

Butte County

Regional Occupational Program



Self-Study Report 2020

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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.

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 Institutional Advisory Committee and the program Occupational Advisory Committee members. 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.

ROP is proud to have provided Butte County with quality career technical training for nearly 45 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,

Jennifer Foglesong

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COE SELF-STUDY COMMITTEE MEMBERS

Institutional & Community Characteristics

Jennifer Foglesong, Chairperson	Courtney Howe, Anita Homesley, Susan Steward, Sandy Walburn
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Standard 1: Institutional Mission

MaryRose Lovgren, Chairperson	Regina Bernard, Anita Homesley, Jane Lansdown, Amanda Samons
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Standard 2: Educational Programs

Amanda Samons, Chairperson	Jami Clark, John Glaspie, Julie Glaspie, Jane Lansdown, Mandy Leahy, Jamie Leonard, Kelli Owens, Jean Parker, Colleen Salinas,
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Standard 3: Program & Institutional Outcomes

Anita Homesley, Chairperson	Melanie Castillo, Jennifer Foglesong, Kelli Gordon, Courtney Howe, Kelli Owens, Jean Parker
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Standard 4: Strategic Planning

Jennifer Foglesong, Chairperson	Regina Bernard, Jerry Joiner, Jane Lansdown, Jean Parker
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Standard 5: Learning Resources

Jennifer Foglesong, Chairperson	Jami Clark, Melanie Castillo, Mandy Leahy, Gary Loustale, Kelli Owens
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Standard 6: Physical Resources

Jean Parker, Chairperson	Jennifer Foglesong, Kelli Gordon, Kim Greene, Anita Homesley, MaryRose Lovgren, Amanda Samons, Susan Steward
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Standard 7: Financial Resources

Courtney Howe, Chairperson	Julie Glaspie, Shane Gower, Gary Loustale, Susan Steward, Sandy Walburn
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Standard 8: Human Resources

Susan Steward, Chairperson	Regina Bernard, Jami Clark, Anita Homesley, Mandy Leahy, Colleen Salinas
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Standard 9: Organizational Structure

Kelli Owens, Chairperson	Shane Gower, Anita Homesley, Jerry Joiner, Jane Lansdown, Susan Steward
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Standard 10: Student Services and Activities

Jane Lansdown, Chairperson	Jami Clark, Anita Homesley, Courtney Howe, Mandy Leahy, Gary Loustale, Sandy Walburn
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INSTITUTIONAL AND COMMUNITY CHARACTERISTICS

- 1. Institution Name:** Butte County Regional Occupational Program (ROP)
- 2. Administration Address:** 2491 Carmichael Drive, Suite 500, Chico CA 95928
(530) 879-7462, cte.bcoe.org
- 3. Campus Address:** 2491 Carmichael Drive, Suite 200, Chico CA 95928
(530) 879-7462, cte.bcoe.org
- 4. History of ROP:**

In 1974, the Butte County Office of Education (BCOE), a California 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 49 Regional Occupational Centers and Programs serving youth and adults in California. California Education Code, Title V, directs ROP functions with specific policies concerning instruction, work-based internships, reporting and industry involvement. Since opening, ROP has successfully partnered with the business/industry community, the county's secondary and post-secondary institutions and workforce development agencies to coordinate services.

Today, ROP offers four postsecondary programs at the CTE/ROP Center. ROP attributes its success 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 occupational advisory committee that meets twice annually to provide oversight and feedback on curriculum, facility, equipment and instructional guidance. ROP has also demonstrated its commitment to quality by maintaining accreditation with the Council on Occupational Education (COE) since 2013 and the Western Association of Schools and Colleges (WASC) since 1988. ROP programs 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 programs incorporate industry internships into the curriculum to provide work-based career preparation experiences. ROP programs are based upon 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 until 2013 when ROP funding was eliminated.

In response, secondary programs were transferred to the local school districts or eliminated and postsecondary programs became fee based. In addition, the BCOE Career Technical Education department was established to oversee ROP and CTE programs.

In 2013, ROP earned COE accreditation and in 2016 received approval to administer federal financial aid from the US Department of Education (DOE). This removed the barrier for those students wanting to access the four programs.

5. Overall Summary:

Programs:

Certified Veterinary Assistant	<ul style="list-style-type: none"> ● ROP Certificate ● Industry Certification
Medical Assistant	<ul style="list-style-type: none"> ● ROP Certificate ● Industry Certification
Phlebotomy Technician	<ul style="list-style-type: none"> ● ROP Certificate ● Industry Certification ● State License
Registered Dental Assistant	<ul style="list-style-type: none"> ● ROP Certificate ● Industry Certification ● State License

Enrollment:

Year	Enrollment
2019-2020	74 Students
2018-2019	92 Students
2017-2018	98 Students

Staffing:

Classification	Full-time	Part-time
Administrative	4	0
Instructional	2	5

6. Calendar System:

ROP operates on a fiscal calendar that begins July 1st and ends June 30th. ROP does not divide its calendar into terms as each program operates as a single comprehensive course. Certified Veterinary Technician, Medical Assistant and Registered Dental Assistant programs begin in the fall and complete in the following spring. The Phlebotomy Technician program is offered two or three times per year based on labor market demands.

