programs in compliance with BCOE policies and procedures and in coordination with the IT department staff. The IT department maintains ROP computer workstations, internet access and network communications. IT schedules technician visits to the ROP Adult Center on a biweekly basis and allocates an additional ½ - 1 day of technical support per week to ROP on an as needed basis. Other media resources are managed by the instructors and the ROP Coordinator of Student Services.

4. Roles and responsibilities of designated staff member(s).

The ROP Director and Coordinators collaborate with the IT staff to develop, monitor and update ROP’s technology annually. The CAO is responsible for overseeing the maintenance and installation of technological media placed in the classrooms in coordination with the IT staff and outside vendors as appropriate. The instructors are responsible for selecting all media resources for their programs. The ROP Director is responsible for the budgeting and approval of media purchases.

5. Orientation for user groups (i.e., instructors, students, and others).

The IT department provides ROP personnel with training in the proper operation of installed hardware, software and peripheral equipment. The IT department also offers workshops and online tutorials to BCOE staff throughout the year. The ROP Coordinator of Student Services is responsible for ensuring that all instructors are trained in the effective use of the technology and media resources provided in their classrooms. ROP instructors are responsible for orienting, instructing and supervising students on the safe and appropriate use of the technology and media resources.


The media resources assigned to each program are located in the classrooms. In addition, ROP provides media resources in the ROP Resource Center. The IT department oversees the proper installation, operation and ongoing maintenance of the computer media resources provided in ROP facilities including hardware, software, peripherals, networking equipment and internet access. The ROP instructors are responsible for maintaining video, print, industry-related instructional equipment and other media materials within their classrooms and labs. The ROP instructors and administrators review the media equipment annually and make updates as deemed necessary.

7. Annual budgetary support for the services.

Each program operates on an annual budget that includes funding for instructional media and equipment to ensure the quality of the training experience. The ROP Director conducts an annual budget planning process that reviews instructor requests, advisory committee
recommendations and industry partner suggestions as a basis for making funding allocations for program media resources.

8. Evaluation of the effectiveness of media services and utilization of the results to modify and improve media services. (Objectives 5-1 and 5-2)

The IT department managers, under the direction of the BCOE Assistant Superintendent of Administrative Services, are responsible for the ongoing evaluation of the effectiveness of the computer-related media services provided to the ROP. The IT department performs ongoing assessments through user surveys, weekly site visits and meetings with administrators. The department maintains an Information Technology Services Standards and Obsolescence Plan to ensure all programs are appropriately equipped. The ROP Director, Coordinators, instructors and advisory committee members annually review program instructional media resources and make recommendations for improvements to guide program modifications.

9. A current inventory of media resources is maintained. (Objective 5-1)

The ROP maintains a current inventory of media and equipment through two inventories. The IT department inventories ROP computer and peripheral equipment purchased through their department as determined by BCOE policy. ROP maintains a program inventory of all other equipment and media purchased by ROP. The ROP inventory includes instructional media equipment and materials.

10. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies. (Objective 5-1)

The IT department provides the necessary repairs, maintenance and installation of computer technology hardware, software and peripherals that fall within their oversight as defined by BCOE policy. The BCOE Maintenance and Operations (M&O) department is available to install standard media equipment including digital projectors, flat screen televisions and projector screens. Both BCOE departments maintain an online work order submission and tracking process. For specialized and industry-related instructional equipment and materials, ROP maintains contracts with private vendors to provide repair, maintenance, replacement and supplies as necessary or recommended by the manufacturer. The ROP Director allocates funds to each program annually to support program media instructional equipment and supplies.

11. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s). (Objective 5-2)

ROP instructors are provided many resources for creating and printing instructional media. Each instructor is equipped with a classroom computer loaded with MS Office software that allows them to create their own instructional media. To produce print media, ROP teachers have a wide variety of options. For small jobs, instructors may use their classroom printer or the printer/scanner/copier in the ROP Resource Center. For large or complex jobs (two-sided pages, stapling, collating, hole-punching, binding, etc.), instructors may self-serve or place an order
with *Creative Compositions* (a printing company located one block from the ROP Adult Center) or with the ROP Administrative Office. Online job ordering is available with either provider.

12. **Media services, facilities, and materials are accessible and available for use by students and instructors. (Objective 5-2)**

ROP instructors and students are provided unlimited access to instructional media services in their classrooms and labs. ROP classroom/labs are equipped with a variety of media services including wireless internet access, LCD projectors, DVD players, computers, audio/video materials and industry-based software, equipment and materials for specialized training. In addition, the ROP Resource Center provides students with internet accessible computer workstations during designated hours.

**B. Instructional Equipment**

1. **The institution has a system of instructional equipment inventory. (Objective 5-1)**

ROP maintains an inventory system for each of its programs. Instructional equipment that meet expense guidelines are tagged and inventoried according to BCOE policy and procedures. ROP maintains a classroom inventory of other instructional equipment purchased by ROP to include video and industry-related equipment. The IT department maintains an inventory of all computer hardware, software and peripherals provided in ROP facilities. The Coordinator of Student Services is responsible to ensure that the inventories are updated and maintained.

2. **Funds are budgeted to provide instructional equipment at a level that assures quality occupational education. (Objective 5-1)**

ROP makes it a priority to annually budget the funds necessary to effectively operate the programs and provide students with quality training experiences. Advisory committee members evaluate classroom instructional equipment annually. ROP relies heavily on advisory committee and employer recommendations for making decisions on instructional equipment.

3. **The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction. (Objective 5-1)**

ROP administration and BCOE have systems in place for instructors to make emergency purchases or secure equipment repair in a timely fashion. To initiate an emergency purchase or vendor equipment repair, instructors first notify the Coordinator of Student Services who is responsible for reviewing the need, determining costs and presenting the findings to the ROP Director for approval. Once approved, the coordinator or instructor submits a Purchase Order (PO) request (available online) to the ROP administrative office for processing in BusinessPlus (IFAS), the BCOE online financial system. Once the PO is processed, the coordinator or instructor may proceed with ordering the purchase or repair. Some programs maintain “open” POs with vendors who routinely provide classroom supplies and equipment maintenance thus enabling teachers to initiate purchases or repairs within the PO limit. In extreme emergencies,
the instructor, upon approval by ROP administration, may personally make the purchase and submit the receipt for reimbursement without first obtaining a PO. The IT department is responsible for computer hardware and software repair and maintenance. Upon approval by the ROP Director, IT assistance is requested through their online work order request system.

4. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution. (Objectives 5-1 and 5-2)

ROP places a high priority on equipping its programs with equipment that is up-to-date and meets or exceeds safety standards. ROP relies heavily on advisory committee members and employers for identifying new technology and recommending classroom equipment needs. Advisory committee members assist the instructor in evaluating classroom equipment annually. Equipment recommendations are presented to the ROP Director to assist in future planning and budgeting. ROP students are also provided access to up-to-date industry equipment in their internship placements.

5. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment. (Objectives 5-1 and 5-2)

ROP instructors are responsible for ensuring that equipment maintenance is performed according to manufacturer recommendations. The ROP instructor works with advisory committee members, employers and/or the ROP Coordinator of Student Services to determine when equipment is no longer viable or appropriate for the program. The IT and M&O departments are responsible for the disposal and replacement of the equipment according to BCOE policies and procedures.

6. All instructional equipment meets appropriate and required safety standards. (Objective 5-3)

Instructional equipment purchased by ROP must meet safety standards and compliance. As deemed necessary or required, instructors and related personnel participate in safety training on new equipment.