7. Full-time Student:

As a clock hour school, the only program meeting the Title IV definition of full-time is the RDA program (980 hours) which meets 30 hours per week. Each ROP program has a unique schedule. In contrast, the Phlebotomy Technician program meets 6 hours per week (106 hours). In addition, all program hours vary when students attend their clinical internships.

8. Summer Sessions:

ROP currently does not offer summer sessions.

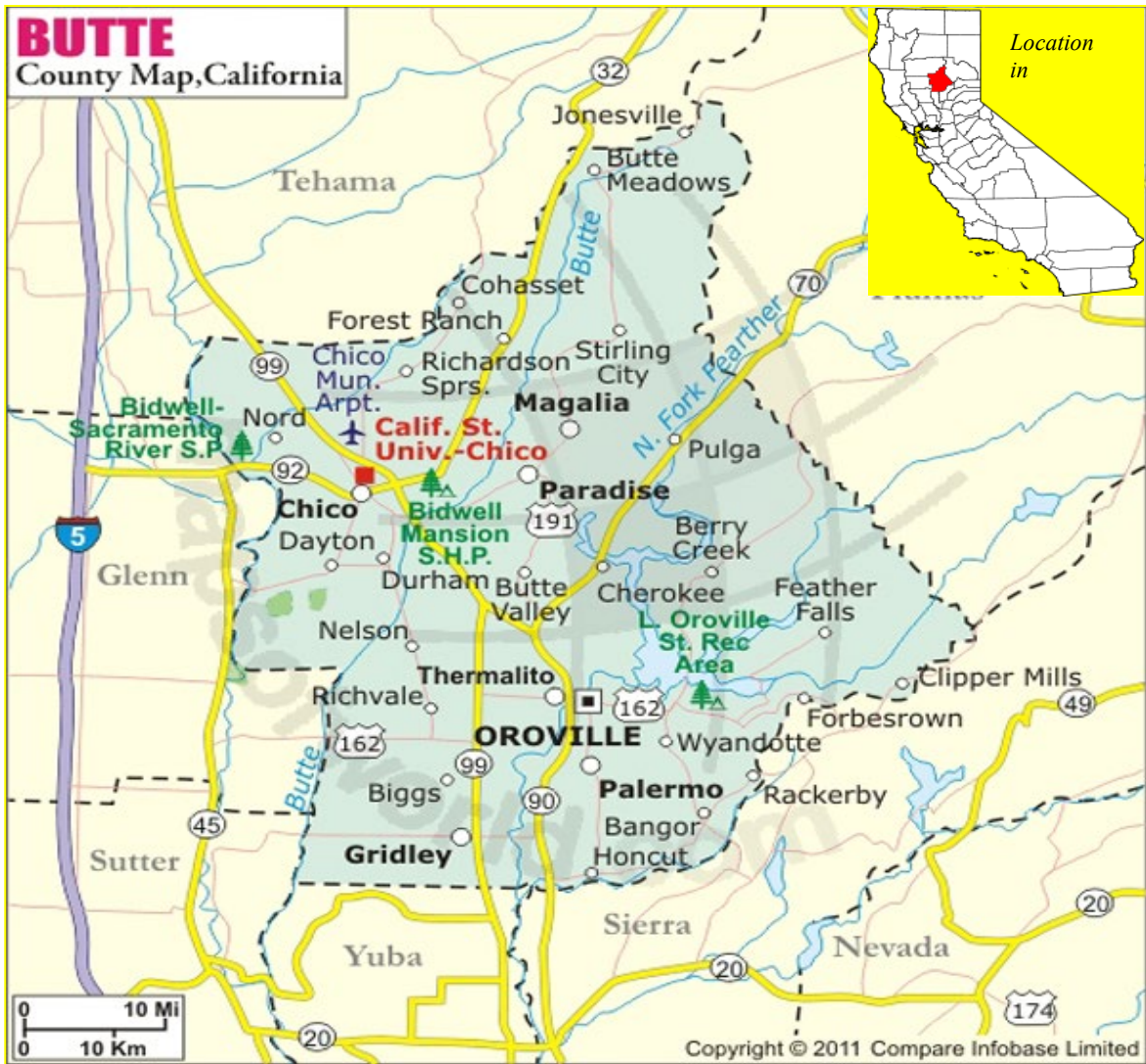
9. Instructional Delivery Systems:

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 clinical work-based learning activities. Didactic instruction includes lectures, guest speakers, and video and computer activities. Lab instruction integrates teacher demonstrations, industry presenters, and peer and guest patients. Work-based activities include field trips, job shadows, tours and industry internships.