C. Instructional Supplies

1. Instructional supplies are available to support the instructional programs offered by the institution. (Objective 5-1)

ROP instructors are provided an annual supply budget to support their instructional needs. The ROP Director determines the budget with instructor input and manages and approves all expenditures. Instructors have access to an online PO requisition form with which to initiate purchase approval.
2. The institution has a system for purchasing and storing instructional supplies.  
(Objective 5-1)

Instructors utilize an online requisition form to request POs for their purchases. Upon ROP Director approval, the ROP secretarial staff processes the PO in IFAS, BCOE’s online financial accounting system. Instructors are given the option of ordering and receiving the supplies themselves or having the ROP secretarial staff make the purchases on their behalf. In addition, ROP staff is available to assist the instructors in researching prices, obtaining quotes, receiving, inspecting and storing supplies. All ROP classrooms provide instructors with supply storage facilities.

3. Funds are budgeted to provide supplies at a level that assures quality of occupational education. (Objective 5-2)

ROP instructors are provided an annual supply budget to make the necessary purchases to support their programs. The ROP Director develops each program’s budget based on past history, the anticipated needs as determined by the program’s instructor, advisory committee recommendations and available financial resources.

4. The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction. (Objective 5-2)

ROP administration has systems in place for instructors to make emergency supply purchases in a timely fashion. In extremely time-sensitive emergencies, the instructors inform an ROP administrator by phone, email or in person of the emergency need. With ROP administrator approval, the instructor may purchase the supplies and submit the receipt for reimbursement without first obtaining a PO. In most emergencies, the instructor informs an ROP administrator of the need and the administrator or designee directs the secretarial staff to immediately process a PO and send it electronically to the instructor. This process can provide the instructor with a PO in as little as 10 minutes. Some programs maintain “open” POs with vendors who routinely provide classroom supplies thus enabling teachers to initiate purchases without waiting for individual POs to be processed.

5. First aid supplies are readily available. (Objective 5-2)

All ROP classrooms are equipped with or have ready access to a first aid kit. The ROP instructor is responsible for maintaining adequate supplies in classroom first aid kits.

6. All instructional supplies meet appropriate and required safety standards.  
(Objective 5-3)

ROP instructors are responsible for ensuring supplies are maintained as defined by the manufacturer. All instructional supplies meet safety standards required by the Occupational Safety and Health Administration (OSHA) and the industry. The ROP instructors maintain a binder of Material Data Safety Sheets (MSDS) as required.
CHALLENGES AND PROPOSED SOLUTIONS

As technology continues to evolve and advance, the need for updated equipment and support materials is ongoing. This presents ROP with two interrelated challenges: the constant need to keep classrooms equipped with up-to-date industry equipment and materials and the necessary funds to fulfill that need. ROP is committed to providing students with the latest technology and instructional materials to ensure program quality. ROP has found this particularly challenging the last four years due to the reductions in State funding. ROP has identified and is pursuing strategies to maintain and improve program media, equipment and materials. These include seeking donations from industry associations and employers and partnering with postsecondary institutions and workforce development agencies for grants.

SUMMARY

ROP is committed to providing its classrooms with the learning resources necessary to maintain industry-current and quality training. ROP reliance upon advisory committee members and employers to recommend classroom equipment ensures appropriate purchasing decisions are made. BCOE and ROP provide reliable support systems to assist instructors in meeting their instructional resource needs.
STANDARD 6
PHYSICAL RESOURCES

INTRODUCTION

The ROP Administration Office was relocated to a Butte County Office of Education (BCOE) owned facility in Oroville, California in June, 2012. ROP offers 60 secondary classes at nine high school campuses in Butte County and two at the Butte College Skyway Center. The ROP postsecondary campus, known as the ROP Adult Center, is a leased facility located in Chico, California since 2001. The Adult Center houses two classrooms, staff offices and the ROP Resource Center.

The BCOE Maintenance and Operations (M&O) department oversees lease agreements and ensures that all program facilities are operating safely, efficiently and effectively. Building security, safety, maintenance, cleaning, grounds keeping, equipment repair and other needs are provided by BCOE staff, private vendors or the property managers as outlined in the lease agreement.

ANALYSIS

1. A plan for facility and campus improvement has been developed and is maintained that includes, if applicable, distance education or correspondence education infrastructure. (Objectives 6-1 and 6-2)

ROP operates within BCOE and works with M&O to keep all facilities in acceptable order. The Director of Maintenance and Operations works with ROP administration to create and prioritize project lists and work within budgetary constraints.

2. An appropriate plan for the operation, maintenance, and improvement of the physical plant (including elements addressing personnel, equipment, supplies, relevant state law, and applicable federal codes and procedures) has been developed, is in use, is available to employees and students, and is regularly evaluated/revised. (Objectives 6-1 and 6-2)

M&O oversees the operation, maintenance and improvement of the ROP Adult Center facility and equipment. Service contracts are outsourced to vendors to provide government compliance work in the area of fire alarms, fire extinguishers and sprinkler operations. Other vendors are responsible for biohazard disposal. Inventory and inspection/replacement logs are available in the M&O office. M&O’s Online Work Order System allows staff to report maintenance needs and repairs by creating work orders. The M&O staff delegate completion of work orders and/or equipment repairs as appropriate by BCOE employees, licensed vendors or property managers responsible for the leased building. Custodial services are incorporated in the lease agreement.
3. Existing physical plant at all locations provides adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, restrooms, lounges, meeting rooms, parking, etc. (Objective 6-2)

The M&O department oversees the ROP Adult Center facility and determines the responsible party for all maintenance, repair, safety and cleaning needs. ROP has consistently met compliance components, passed annual fire and health inspections and maintains safety records and reports through the M&O department. Fire extinguishers are present, unobstructed and meet inspection guidelines mandated by the California State Fire Marshal. Facilities are cleaned daily by a commercial custodial service contracted by the leased facility property manager.

4. An appropriate plan for assuring the health and safety of the institution’s employees, students, and guests has been developed; includes a system for reporting and investigating accidents; is in use; has been distributed to employees; is available to students; and is regularly evaluated/revised with appropriate input from employees and students. (Objective 6-2)

BCOE provides ROP with accident/incident reporting forms. ROP provides these forms to teachers and staff online at the ROP website. All incidents are investigated by the Coordinator of Student Services, M&O personnel or others as deemed appropriate. The reports are maintained and filed in the ROP administrative office. Incidents that involve injuries or worker’s compensation claims require the intervention of the BCOE Human Resources staff.

BCOE provides appropriate plans to support the health and safety of all employees, students and guests. *The Injury, Illness and Prevention Plan (IIPP)* outlines the procedures for Hazard Identification, Accident Investigation, Training and Documentation. The Hazardous Material Communication Program “Hazcom” “Right to Know Program” provides information on Employee Rights regarding hazardous materials and situations, with an explanation about Material Safety Data Sheets (MSDS). Binders containing applicable MSDS are available for all staff. An Emergency and Disaster Plan was adopted by BCOE to support a safer environment for students and staff. A *Crisis Response Plan* is monitored by Butte County ROP staff. The BCOE *Crisis Response Procedures Flip Chart* and emergency evacuation charts are posted in all ROP offices and classrooms.

**CHALLENGES AND PROPOSED SOLUTIONS**

Since its establishment in 1974, ROP has provided high quality career technical education programs in response to labor market, employer and community needs. Until 2009, ROP’s funding was reliable and allowed it to adequately equip classrooms and expand offerings. In the spring of 2009, the State instituted funding cuts of nearly 22%. The funding cuts immediately resulted in ROP significantly reducing high school and adult class offerings. ROP reduced facility lease expenses by eliminating several classrooms in the Adult Center in 2009 and relocating its administrative offices to a BCOE owned facility in Oroville in 2012. Prior to June 2012, the ROP administrative offices housed the ROP Adult Center Chief Administrative Officer (CAO) and postsecondary student services. The relocation created the challenge of providing the
Adult Center programs with space and equipment to house an on-site CAO and Resource Center. ROP converted a former classroom at the ROP Adult Center to remedy this situation.

**SUMMARY**

Policies, procedures, staff and funds are in place to ensure that ROP facilities are well maintained, in compliance with all relevant codes and meet the needs of the current programs. ROP administration practices careful budget management and continually seeks cost reduction strategies and donations to continue offering quality programs in well-equipped facilities. ROP believes these strategies will help it weather the economic uncertainties currently being experienced by State educational agencies.
STANDARD 7
FINANCIAL RESOURCES

INTRODUCTION

Since its establishment in 1974, ROP has successfully managed its financial resources through effective budgeting and fiscal oversight. The California State Department of Education (CDE) is ROP’s primary funding source. As a department within the Butte County Office of Education (BCOE), ROP adheres to the BCOE Superintendent’s Policy and Administrative Regulations. The BCOE Fiscal Services department provides ROP with fiscal oversight, training and the BusinessPLUS (IFAS) online financial management system. BCOE adheres to the Standardized Account Code Structure (SACS) established by CDE. The BCOE Human Resources department ensures that qualified personnel are employed to manage all its fiscal services. Through its fiscal policies, procedures and oversight, BCOE ensures that ROP adheres to all Federal, State and local regulations.

ANALYSIS

1. A qualified financial officer or department oversees the financial and business operations of the institution. (Objectives 7-1 and 7-2)

The BCOE Fiscal Services Director oversees the overall management of ROP’s financial resources. The Division of Fiscal Services includes Financial Services, District Services, Internal Services and System Support. The Financial Services unit monitors budgets, internal audits, internal deposits and transfers, fixed assets and inventory and accounts receivable. The Internal Services unit monitors vendor payments and student information systems. The System Support unit oversees the operation of IFAS, the county’s administrative software that manages all financial transactions. All budgets for ROP are reviewed by the Superintendent prior to Board adoption.

2. Financial records are maintained so that the institution’s fiscal position may be analyzed in a timely manner. (Objectives 7-1 and 7-2)

BCOE operates IFAS to manage all financial transactions within the county office. This system allows the financial stability of the organization to be analyzed in a timely manner. All financial records for daily business operations are accessible to ROP management personnel. Budgets are prepared yearly to provide documentation of how financial resources will be utilized for each program. The adopted budget is adjusted and revised as needed to ensure fiscal stability of the program. Formal revisions of the budget are made during the BCOE first interim and second interim periods. First interim compares budget estimates from July 1 through October 31 and second interim compares budget estimates from July 1 through January 31 each year.
3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled. (Objectives 7-1 and 7-2)

It is the responsibility of the County Superintendent to develop an annual budget based on the priorities and needs of the programs and the clients they serve. The County Superintendent desires to maximize efficiency in the management of program revenues and expenditures. The County Superintendent assigns responsibility for monitoring program budgets to program managers or directors. Program managers or directors shall use financial reports, program reports and other pertinent data to ensure maximum effectiveness of program operation. ROP’s budget is developed using the expected apportionment from the State of California, other revenue sources and operational expenditures identified through the planning process. The BCOE budget development and monitoring processes ensure that ROP has sufficient funds to provide a stable and quality program. Adherence to BCOE policy guarantees that ROP has the funds and personnel to sustain its programs and assures that all students have the ability to complete the course of study in which they enroll.

4. The institution considers its financial resources as a basis for strategic planning. (Objectives 7-1 and 7-2)

Annual revenue projections for the upcoming fiscal year (July 1 through June 30) are first projected in January of the previous fiscal year. Firm estimates are established in February and March and finalized in April or early May. Working with BCOE Fiscal Services, the ROP Director identifies all projected revenue and expenditures for the following school year. ROP staff at all levels assist with the planning process by providing their input on general operation, class and class support needs. The program Advisory Committees also provide input regarding equipment and materials needs. Institutionally, BCOE and the ROP develop long range revenue and expenditure projections. These projections, matched with ROP’s multiyear training needs assessments, provide the basis for the ROP Strategic Plan. Each year specific elements of the Strategic Plan are addressed with a work action plan and budget allotment that supports completion of the planned activities, purchases and program changes.

5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state and federal requirements. (Objectives 7-1 and 7-2)

The Butte County Superintendent of Schools was established through the State Constitution and State Legislature and operates within the financial guidelines established by the State of California Department of Education. ROP submits to BCOE an annual proposed budget that forecasts revenues and expenses for the next fiscal year. BCOE certifies that the budget is fiscally sound. In addition, BCOE provides formal reviews twice a year during the first and second interim periods, prepares interim reports and recommends budget revisions as necessary. The Fiscal Services unit of BCOE adheres to established guidelines, policies and procedures to ensure all financial resources are being utilized to support the ROP program and services and contracts with an external audit firm annually.
6. The institution exercises proper management, financial controls, and business practices. (Objectives 7-1, 7-2 and 7-3)

The BCOE Superintendent’s Policy and Administrative Regulations (SP) address financial controls and business practices. The SP Series 3000 Business-Non-Instructional policies specifically address the business and general support services that govern ROP’s business practices. Upon completion of the budget by the ROP Director, BCOE Fiscal Services reviews, analyzes and submits it to the BCOE Board for adoption. Internal and external audits are conducted annually according to state regulations and BCOE policies. The Fiscal Services unit provides personnel to oversee the budget with a check and balance system in place. Vendor payments and employee payroll is audited to ensure compliance with all local, state and federal regulations.

7. All persons handling institutional funds or revenues from any source are bonded or are covered under an employee-dishonesty insurance policy. (Objective 7-2)

BCOE insures all employees under a Government Crime policy provided by the Bay Area Schools Insurance Cooperative through the National Union Fire Insurance Company of Pittsburgh, PA.

8. Financial aid programs utilizing and/or private funds are capably administered and accurately documented. (Objective 7-3)

ROP has worked with local business and industry partners to provide financial assistance to students. BCOE Fiscal Services established a procedure for ROP to accept private funds. Some private organizations and/or businesses donate funds on behalf of a student. Such organizations provide an authorization or purchase order to ROP, who then invoices the organization. ROP verifies that the funds have been credited as specified. All financial transactions are maintained within BCOE.

9. Qualified personnel are responsible for proper record keeping, reporting, and auditing. (Objective 7-4)

BCOE ensures that all personnel responsible for record-keeping, reporting and auditing are qualified. All employees of the Financial Services unit have met minimum qualifications prior to being hired and have a vital role in ensuring accuracy and stability within the programs. The BCOE Financial Services Manager is responsible for a continuous audit and review of the ROP’s financial records including:

- Identifying budget variances
- Recommending actions to adhere to fiscal requirements and budget guidelines
- Analyzing costs of programs and services
- Providing analytical information as required
- Ensuring compliance with state laws, providing technical expertise concerning financial and statistical reports and ensures the accuracy of the requests and the availability of funds

In addition, BCOE contracts with an independent auditing firm to conduct an annual audit.
Special Financial Stability Requirement for Public Institutions

10. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability. (Objectives 7-1 and 7-2)

BCOE clearly identifies sources of funds and revenue by following the official chart of accounts based on the Standardized Account Code Structure (SACS) established by the California Department of Education (CDE). The California School Accounting Manual (CSAM) further defines that each account is used to classify and summarize the full effects of a financial transaction on each asset, liability, component of fund balance, revenue or expenditure. Each account code consists of the following:

- **Fund** – Identifies the fund that is receiving the revenue, paying the expenditure, or otherwise being affected by the transaction.
- **Resource** – Tracks activities that are funded with revenues that have special accounting or reporting requirements or that are legally restricted.
- **Project Year** – Identifies the reporting year for a project that has more than one reporting year during the LEA’s fiscal year.
- **Goal** – Accumulates costs by instructional goals and objectives for an LEA. Groups costs by population, setting, and/or educational mode.
- **Function** – Identifies activities or services performed to support or accomplish one or more goals or objectives.
- **Object** – Classifies revenues by source and type (e.g., revenue limit sources, federal revenue, other state revenue, fees, and contracts).
- **School** – Designates a specific, physical school structure or group of structures that form a compute under a principal’s responsibility.