Community Characteristics

1. Geographic Area:

ROP was established to serve the residents of Butte County, California, however a number of students come from neighboring counties. 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:

The population of Butte County was approximately 230,000 in July 2018. As a result of the most destructive wildfire in the history of California, the county's population has fluctuated by 20,000 people. The true impact of the Camp Fire is still unknown. Estimates for long term recovery and growth cannot be reliably determined at this time due to multiple factors: loss of housing, increased housing costs, loss of employment opportunities, length of the rebuild for survivors, effects of trauma on the community, the forced public safety power shut-offs and the allure of cost savings and employment possibilities out of the area.

Butte County Population 2018 Estimate prior to the Camp Fire:

United States Census	2018 Estimate	2010 Census
Unincorporated Areas	82,139	83,758
Incorporated Cities/Towns:	149,117	136,242
Biggs	1,724	1,707
Chico	94,776	86,187
Gridley	6,613	6,584
Oroville	19,204	15,546
Paradise	26,800	26,218
Butte County	231,256	220,000

Butte County Demographics 2018 Estimate prior to the Camp Fire:

United States Census	2018 Estimates	2010 Census
Population	231,256	220,266
Persons under 5 years	5.5%	5.5%
Persons under 18 years	20%	20.5%
Persons 65 years and over	18.6%	15.6%
Female persons	50.6%	50.5%
White persons	85.9%	87.0%
Black persons	1.8%	1.8%
American Indian and Alaska Native persons	2.5%	2.3%
Asian persons	4.9%	4.4%
Native Hawaiian and Other Pacific Islander persons	2.3%	0.3%
Persons reporting two or more races	4.5%	4.2%
Persons of Hispanic or Latino Origin	16.7%	14.7%
White persons not Hispanic	71.6%	74.5%

3. Important Population Characteristics:

Butte County is predominantly rural. The largest city in Butte County has a population of just over 94,000 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, 64.5% of the population lives in the incorporated areas.

4. Population Changes Experienced/Expected:

The population of Butte County was dramatically impacted in the aftermath of the Camp Fire. The long term effects of this natural disaster are unclear at this time. However, impacts being experienced currently include:

- a significant decrease to the Paradise population
- a significant increase to the Chico population
- a decrease to Butte County population

- an increase in overall homelessness
- a decrease in available housing
- an increase in housing costs
- an increase in traffic, commute time and accidents
- a lack of local labor force to meet current employment demands
- decrease in postsecondary institution enrollment

ROP enrollment and completion rates have both decreased since the Camp Fire. Despite expanded recruitment and retention efforts, ROP program enrollment is at an all-time low.

CONDITIONS CHECK SHEET Generic Version – 2019 Edition

CONDITIONS	YES	NO	N/A
Item 1: Visiting teams complete the Worksheet for Confirming Compliance with Eligibility Requirements before responding to this item.			
1. The institution continues to demonstrate that it satisfies each of the eligibility requirements for Candidate for Accreditation.	X		
Item 2: The visiting team, at the conclusion of its visit, must determine its response to the following condition after reviewing institutional documentation, conducting interviews with administration, staff, and faculty, and completing all applicable parts of conditions and standards check sheets:			
2. The institution conducts its affairs with acceptable standards of honesty and integrity.	X		
3. The institution meets all lawful obligations imposed by state and federal agencies.	X		
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.			X
5. The institution occupies its own physical facilities and is not co-located with another institution.	X		
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See <i>Handbook of Accreditation</i>)	X		
Non-Public Institutions Only 7. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension.			X
Item 8: This item is to be completed by Visiting Teams during accreditation visits.			
Non-Public Institutions Only:			
8. List ID numbers and expiration dates of licenses for all campuses:			
9. The on-site administrator or other full-time employee at the main campus attended required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (For initial accreditation, Candidate Academy/Self-Study workshops. For reaffirmation, Self-Study and Annual Report Workshops [The Annual Report and Reporting Student Achievement Data, if applicable].)	X		
10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice on the home page of the institution's web site and within at least one print media sources that is circulated within the service area of each campus of the institution. This notice must be placed at least sixty (60) days prior to hosting the accreditation visit and must state that the institution is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria.	X		
Item 11: This item is to be completed by Visiting Teams during accreditation visits.			
11. Date notice was published, broadcast, or televised:			
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team.	X		
13. The institution has informed the Commission of all planned and unplanned substantive changes.	X		
14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.			X
15. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.)	X		
Accredited Institutions Only 16. The institution's use of the accreditation seal complies with Commission conditions. (See <i>Handbook of Accreditation</i>)	X		
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 nonpublic institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.	X		