By clearly identifying sources of funds and revenues in accordance with SACS, BCOE is able to ensure that all revenue is properly tracked, monitored and accounted for in the ROP program. Financial reports can be easily generated to manage revenue using the online BusinessPLUS system.

Special Financial Stability Requirement for Non-Public Institutions

11. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit performed in accordance with Generally Accepted Governmental Auditing Standards (GAGAS). A separate income statement must be provided for the main campus and each branch campus.

Butte County ROP is a public institution.
As a minimum, the institution documents its financial stability by demonstrating that the following conditions exist:

12. A minimum ratio of current assets for current liabilities of 1 to 1.

Butte County ROP is a public institution.

13. A minimum ratio of total assets to total liabilities of 1 to 1.

Butte County ROP is a public institution.

14. A two-year history of net income or the absence of a net loss within the last two years.

Butte County ROP is a public institution.

15. No contingent liabilities or on-going litigation which could potentially affect the institution’s ability to continue operation. (Objective 7-2)

Butte County ROP is a public institution.

Refund Policy

The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancel a class or if a student does not enter or complete the period of enrollment for which the student has been charged. All of the following are elements of a fair and equitable plan:

16. The institution’s refund policy is published in the catalog and uniformly administered.

The ROP refund policy is uniformly administered and published in the Adult Student Handbook and on the ROP website.

17. Refunds, when due, are made without requiring a request from the student.

When a program is cancelled, it is ROP policy that all tuition and fees are automatically refunded within forty-five days without requiring a request from the student.

18. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.

Students withdrawing from a program at least five business days prior to the first day of class will be refunded all fees paid. In accordance with COE standards, students withdrawing from a program after the five day period preceding the program start date through the first three days of the program will be assessed a $100 fee for all refunds. The $100 fee will be deducted from the
refund and all other fees paid will be refunded within forty-five days of the class start date. No refunds are issued after the third day of the program.

19. Number of student files reviewed (minimum of 25)

To be completed during the accreditation site visit.

20. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed $100.

A $100 fee is retained for students withdrawing five days or less before the first scheduled day of class.

21. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution’s licensing agency or a public institution’s governing board. (Objective 7-4)

ROP has a fair and equitable refund policy for the refund of tuition fees and other charges. The policy is uniformly administered and published. This policy complies with the regulations published by the Council on Occupational Education (COE).

CHALLENGES AND PROPOSED SOLUTIONS

ROP has traditionally collected student fees in its administrative office formerly collocated with the Adult Center. In June 2012, the ROP Administrative Office was relocated to Oroville to reduce operating expenses. This resulted in the relocation of the ROP secretary and point-of-purchase equipment used to processes student payments and created a major inconvenience for students wishing to make payments personally. ROP determined that the development of an online PayPal account would provide students with a more accessible payment method. The PayPal account was established in March 2013 and is currently undergoing testing. It is expected to become fully operational in the summer of 2013.

SUMMARY

BCOE provides excellent fiscal oversight to support ROP in its commitment to provide quality career technical training in Butte County. ROP will accomplish this goal by continuing to carefully manage its current resources while seeking new partnerships and strategies to operate and expand its programs.
INTRODUCTION

ROP recognizes that the strength of our programs lies with the instructional staff. Therefore, ROP is committed to hiring instructors and support staff that are professional, well trained and dedicated to ensuring that every student has the opportunity to achieve the highest skill level possible and pursue a successful career. The Butte County Office of Education (BCOE) Human Resources Department (HR) directs and supports the ROP in all areas of personnel and employment services. BCOE HR provides ROP with recruitment services including applicant screening, background checks and fingerprinting. BCOE HR posts job openings on the Education Job Opportunities Information Network (EdJoin) website and recruits through local newspapers and websites as requested by ROP. ROP works with BCOE Credential Analysts to ensure instructors are properly credentialed. BCOE HR is also responsible for managing employee contracts, benefits and labor agreements and overseeing grievances, investigations, disciplinary actions and other related personnel issues. With the support of BCOE HR, ROP maintains a faculty of high quality instructors and support staff to ensure the ROP mission is fulfilled.

ANALYSIS

A. General

1. Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution. (Objective 8-A-1)

ROP is a department within BCOE. Job descriptions specify the duties and responsibilities of the position and are a collaborative effort between ROP and the BCOE HR staff. BCOE HR maintains job descriptions electronically and makes them available to BCOE employees upon request. Job descriptions and applications for open positions are posted on the State public education website EdJoin according to established procedures. Credentialing requirements are verified by BCOE HR Credential Analysts to ensure the appropriate California teaching credential is specified for a position.

2. The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution’s governing board. (Objective 8-A-2)

The BCOE Uniform Complaint Procedures are published on the internet at the BCOE website. Each September, BCOE sends employee notifications concerning complaint procedures. The complaint procedures support BCOE Board of Education policies and are in compliance with the California Education Code (Ed. Code) and California Code of Regulations Title V (Title V). Grievance procedures are detailed in the Collective Bargaining Agreements for certificated and classified staff.
3. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation. (Objective 8-A-3)

ROP employee evaluations are made in accordance with Ed. Code and Title V, Collective Bargaining Agreements and BCOE policy as applicable. Evaluations review the employee’s competence and ability to perform the assigned responsibilities. Employees have a formal evaluation biannually upon completion of their second year of employment unless deemed otherwise necessary. In compliance with COE, ROP will perform annual evaluations on Adult Center personnel.

4. Appropriate orientation procedures for all employees are maintained and followed equitably. (Objective 8-A-4)

BCOE provides orientations for new employees. This orientation provides information directly related to employment by BCOE. ROP also provides new employees an ROP orientation and the ROP New Teacher Handbook that focuses on specifics to the ROP. This handbook is updated each year, or as information changes. Instructors who do not possess a clear teaching credential are enrolled in the Beginning Teacher Support and Assessment (BTSA) Induction Program. Newly credentialled instructors are assigned a veteran ROP teacher as a mentor to guide and support the classroom learning and ensure adherence to ROP policies and procedures.

B. Faculty

1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs. (Objective 8-B-1)

ROP places a high priority on maintaining a sufficient number of faculty members to ensure high quality instruction. ROP does this by maintaining low instructor to student ratios. For the four ROP adult classes, the average instructor to student ratio is 1:17. The Registered Dental Assistant class maintains a 1:10 ratio for lab instruction in compliance with the State certification agency requirements. Low class sizes are also a strategy ROP uses to prevent oversaturation of the job market.

2. Each faculty member has at least a high school diploma (or its equivalent) and demonstrated competency in the technical area of instruction. (Objective 8-B-2)

ROP complies with BCOE policy and State credentialing requirements that all instructors hold a subject matter appropriate State of California teaching credential. All of the ROP Adult Center instructors hold California Career Technical Education Designated Subjects Credentials (DSC). DSC requirements include possession of a high school diploma or equivalent, at least three years of full-time work experience directly related to the industry sector to be named on the credential and completion of a State approved teacher preparation program. BCOE credential analysts work with the California Commission on Teacher Credentialing to ensure all instructors are qualified for their teaching assignment.
3. Additional requirements established for faculty members by the institution’s governing board and/or state regulatory agencies are met. (Objective 8-B-2)

Two ROP adult programs have additional instructor requirements established in order to meet state certification agency regulations. The ROP Phlebotomy Technician instructor is a Certified Phlebotomist and meets the California Department of Public Health Laboratory Field Services program instructor requirements. Likewise, the Registered Dental Assistant instructor holds a Registered Dental Assistant certification and meets California’s Department of Consumer Affairs’ Dental Board regulations for program instructors.

4. Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor’s degree with 15 semester hours or 23 quarter hours in the teaching discipline. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.) (Objective 8-B-2)

ROP does not offer Associate Degree programs.

5. Faculty members who teach in technical areas of associate degree programs have a minimum of an Associate Degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.) (Objective 8-B-2)

ROP does not offer Associate Degree programs.

6. The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members. (Objective 8-B-2, 3)

ROP provides financial support to all staff for professional development, within the confines of the annual budget. Teachers possessing a preliminary California teaching credential are provided a mentor teacher and enrolled in the two-year BTSA Induction Program managed by BCOE. Upon completion of the BTSA program, teachers apply to clear their preliminary California teaching credential. Staff members attend education and industry specific conferences. Teachers also participate in summer externships, working within their industry to maintain a current understanding of the profession. In the past, ROP did not maintain a comprehensive record of staff professional development. In compliance with COE requirements, ROP has implemented a Professional Development tracking process that will be tabulated annually.

7. Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact. (Objective 8-B-3)

ROP teachers maintain personal contact with professionals in their industry through a variety of means. All postsecondary teachers work closely with local employers to develop training and/or
employment opportunities for students. Per ROP policy, internships are monitored by teachers with documentation of weekly site visits. These visits provide teachers with opportunities to observe the student in a work environment and conference with the site supervisor. Some ROP teachers participate on the advisory boards of their professional organizations. In addition to working as an ROP instructor, two of the postsecondary instructors are concurrently employed in their profession. Industry members participate twice a year on program advisory committees and contribute to classroom training by providing demonstrations and serving as guest lecturers.

C. Administrative Personnel

1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs. (Objective 8-C-1)

ROP operates within the BCOE as detailed in the organizational chart. ROP is under the supervision of the Assistant Superintendent of Student Programs and Services. The ROP Director, the ROP Coordinator of Student Services and the ROP Coordinator of Curriculum and Instruction are responsible for the daily operations of ROP. In addition to the BCOE Assistant Superintendent, the county office provides support from the following departments: Fiscal Services, Information Technology, Maintenance and Operations/Facilities and Human Resources/Payroll.

2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-C-2)

All ROP administrators hold the required degree and/or supervisory credential required by the State of California Department of Education and the BCOE Board. All job openings, hiring and verification of appropriate credentials are conducted by the BCOE HR department.

D. Instructional Support Staff

1. The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs. (Objective 8-D-1)

ROP employs one technical paraprofessional educator in the Registered Dental Assistant program, meeting the state requirement for the instructor-to-student ratio of 1:10 for lab activities. In addition, ROP also employs two full-time secretaries to provide programs with a wide variety of support including student record maintenance, classroom supply purchasing and facility work order issuance among many others.

2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed. (Objective 8-D-1)

ROP employs two secretaries in the administrative office, each with specific areas of responsibility to fully support the needs of the ROP instructors and programs.
3. All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-D-2)

All ROP support staff must meet the minimum requirements delineated in the job descriptions posted by BCOE prior to being hired.

E. Non-Instructional Support Services

1. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution. (Objective 8-E)

The ROP Adult Center is housed in a leased facility. Custodial services are included in the lease agreement between BCOE and the property manager. Janitorial services are provided every instructional day.

2. Preventative maintenance services are provided to ensure continued operation of the facilities. (Objective 8-E)

The ROP Adult Center facility is leased and the BCOE Maintenance and Operations Department (M&O) manages all lease agreements. When maintenance is required, ROP staff place work orders in an online system with the M&O who then determines whether the service is the responsibility of BCOE or the property manager and delegates the work accordingly. The M&O maintains ongoing email communications with ROP regarding follow through on all work orders.

CHALLENGES AND PROPOSED SOLUTIONS

ROP, with the support of BCOE’s personnel, policies and procedures is able to maintain excellence in its human resources. The ongoing challenge ROP faces in regard to human resources is the recruitment of qualified industry professionals. While typically there is little turnover in ROP teachers, last year ROP experienced several retirements and expect many more in the coming years. ROP has identified two obstacles to instructor recruitment.

- Industry professionals might not be aware of the opportunity that they may become a qualified ROP instructor
- It is difficult to attract industry professionals into education when the salary is not competitive (shorter work year, lower wages, part time assignments)

ROP relies heavily on its teachers, advisory committee members, internship partners and professional associations to help inform and recruit industry professionals. ROP also uses a variety of print and electronic media resources to advertise positions. Wherever feasible, ROP combines teaching assignments to create full-time positions and/or hire part-time teachers who work in industry. Currently, two of the part-time ROP Adult Center instructors also work in industry. The other two postsecondary instructors have full-time contracts. ROP works with BCOE Human Resources to allow new teachers to be placed at an advanced step on the salary schedule (based on years of related work experience) in order to provide a more competitive wage.
SUMMARY

ROP is committed to the recruitment of highly qualified industry professionals. BCOE provides ROP with a system to provide human resources, personnel and employee services for ROP staff that support and ensure quality instruction in its programs.
ROSTER OF INSTRUCTIONAL STAFF
(Location: Main Campus)

Complete this roster for all (full & part-time) instructional staff currently employed and on site. Indicate which instructors teach courses within Associate Degree Programs with an asterisk (*). Complete one chart per location.

<table>
<thead>
<tr>
<th>NAME</th>
<th>YEAR OF EMPLOYMENT</th>
<th>MOST ADVANCED DEGREE</th>
<th>EXPERIENCE In Field and/or In Classroom</th>
<th>COURSES TAUGHT</th>
<th>CURRENT INSTRUCTIONAL LOAD IN HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen Salinas</td>
<td>2012</td>
<td>NA</td>
<td>22 yrs/Field 1 yr Classroom</td>
<td>Registered Dental Assistant</td>
<td>37.5</td>
</tr>
<tr>
<td>John Glaspie</td>
<td>2007</td>
<td>AA/Business</td>
<td>19 yrs/Field 6 yrs/Classroom</td>
<td>Phlebotomy</td>
<td>8</td>
</tr>
<tr>
<td>Jean Lambert Parker</td>
<td>1985</td>
<td>BS/Animal Health Technology</td>
<td>34 yrs/Field 28 yrs/Classroom</td>
<td>Animal &amp; Veterinary Careers</td>
<td>15</td>
</tr>
</tbody>
</table>
Roster of Administrative and Supervisory Staff

(Location: Main Campus)

Complete this roster for all (full & part-time) administrative and supervisory staff currently employed and on site. Complete one chart per location.