CONDITIONS CHECK SHEET: Generic Version - 2019 Edition Page 2

CONDITIONS (continued)		YES	NO	N/A
Items 19 and 20: Visiting teams complete the Recruiting/Advertising Worksheet before responding to these items.				
18.	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 all other Commission conditions governing recruitment . (See <i>Handbook of Accreditation</i>)	X		
19.	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 all other Commission conditions governing advertising . (See <i>Handbook of Accreditation</i>)	X		
Item 20: Visiting teams complete the Criteria for Publications Worksheet before responding to this item.				
20.	A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the <i>Handbook of Accreditation</i> , and are readily available to students, prospective students, and other members of the interested public.	X		
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 and can demonstrate that the terms of the consultant's contract meet Commission conditions stated in the <i>Handbook of Accreditation</i> .			X
22.	The role of contractors hired by the institution (if any) excludes the authority to make official decisions for the institution or to serve in the role of accreditation liaison officer for the institution.			X
23.	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.	X		
24.	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.	X		
25.	The institution has named an accreditation liaison officer who is a staff member located at the main campus.	X		
Status with Other Agencies: A "YES" response for statements #1-8 signifies that the institution is in compliance with the Commission's Conditions.				
1.	The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education in any state in which it operates.	X		
2.	The institution has not had its state license suspended, revoked, withdrawn, or terminated, even if the required due process procedures have not been completed within any state in which it operates.			X
3.	The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency.			X
4.	The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency.	X		
5.	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.	X		
6.	The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed.	X		
7.	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 to all federal, state, and other agencies, including accrediting agencies.	X		
8.	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.	X		

Non-Main Campus Sites	YES	NO	N/A
1. Ownership of all non-main campus sites is the same (same governance, entity, proprietorship or partnership, or the same corporation) as the main campus.			X
2. The Commission has approved every instance where the names of non-main campus sites have been expanded to clearly identify different locations or specific programs.			X
3. The complete name of the main campus is identified in all publications and advertisements when referring to a non-main campus site.			X
4. Duplicate records on personnel, financial matters, student attendance, and educational progress for non-main campus 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.)			X
5. Programs offered at non-main campus sites are approved by the Commission and are described in the main campus catalog (or catalog supplements for branch campuses).			X
6. Non-main campus sites comply with criteria identified on the Worksheet for Non-Main Campus Sites – General Criteria.			X
7. Instruction provided at non-main campus sites maintains the educational integrity of the institution and does not endanger its compliance with the standards, criteria, and conditions adopted by the Council.			X
Non-Main Campus Sites: Branch Campuses	YES	NO	N/A
1. Each branch campus operates under the supervision of an on-site administrator who reports to the on-site chief administrator at the main campus.			X
2. Each branch campus complies with all criteria identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Extension Campuses	YES	NO	N/A
1. Extensions are located within a 50-mile radius of the main campus.			X
2. Each extension campus complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Extended Classrooms	YES	NO	N/A
1. Extended classrooms are located within two miles of a main or branch campus.			X
2. Extended classrooms are supervised by the administration of the main or branch campus.			X
3. Each extended classroom complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Instructional Service Centers	YES	NO	N/A
1. Program instruction at instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.			X
2. All 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.			X
3. Instructional service centers are a joint venture between the institution and an employer or another educational agency.			X
4. Each instructional service center complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Additional Space	YES	NO	N/A
1. Additional space acquired for instructional or student services purposes is located within one quarter of a mile from a main campus or branch campus.			X

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

Institutions that 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 and approval by the Commission. 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.

STANDARD ONE Institutional Mission

Introduction

In 1974, the Butte County Office of Education established, Butte County Regional Occupational Program (ROP), to provide a regional delivery system for Career Technical Education to students. ROP's continuous goal has been to provide high-quality state-of-the-art training that is responsive to the local labor market and student needs.

ROP has been accredited with the Western Association of Schools and Colleges (WASC) since 1988, and the Council on Occupational Education (COE) since 2013.

ROP reviews its mission statement during every accreditation cycle. 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 leads to career success."

In 2018-19, the department revised the statement to be as follows; **"The ROP Mission is to deliver high quality career education and employment training that provides students the skills, knowledge and experience that leads to career success."**

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.

The institution's mission is:

2. The institutions mission is clearly and concisely stated in written form and represents the official statement of the institute.

3. The institution has an appropriate hard-copy and/or online publications which it uses to accurately present its mission statement and the educational programs offered to achieve its mission.

4. The current mission statement is publicly available and is used consistently in publications.

5. The institution has an organized and functional institutional advisory committee that meets the following requirements:

The ROP mission statement is, **"The ROP Mission is to deliver high quality career education and employment training that provides students the skills, knowledge and experience that leads to career success."** The mission is reviewed annually by Occupational Advisory Committees composed of business partners, students, instructors, and administrators.

The ROP Institutional Advisory Committee meets annually. The mission statement is reviewed annually and the revision was approved at the 2018-2019 meeting.

The clear and concisely written mission statement is available in multiple areas; administrative offices, classrooms, on the website, program brochures, publications and in the ROP Student Handbook.