<table>
<thead>
<tr>
<th>NAME</th>
<th>YEAR OF EMPLOYMENT</th>
<th>EDUCATION</th>
<th>EXPERIENCE</th>
<th>NUMBER OF HOURS EMPLOYED PER WEEK</th>
</tr>
</thead>
</table>
| Susan Steward   | 1994               | BA Business Administration | 16 yrs/ROP Coordinator  
|                 |                    |                       | 2 yrs/CTE Instructor  
|                 |                    |                       | 8 yrs/Case Manager           | 37.5                              |
| Sandy Walburn   | 2006               | BA Business Administration | 8 yrs/ROP Coordinator  
|                 |                    |                       | 2 yrs/High School Principal  
|                 |                    |                       | 5 yrs/High School Instructor  
|                 |                    |                       | 13 yrs/CTE Instructor         | 37.5                              |
STANDARD 9
ORGANIZATIONAL STRUCTURE

INTRODUCTION

ROP is a public agency of the California Department of Education and is governed by the Butte County Office of Education (BCOE). ROP was established in 1974 for the purpose of providing a regional career technical education delivery system for high school and adult students in Butte County. Currently, ROP offers 62 sections to high school students on nine high school campuses and one off-campus location. In addition, ROP offers four postsecondary programs at the ROP Adult Center. Since 1988, ROP has been accredited by the Western Association of Schools and Colleges (WASC).

ANALYSIS

1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution’s operation and control. (Objective 9-1)

ROP is governed by the Butte County Board of Education and operates under the authority of the Butte County Superintendent of Schools. The County Superintendent of Schools is an elected constitutional officer with initiatory and executive powers as provided through the California State Constitution. The Superintendent administers the policies and regulations adopted by the County Board of Education and guides the board in compliance with State and Federal Law. The Board consists of seven elected members representing geographical regions of the county. The County Superintendent delegates management of the ROP to the Senior Director of Workforce Development/Business Partnerships (Director). The Director reports to the Assistant Superintendent of Student Programs and Services.

2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located. (Objective 9-1)

This criterion is not applicable.

3. The authority for implementation of the governing body’s policies is delegated to a chief administrative officer, who is responsible for the institution’s operation. (Objective 9-2)

The Director, under the leadership and authority of the Butte County Superintendent of Schools, delegates the daily operation of the ROP adult programs to the Coordinator of Student Services. This position acts as the Chief Administrative Officer (CAO) of the ROP Adult Center. The CAO is part of the ROP management team consisting of the Director, the Coordinator of Student Services and the Coordinator of Curriculum and Instruction. Responsibilities include articulation, student issues, Adult Center operations, accreditation, evaluations and instructional planning. Additionally, this position works closely with ROP advisory committees, business and industry partners and professional organizations to build and promote ROP programs.
4. The chief administrative officer is the official of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission’s point of contact with the institution, including branches, if any. (Objective 9-2)

The CAO, ROP Coordinator of Student Services, has worked for ROP since 1994. She holds a clear Designated Subjects Vocational Education Teaching Credential, an Administrative Services Credential and a Designated Subjects Supervision and Coordination Credential. Her office is located at the Adult Center and she maintains a satellite office in the ROP administrative facility.

5. An organizational chart is available that shows the functional relationships among the personnel of the institution. (Objective 9-3)

The BCOE Organizational Chart demonstrates the structure of authority within Butte County Office of Education. The Director manages the daily operations of the ROP and reports to the Assistant Superintendent of Student Programs and Services, who reports to the Superintendent of Schools. The BCOE/ROP Administrative Organizational Chart displays the interaction between ROP and the BCOE departments that provide services to ROP.

6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students. (Objective 9-3)

The BCOE Organizational Chart illustrates the responsibilities and lines of communication between the BCOE departments that support ROP. The Director reports to the Assistant Superintendent of Student Programs and Services on all its educational activities. The Assistant Superintendent of Administrative Services provides ROP with fiscal oversight and management, information technology support and maintenance and operations services. The Assistant Superintendent of Human Resources supports ROP with recruitment, selection and retention efforts and maintains personnel policies, regulations and records.

CHALLENGES AND PROPOSED SOLUTIONS

The California economic crisis and subsequent ROP budget cuts present ROP with immense challenges. The challenges include maintaining up-to-date facilities, technology, equipment and curriculum and meeting the increasing training needs in the county. Meeting these challenges with limited funding requires careful planning, innovation and strategic use of all resources. The BCOE organizational structure provides strong support for the efficient operation of ROP. Since the budget reduction in 2009, BCOE has supported ROP’s decision to make its postsecondary programs fiscally independent and to pursue COE accreditation and Title IV Federal Student Aid approval. Additionally, ROP receives technology support from BCOE and supplies, equipment and monetary donations from business partners.
SUMMARY

ROP is committed to responding to the current labor market and training needs in Butte County by offering as many high-quality training programs as possible. ROP is well supported in this effort by the BCOE organizational structure. BCOE is the foundation that ensures consistency and efficiency to the ROP leadership team as they engage in the operation of the program. In addition, strong communication and connection with local industry and business leaders ensures ROP makes sound program decisions.
STANDARD NINE – Organizational Structure
(from Candidate Application)

1. Form of Ownership

Check the appropriate box, complete that section of the form, and provide any requested documentation.

X PUBLIC

Governing Board (Public Institution)

Name: Butte County Office of Education Board of Education

Chairman and/or Executive Officer: Tim Taylor, Superintendent

Address: 1859 Bird Street

City: Oroville State: CA Zip: 95965

Telephone (530) 532-5761 FAX (530) 532-5762

Provide a copy of the institution’s legislative authorization. ROP is legislated and authorized by the California Department of Education.

2. If the institution is non-public and operates branch and extension campuses, are they owned by the same person(s) or corporation as the main campus?

☐ YES ☐ NO X N/A

If “NO”, please explain.

IMPORTANT: Ownership of the main campus and any branches, extensions, or extended classrooms must be exactly the same.

3. If the institution is non-public and is as a subsidiary of any other company or organization, describe the legal, financial, and control arrangements and provide copies of all legal documents supporting the narrative description.

X N/A

4. Is any legal action pending for or against the institution? ☐ YES X NO

If “YES”, describe the pending litigation.
5. Describe any grievances lodged against the institution within the last 12 months by students, faculty, public, or agencies.

None

6. (a) If not previously stated, indicate both the name of the legal body with its individual members’ names and addresses which establishes policies for institutional operation. The California Department of Education establishes and sets policies for the ROP.

(b) Who appoints the chief administrative officer of the institution?
The Director of the Butte County Regional Occupational Program appoints the chief administrative officer.

(c) Within the past ten years, has any owner, officer, or administrator of this institution held any ownership interest in another postsecondary institution?

☐ YES  X NO  If “YES”, please provide details.

(d) Within the past ten years, has any owner, officer, or administrator of this institution served as an officer or administrator of another postsecondary institution?

☐ YES  X NO  If “YES”, please provide details.

7. Provide a chart of the institution’s organizational structure showing names of all officers and administrators. If appropriate, show the structure and control from the corporate body or bodies to students.
INTRODUCTION

The ROP Adult Center provides a variety of support services to prospective, current and recently graduated students including recruitment, orientation, guidance and placement services. Potential students are assisted in selecting a career technical education program that aligns with their goals, abilities and interests. Current students and graduates are assisted with the transition from the classroom to the workplace. As a department of the Butte County Office of Education (BCOE), ROP abides by State and BCOE Board approved student record issuance and retention policies.

ANALYSIS

1. **Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students. (Objective 10-1-a)**

   All potential students are assessed during the application and interview process. ROP is aware of the importance of assisting students with the decision to enroll in a specific program. A prospective student receives an overview of the program, labor market information, the requirements for admission and expectations for continued enrollment in the program. The Chief Administrative Officer (CAO) assesses all potential postsecondary students through an application, orientation, testing and/or interview process. In compliance with licensing, students entering the ROP Medical Assistant (MA), ROP Registered Dental Assistant (RDA) and ROP Certified Phlebotomy Technician (CPT) programs must have a high school diploma or equivalent. Candidates for the RDA and MA programs are given the Test of Adult Basic Education (TABE) to determine reading comprehension and mathematical proficiency levels. If a potential student does not qualify for a program, or needs remediation for basic skills, ROP personnel refer students to other educational opportunities available in the community (Butte College, Oroville Adult Education).

2. **There are student orientation programs to acquaint new students with policies, functions and personnel of the institution. (Objective 10-1-b)**

   Prospective applicants are provided a program information sheet that includes the schedule, fees, prerequisites, course content and selection process. After students have successfully completed the application and interview process, they receive a letter of acceptance into the program. Information in the letter includes fees, course schedule and next steps. Prospective RDA and MA students attend an ROP orientation. During orientation, students receive a program overview including policies and procedures, course completion and placement data and employment opportunities. All enrollees sign a form acknowledging the essential functions of the job and attendance requirements for the program. Instructors also conduct an orientation for
their program on the first day of class to review the facility, safety procedures, program rules and policies.

3. Designated staff members are responsible for maintaining official files and records of students. (Objective 10-1-c)

Secretarial staff in the ROP administrative office is responsible for maintaining official files and student records for all students, past and present. Confidential permanent records are maintained electronically through a BCOE password protected network system. Requests for verification of attendance/completion and copies of ROP Certificates of Proficiency are handled by the CAO.

4. Written procedures for access to student records are established to protect their confidentiality, limiting access to authorized personnel only. (Objective 10-1-c)

ROP manages student records in accordance with the Family Educational Rights and Privacy Act (FERPA) regulations. All records maintained are available only to the adult student and designated ROP personnel. Student records are maintained in an electronic format within the SOCRATES (a web-based data collection system) program and serviced by the BCOE Information Technology (IT) department. Only designated ROP employees have access to student records. Information about an adult student can only be released to the actual student unless the student has signed a Release of Information form.

5. The institution, upon request by students, provides transcripts containing as a minimum the following information: program of study, course or units of study completed with corresponding grades and period of enrollment. (Objective 10-1-c)

Student records include the following information: name of program, dates of enrollment, completion date, final grade and clock hours earned. Upon request, a student may receive a copy of all records. Students are referred to the Adult Student Handbook for specific guidelines on requesting student information.

6. All periods of enrollment, financial, academic, and current educational progress records are available at the institution. (Objective 10-1-c)

ROP maintains electronic student enrollment and completion records in SOCRATES. The system is managed and backed-up by the BCOE IT Department on network servers. Designated ROP staff has access to electronic student records at the ROP Adult Center and the ROP Administrative Office.

7. Number of student files reviewed (minimum of 25).

The visiting team will review a minimum of 25 student files during the visit.
8. Preserving and protecting student records is provided by the use of storage devices, duplicate physical or computer records, security files, or other measures that ensure both the preservation and security of the records from fire, vandalism, and other adverse actions. (Objective 10-1-c)

ROP maintains electronic student enrollment and completion records. These records are stored and backed-up on BCOE network servers. In addition, two sets of electronic back-up records are securely stored in off-site ROP facilities in Chico and Oroville. ROP maintains permanent student records as required by the California Education Code (Ed. Code) and California Code of Regulations Title V (Title V).

9. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution’s catalog and/or the student handbook. The Commission’s mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level. (Objective 10-A-8c)

The ROP Adult Student Handbook describes the procedures for handling complaints and grievances. All grievances are initially handled by the ROP Coordinator of Student Services. The procedures are listed in the handbook, reviewed during orientation and are available online. The Council on Occupational Education’s mailing address and telephone number are included in the Adult Student Handbook. Complaints and grievances are taken seriously and ROP works diligently and quickly to investigate and resolve all concerns.

10. The institution maintains records on student complaints and grievances that are filed in accordance with the institution’s grievance policy to ensure acceptable quality in the educational programs offered by the institution. (Objective 10-1-d)

ROP works diligently for a fair and prompt resolution for all student complaints or grievances. The Coordinator of Student Services maintains a record of the complaint both electronically and in a paper file.

11. Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution’s grievance policy.)

The visiting team will review.

12. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue. (Objective 10-1-e)

The CAO and Resource Center Specialists are available to provide prospective, current and past students with academic and occupational advisement and placement support. The CAO and Resource Center Specialists maintain regular office hours in the Resource Center and are available for private appointments upon request. Instructors work closely with their students and provide ongoing advisement during the program. Work-based activities including field trips, job shadows and internships give students access to and interaction with professionals in the field.
13. If the institution has processed Title IV loans or is currently processing Title IV it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan. (Objective 10-1-f)

ROP does not receive Title IV Funding at this time.

14. The institution has adopted and implemented a written plan for health and safety of students in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly. (Objective 10-1-g)

ROP has a written plan detailing the steps to be taken in case of student injury or illness. The CAO does a monthly visual inspection of the facility. During enrollment students provide emergency contact information that is maintained in the classroom and provided to internship site supervisors. ROP adheres to the BCOE Injury and Illness Prevention Program and Crisis Response Plan. BCOE maintains and reviews the plan which covers procedures for: Dangerous Intruder, Earthquake, Fire/Explosion, Evacuation/Relocation, Bomb Threat/Emergency, Chemical Spill, Crime in Progress, Disaster, Traumatic Incidents During Non-School Hours and Shelter In Place. The plan is contained in the BCOE Crisis Response Procedures Flip Chart posted in all classrooms and offices.

15. A system is in effect of reporting and investigating all incidents affecting health and safety. (Objective 10-1-g)

ROP has an approved procedure for reporting and investigating all incidents affecting health and safety. All incidents, accidents or safety violations are reported to the CAO who complies with the BCOE incident reporting policies and procedures. An Incident Report is completed by the student, teacher or staff member and is reviewed by the CAO. As needed, the CAO takes corrective action to address safety violations or hazardous conditions. Incident reports are processed and maintained by the BCOE Human Resource Department and a hard copy is filed in the ROP administrative office.

16. The institution is responsible for any reasonable accommodation of students who are identified to have special needs. (Objective 10-1-h)

ROP provides an educational environment conducive to learning for all students. All classrooms are accessible and meet the Americans with Disabilities Act (ADA) requirements. The facilities allow students to participate in all activities and have access to restrooms, parking and doorways. Reasonable accommodations are made upon written request from the student. During orientation, students with special needs are asked to self-identify in compliance with ADA. Students also sign a statement confirming their ability to perform the essential functions of the occupation for which they are training.
17. The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for dissemination the results to the staff so that pertinent information can be used to improve the student personnel services. (Objective 10-1-a through h)

ROP has a written Student Personnel Services Plan that addresses the need to evaluate the effectiveness and improve as necessary student personnel services. ROP gathers student data through two methods. During the last week of the program, the students complete the Student Survey which allows them to assess their experience and the instructor completes the Grade/Placement Roster which contains placement data. The data is compiled by the ROP secretaries and the ROP administrators and instructors review for program assessment and improvement. The CAO is responsible for implementing any changes to the student personnel services as deemed appropriate by administration and staff.