Student Learner Outcomes (SLO's) are based on career readiness criteria developed by ROP business partners, faculty and students. The outcomes are integrated into all ROP programs; program curriculum, work-based evaluation and the ROP Certificate of Proficiency.

The mission statement and current list of programs offered is available to all students and the general public on the ROP website at <https://cte.bcoe.org>.

The ROP Institutional Advisory Committee is composed of at least three members representing workforce development, post-secondary, employment and social services and ROP administrators.

The Institutional Advisory Committee annual meeting was held October 24, 2019 and is scheduled for July of 2020. The agenda includes the review of the ROP Mission Statement, Vision Statement, Strategic Plan, COE Annual Completer, Placement, Licensure Report and the occupational needs of our students.

Occupational Advisory Committees meetings are held two times per year by each adult program. The agendas include: old business and program updates, annual program review, course outline/syllabus, methods of instruction, texts and instructional materials, facilities and equipment, student placements, training plans, certificate of proficiency, program promotion, Job Market Survey/COE Employer Verification form, an accreditation update.

An Administrative Assistant is responsible for taking, distributing and archiving the meeting minutes. The minutes include the following: meeting day, date, time and place, meeting attendees, agenda, new and old business, committee recommendations and declaration, copies of supporting materials, and the date, time and location of the next meeting.

The Institutional Advisory Committee is composed of workforce development, post-secondary, employment and social services and ROP administrators. Committee participants provide feedback on the relevance of our mission, industry practices, new and emerging occupations, and recommend updates in the areas of curriculum and industry standards.

6. The institution has an organized and functional institutional advisory committee that meets the following requirements:

7. Is composed of at least three persons external to the institution:

8. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

9. Meets at least once annually, if serving only in an institutional advisory capacity, or twice annually, if serving in an occupational advisory capacity;

10. Keeps typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member; and,

11. Is used to provide community involvement in maintaining a relevant mission for the institution.

The Institutional Advisory Committee is composed of workforce development, post-secondary, employment and social services and ROP administrators. Committee participants provide feedback on the relevance of our mission, industry practices, new and emerging occupations, and recommend updates in the areas of curriculum and industry standards.

The Institutional Advisory Committee bi-annual meeting was held October 24, 2019 and is scheduled for July of 2020. The agenda includes the review of the ROP Mission Statement, Vision Statement, Strategic Plan, COE Annual Completer, Placement, Licensure Report and the occupational needs of our students.

An Administrative Assistant is responsible for taking, distributing and archiving the meeting minutes. The minutes include the following: meeting day, date, time and place, meeting attendees, agenda, new and old business, committee recommendations and declaration, copies of supporting materials, and the date, time and location of the next meeting.

12. Public information and community relations are maintained to promote the institution's mission in its community.

ROP is active in our community by participating at job fairs, school events, presenting at K-12 school sites/campuses, and hosting campus tours and the ROP annual open house. Other forms of promotion include: advertising in the Oroville Adult School catalog, bus wraps, local radio and newspaper, the Butte Glenn Adult Education Consortium website and social media.

ROP 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. Many faculty members' work and/or volunteer in their industry area.

The Senior Director presents timely reports to the Butte County Board of Education, Superintendent and Associate Superintendent, and posts news items on the ROP website and social media.

Challenges & Solutions

For many years, Butte County ROP had the luxury of a very stable leadership team, which only saw three Senior Directors in the first 40+ years, with additional administrators and coordinators spending decades with the organization.

In the last two years, we have had three Senior Directors and additional turnover in key positions due to unforeseeable circumstances. This has left a relatively new staff who while

experienced in K-12 education, are new to Regional Occupational and Post-Secondary Programs. Staffing challenges have made it clear, that systems will need to be streamlined to run and support of the ROP programs.

A potential solutions is to create an, Accreditation Process Manual for our internal implementation. This will ensure that the department and all programs are in compliance.

Summary

ROP is proud that it has had amazing success in fulfilling the ROP mission for nearly forty-five years.

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, field trips, guest speaking, donations and advisory committee participation.

ROP's annual student data indicates an overall placement rate of 96% for the 2018-2019 school-year, reflecting that our mission is proving successful and that our graduates possess the skills, knowledge and experience that leads to career success.

STANDARD TWO

Educational Programs

Certified Veterinary Assistant

Introduction

The ROP **Certified Veterinary Assistant (CVA)** program is designed to instruct students in clinical skills necessary for employment as a 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 340 classroom hours in direct and lab instruction and 260 hours in a clinical-internship in veterinary hospital.

Upon course completion, successful students receive an ROP Certificate of Proficiency and may earn 6 units toward the Registered Veterinary Technician Program at Yuba College and qualify to take the Certified Veterinary Assistant Certification exam through the California Veterinary Medical Association.

Certification (CVMA) is not a requirement for employment as a Veterinary Assistant in California.

Analysis

A. Admissions

The institution's admission policies and procedures are:

- 1. Clearly stated;**
- 2. Consistently applied;**
- 3. Non-discriminatory;**
- 4. Published; and,**
- 5. Consistently communicated to students;**

ROP's admission policies are clearly stated, consistently applied, published and communicated to students and the public in the ROP Student Handbook, program information sheet, during orientations, events and on the ROP website at <https://cte.bcoe.org/>.

ROP requires that students seeking enrollment in the **CVA** program must meet the following requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read at a 10th grade level
- Basic computer skills

The ROP's admission policies and procedures are a standardized process are consistently applied.

ROP is subject to the Butte County Superintendent's policies and regulations regarding non-discrimination and harassment SP 5145.3.

The following appears in the ROP Student Handbook.

(a). County Superintendent desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. Programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The County Superintendent prohibits discrimination, intimidation or harassment of any student by any employee, student, or other person in Butte County Office of Education. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

Students also sign an acknowledgment form and an enrollment agreement that states the policies have been read and understood.

6. For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with the policies established by the Commissions.

ROP does not offer Vocational English-As-A-Second Language Programs.

7. Admission Requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

Admission requirements for the CVA program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program. The program occupational advisory committee annually reviews the admission requirements.

The CVA 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

8. Students admitted into associate degree programs have a high school diploma or its equivalent.

ROP does not offer Associate Degree programs.

An institution that admits students by exception to its standard admissions policies must:

9. Have written admissions policies and procedures for these exceptions;

10. Apply them uniformly;

11. Provide documented evidence on how they are used;

12. Maintain records on student progress; and,

13. Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

ROP program does not admit students by exception. The standard admission policy for the Certified Veterinary Assistant program is applied to applicants. The expectation is that the policies and procedures of approved institutions meet compliance.

14. Orientation to technology is provided and technical support is available to students.

Orientation to technology and technical support is available to applicants and students upon request.

B. Programs

Occupational education programs align with:

1. The mission of the institution; and,

2. The occupational needs of the people served by the institution.

The Certified Veterinary Assistant program fulfills the institutional mission of the institution by ensuring that it provides high quality career technical training that meets the industry employment standards.

ROP's adherence to the California Education Code (Ed. Code) and the California Code of Regulations Title V (Title V) assures that the occupational and educational needs of its students are met.

ROP monitors labor market information to ensure students who complete the program will have job opportunities available upon successful completion of the program. 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.

Each occupational education program has:

- 3. Clearly stated objectives;**
- 4. Defined content relevant to those objectives and the current needs of business and industry;**
- 5. Assessment of student achievement based on the program objectives and content; and,**
- 6. Annual evaluation of its objectives.**

The Certified Veterinary Assistant program objectives detail the competencies and learning objectives for each student. Program objectives are clearly provided on the program information sheet, in the program application packet, at orientation, and competencies are discussed at the beginning of the program and throughout the term.

Program content is defined in the program outline and reflects the current needs of business and industry. The occupational advisory committee provides input related to current needs. The Individualized Training Plan (ITP) reflects the program requirements.

Student achievement is assessed based on the program objectives and content. Students are assessed in a variety of ways including written tests and quizzes, presentations, laboratory activities, pre-clinical and clinical evaluations, skill checks and observations in the classroom and clinical-internship.

The CVA occupational advisory committee meets semi-annually. The committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the industry. 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.

A systematic process has been implemented to document:

- 7. That the objectives and content programs are current; and,**
- 8. That coursework is qualitatively and quantitatively relevant.**

ROP occupational advisory committees annually review all programs to ensure instruction is relevant to industry standards. The functions of the occupational 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 student
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

Qualitative and quantitative relevancy of coursework is measured by the program completion rates, students that successfully pass certification/licensure requirements, graduate follow-up data, and through occupational advisory committee review.

9. Three bona fide potential employers review each educational program annually and recommend:

10. Admission requirements

11. Program content that is consistent with desired student learning outcomes;

12. Program length;

13. Program objectives;

14. Competency tests;

15. Learning activities;

16. Instructional materials;

17. Equipment;

18. Methods of program evaluation;

19. Level of skill and/or proficiency required for completion; and,

20. Appropriate delivery formats for the subject matter being taught.

The CVA program occupational advisory committee consists of a minimum of three bona fide employers, meets twice a year to conduct thorough review in the following areas; recruitment, admissions, program content, program length, program objectives, testing methods, learning activities, texts and instructional materials, facilities, equipment, changes in the industry and the overall effectiveness of the program.

21. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.

The CVA program hours are based on content requirements recommended by the occupational advisory committee and the CVMA. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information along with input from the institutional and occupational advisory committees when determining the course length and tuition. ROP is committed to providing reasonably priced adult programs.

ROP offers CVA program students PELL and direct student loans in an effort to reduce financial barriers.