18. The institution provides placement services for all program completers. (Objective 10-2)

The CAO, Resource Center Specialists and instructors provide placement assistance to students during and upon completion of the program. ROP assists students with resume preparation, interview techniques and job search skills. Job openings are posted in the Resource Center. Strong relationships with area employers provide ROP staff with ongoing information about job openings and the ability to direct qualified students to these prospective jobs. Advisory committees provide the opportunity for staff to have ongoing contact with employers.

The institution demonstrates that it is following a written plan for placement services, including the following elements:

19. Identification of responsibility for coordination of services. (Objective 10-2)

The CAO has the responsibility of coordinating placement services. All teachers include a unit of study in their program that covers effective job search strategies and successful work practices. The instructors, Resource Center Specialists and CAO are available to assist students with resumes, cover letters, applications, interview preparation and job search as requested.

20. Communications network between the placement coordinator, the staff, the faculty, and various businesses and industries of the service area.

ROP maintains a well established communication network with employers in its service area to ensure that job requirements, job placement and employment needs are met. Twice a year, advisory committee meetings provide a formal environment for business and industry personnel to interact with ROP administrators and faculty. Informal communication occurs weekly as instructors interact with industry partners and students in program internships.
21. File/listing of employers and employment opportunities.

Job openings are posted and regularly updated in the Resource Center. The Resource Center Specialists provide students with referral information for potential employers. Additionally, advisory members and internship site supervisors often provide information about job leads to the instructors.

22. Counseling of Students.

The CAO and Resource Center Specialists are readily available to assist students with academic and employment counseling. In addition, ROP personnel provide students with information and referrals to community-based organizations for crisis intervention, emergency shelter and other services as needed.

23. Maintenance of placement records for completers as means of measuring the success of the institution in achieving its mission.

ROP collects student employment data and maintains hard and electronic copies at the ROP Administrative Office. Placement data is compiled and reported in the ROP Follow Up Study, the annual BCOE Board Report, the COE Institutional Annual Report and to CDE in the CDE 101-E1 and E2 reports. The first COE Institutional Annual Report completed by ROP was submitted in December 2012. The report included the following data for the programs offered during 2011.

2011 Program CPL Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion Rate</th>
<th>Placement Rate</th>
<th>Licensure Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal &amp; Veterinary Careers</td>
<td>96%</td>
<td>77%</td>
<td>NA</td>
</tr>
<tr>
<td>Certified Phlebotomy Technician</td>
<td>100%</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>Registered Dental Assistant</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
</tbody>
</table>

CHALLENGES AND PROPOSED SOLUTIONS

The ROP Adult Center staff and program instructors provide a wide variety of support services including recruitment, orientation, program selection and job seeking assistance. ROP has identified the need to provide financial assistance for students. Currently, ROP adult programs do not qualify for postsecondary student financial aid. Therefore, ROP is pursuing COE accreditation with the intent of participating in the Title IV Federal Student Aid program.

SUMMARY

ROP administration and faculty provide students with the support services necessary for successful program completion and employment. ROP recognizes the need to provide students with opportunities for financial aid. To make this important support service available to students, ROP is seeking certification of its adult programs for Title IV Federal Student Aid.
GLOSSARY OF ABBREVIATIONS AND TERMS

ADA – average daily attendance: for ROPs one ADA equates to 525 hours of student attendance

A-G – University of California required courses for college entrance

API – Average Performance Index

Apportionment – revenue from the state based on ADA transferred to districts/ROC/Ps

Articulation – alignment of a course in an institution (high school or ROP) with that in another institution (community college) so that students successfully completing one high school/ROP course can receive advanced placement of credit at the post-secondary institution through a formal articulation agreement

BCOE – Butte County Office of Education

BTSA – Beginning Teacher Support and Assessment: a program for new teacher support

California Code of Regulations, Title V – The California education codes that direct ROP instruction, work-based learning activities, advisory committees and outcome reporting

California Education Code – California laws governing public educational institutions

Career Pathway – a defined sequence of academic and vocational courses formally linking secondary and post-secondary education leading to a certificate, associate degree and/or employment

CAROCP – California Association of Regional Occupational Centers and Programs

CC – Community Classroom: an instructional methodology that uses community sites for instructional activities in an ROP course

CCTC – California Commission on Teacher Credentialing

CDB – California Dental Board

CDE – California Department of Education

CDE 101-E1 – Report of CTE enrollment and program completion submitted to the California Department of Education

CDE 101-E2 – Report of CTE placement (follow-up to the 101-E1)

CLAD – Cross-cultural, Language and Academic Development certificate
**Common Assessment** – an assessment test for students that is created and used by teachers that teach similar curriculum

**Community Classroom** – an instructional methodology that combines non-paid on-the-job training with related and concurrent classroom instruction designed to support student acquisition of entry-level occupational competencies

**Cooperative Vocational Education** – an instructional methodology that combines paid on-the-job training with related and concurrent classroom instruction designed to support student development and refinement of occupational competencies and advancement in the occupation

**Community Classroom Joint Venture Agreement for Use of Facilities** – an agreement between an industry partner and the ROP to allow students to get hands-on training as part of their ROP program

**Community Classroom Training Agreement** – an agreement between the ROP, an industry partner, the student and a parent (as applicable) to allow a student to gain hands-on training in a non-paid internship as a part of their ROP program

**Cooperative Vocational Education Training and Placement Agreement** – an agreement between the ROP, an industry partner, the student and a parent (as applicable) to allow a student to gain hands-on training in a paid position as a part of their ROP program

**CPR** – Cardiopulmonary Resuscitation

**CTE** – Career Technical Education

**CTE On-Line** – a California Department of Education sponsored website linking educators, providing model curriculum and supports standards-based curriculum development

**CTE State Model Curriculum Standards** – Standards developed for use at the secondary level

**CVE** – Cooperative Vocational Education: a work-based instructional methodology that uses a student's paid employment as a component of instruction

**DSC** – Designated Subjects Credential issued by the State of California to CTE instructors

**GED** – General Educational Development tests are a group of five subject tests which, when passed, certify that the taker has American or Canadian high school-level academic skills

**ITP** – Individualized Training Plan used by ROPs to identify specific student outcomes in work-based (Community Classroom or Cooperative Vocational Education) training methodologies

**LFS** – Laboratory Field Services, the department within the California Department of Public Health that certifies phlebotomy technicians and training programs
MA – Medical Assistant

MSDS – Material Safety Data Sheet

OSHA – Occupational Safety and Health Administration: the federal agency charged with enforcement of safety and health legislation

P1, P2 & P3 Reports – ADA reports to the State

Pathway – see Career Pathway

Perkins – Carl D. Perkins Vocational and Technical Education Act: federal finding to support the development of the academic and career-technical skills of secondary and post-secondary students who enroll in career-technical programs; focus of funding is on integration of academic and career-technical instruction and the link between secondary and post-secondary education

Placement – employment-related or unrelated to a training program or enrollment in advance related training

RDA – Registered Dental Assistant

Revenue Limit – a specific dollar amount for each ROC/P that is funded by the state for increments of generated ADA

ROC/Ps – Regional Occupational Centers/Programs

ROP – Regional Occupational Program

SACS – Standardized Account Code Structure: a statewide educational agency uniform financial reporting system

SDAIE – Specially Designed Academic Instruction in English

SLO – Schoolwide Learner Outcomes: foundational training objectives imbedded in all ROP programs formerly known as ESLR (Expected Schoolwide Learning Results) as originally developed for WASC accreditation

SOCRATES – a web-based student information system

Staff Development – a continuous, systematic effort to improve the skills, knowledge and pedagogy of staff

TABE – Test of Adult Basic Education

WASC – Western Association of Schools and Colleges: accrediting commission for ROC/Ps, as well as high schools and colleges