22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The CVA program operates as a stand-alone 600 clock-hour course. The CVA program is offered once a year.

**Associate degree programs offered must meet the following requirements:
Questions 23-26**

ROP does not offer Associate Degree programs.

27. For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

ROP does not offer distance education.

**Each program offered by the institution:
Questions 28-35**

ROP does not offer distance education.

36. 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. (This commission definition is consistent with the Federal definition of a credit hour. See section VII. Definitions for the term ‘Credit Hour [Federal definition]’.)

ROP offers only traditional clock hour programs.

37. For all coursework delivered via distance education: Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students’ requests by following institutional requirements on a response time of no more than 24 hours within the published operational schedule of the program/course.

ROP does not offer distance education.

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The CVA program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. The original Schoolwide Learner Outcomes (SLOs) were developed in 2012 by program shareholders (instructors, employers, agency partners and students), adopted by ROP and integrated into all programs. The Student Learner Outcomes (SLOs) were reviewed and updated by shareholders during the current self-study process.

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 instructional support as appropriate. Instructional materials include textbooks, video, software programs, and internet resources. Hands-on lab practice and clinical-internships provide additional means for students to develop and demonstrate competency.

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

The CVA program integrates the Student Learner Outcomes into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The clinical internship evaluation form (completed by the internship supervisor) includes: attendance, attitude, teamwork, attire, responsibility, communication skills, critical thinking skills and quality and quantity of work.

The CVA program provides guest speakers, field trips and work-based internships to support student understanding and mastery of the skills necessary for workplace success.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The CVA program instructor has industry certification and experience that makes her an expert in the field. With guidance from industry partners, certification agency and ROP administrators, the CVA instructor organized the program in a sequence of instruction that maximizes mastery of the competencies.

The CVA program outline is reviewed annually by the occupational advisory committee. The 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 CVA program curriculum sequencing is effective.

The sequence of instruction required for program completion is used to:

- 4. Organize the curriculum;**
- 5. Guide the delivery of instruction;**
- 6. Direct learning activities; and,**
- 7. Evaluate student progress in order to maximize the learning competencies essential to success in the occupation.**

The plan of instruction details; curriculum, delivery of instruction, direct learning activities, attitudes and behaviors considered essential to the veterinary profession.

Student progress of learning competencies are evaluated in the order listed on the program outline and syllabus. The step and sequence are designed to maximize the competencies exhibited by students that are essential to their success within the occupation.

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

The CVA occupational advisory committee members are selected to ensure that relevant and current practices of the occupation are being taught. The committee consists of employers, students, ROP administration and the instructor.

Each occupational advisory committee:

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;

10. Represents each service area covered by the program at each meeting (main campus and each branch campus);

11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

12. Meets at least twice annually

13. Ensures that no fewer than three months separate each official committee meeting; and,

14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

The CVA committee consists of employers, students, ROP administration and the instructor. A sign-in sheet from each meeting is maintained in the ROP files. Three or more members with the appropriate demographics are present at the fall or spring meeting.

ROP consists of one campus which is covered by the CVA occupational advisory committee membership.

15. 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.

The CVA occupational advisory committee meets semi-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 and attendance sheets.

16. Job-related health, safety and fire prevention are an integral part of instruction.

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.

M&O verify classroom safety and maintain fire extinguishers. All ROP classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE Crisis Response Plan is maintained in the ROP administrative office. 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

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

The CVA 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.

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 CVA students to work with state of the art veterinary equipment and interact with professionals and patients.

ROP follows the occupational advisory committee's recommendations when upgrading and/or replacing instructional equipment and training materials.

18. All instructions are effectively organized as evidenced by syllabi, lesson plans, competency, tests, and other instructional materials.

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 (clinical-internship) training documents.

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

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

20. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

ROP does not offer distance education coursework.

Questions 21- 23

ROP does not offer distance education coursework.

Written agreements with work-based activity partners, if any:

- 24. Are current;**
- 25. Specify expectations for all parties; and,**
- 26. Ensure the protection of students.**

ROP utilizes the following written agreements to manage clinical-internships: Joint Venture Agreement for Use of Facilities, Community Classroom Training Agreement, Cooperative Vocational Education Training Agreement and the Individualized Training Plan (ITP).

ROP maintains current written agreements with work-based activity partners in the program files. The length of these agreements are set by the work-based activity partner and vary from one to two years. The written agreements with work-based activity partners specify the expectations for all parties. The written agreements with work-based activity partners ensure the protection of students while at the site.

27. Each work-based activity has a written instructional plan for students.

California Education Code (Ed. Code) authorizes ROP to legally provide clinical-internship opportunities to the ROP students. The clinical-internship opportunities include unpaid/Community Classroom (CC) and paid/Cooperative Vocational Education (CVE). Before placement in CC and CVE, the instructor develops an ITP for each student that lists skill competencies and hours to direct training at the clinical-internship site.

In compliance with Ed. Code, ROP instructors monitor CC and CVE training through regular on-site visits and conducts conferences with students and clinical-internship supervisors.

The ITP serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress. In addition, the clinical-internship 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 clinical-internship supervisor.

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The ITP serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress. The ITP contains program objectives/competencies, time recommended per unit, and a method to document student mastery.

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

The CC and CVE agreements designates the clinical-internship supervisor responsible for guiding, overseeing and evaluating the training.

30. All work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

Ed. Code dictates that clinical-internship training is coordinated and supervised by the program instructor. ROP instructors are credentialed by the State of California. The ROP CC and CVE training agreements specify and define the responsibilities of the student, clinical-internship provider and ROP. Agreements must be completed and distributed to participants prior to student placement.

D. Criteria Applicable to Associate Degree Nursing Programs

Questions 1-42

ROP does not offer Associate Degree Nursing Programs.

Challenges & Solutions

In November of 2018, the largest wildfire in history swept through our county devastating an entire town and the surrounding communities. While many challenges are associated with this event, the most impactful for ROP is the loss of clinical-internship sites. In response, ROP has expanded recruitment activities, reduced the number of enrollees and authorized instructors to seek clinical-internship sites beyond the traditional service area.

In 2018-2019, ROP transitioned to the Orbund software program with the intent that it would streamline the student process for ease of access for students and staff. Unfortunately, the program has not met expectations, therefore ROP is in the process of evaluating other systems.

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 the California Education Code and the 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 and Council on Occupational Education since 2013. A review of the COE Accreditation Self-Study Standard 2 criteria confirms Butte County ROP is in compliance.

STANDARD TWO

Educational Programs

Medical Assistant Program

Introduction

The ROP **Medical Assistant (MA)** program is designed to instruct students in 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 **680 hour** stand-alone course. The students spend 440 classroom hours in direct and lab instruction and 240 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, certification is not a requirement for employment as a Medical Assistant in California.

Analysis

A. Admissions

The institution's admission policies and procedures are:

- 1. Clearly stated;**
- 2. Consistently applied;**
- 3. Non-discriminatory;**
- 4. Published; and,**
- 5. Consistently communicated to students;**

ROP's admission policies are clearly stated, consistently applied, published and communicated to students and the public in the ROP Student Handbook, program information sheet, during orientations, events and on the ROP website at <https://cte.bcoe.org/>.

ROP requires that students seeking enrollment in the **Medical Assistant** program must meet the following requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read at a 10th grade level
- Basic computer skills
- TB clearance – current two-phase (required prior to the first day of class)
- Hepatitis B immunization (verification of first immunization or completed series required prior to the first day of class)

The ROP's admission policies and procedures are a standardized process are consistently applied.

ROP is subject to the Butte County Superintendent's policies and regulations regarding non-discrimination and harassment SP 5145.3.

The following appears in the ROP Student Handbook.

(a). County Superintendent desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. Programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The County Superintendent prohibits discrimination, intimidation or harassment of any student by any employee, student, or other person in Butte County Office of Education. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

Students also sign an acknowledgment form and an enrollment agreement that states the policies have been read and understood.

6. For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with the policies established by the Commissions.

ROP does not offer Vocational English-As-A-Second Language Programs.

7. Admission Requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

Admission requirements for the MA program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program. The program occupational advisory committee annually reviews the admission requirements.

The MA 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.

8. Students admitted into associate degree programs have a high school diploma or its equivalent.

ROP does not offer Associate Degree programs.

An institution that admits students by exception to its standard admissions policies must:

9. Have written admissions policies and procedures for these exceptions;

10. Apply them uniformly;

11. Provide documented evidence on how they are used;

12. Maintain records on student progress; and,

13. Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

ROP does not admit students by exception

14. Orientation to technology is provided and technical support is available to students.

Orientation to technology and technical support is available to applicants and students upon request.

B. Programs

Occupational education programs align with:

1. The mission of the institution; and,

2. The occupational needs of the people served by the institution.

The Medical Assistant program fulfills the institutional mission of the institution by ensuring that it provides high quality career technical training that meets the industry employment standards.

ROP's adherence to the California Education Code (Ed. Code) and the California Code of Regulations Title V (Title V) assures that the occupational and educational needs of its students are met.

ROP monitors labor market information to ensure students who complete the program will have job opportunities available upon successful completion of the program. 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.

Each occupational education program has:

- 3. Clearly stated objectives;**
- 4. Defined content relevant to those objectives and the current needs of business and industry;**
- 5. Assessment of student achievement based on the program objectives and content; and,**
- 6. Annual evaluation of its objectives.**

The Medical Assistant program objectives detail the competencies and learning objectives for each student. Program objectives are clearly provided on the program information sheet, in the program application packet, at orientation, and competencies are discussed at the beginning of the program and throughout the term.

Program content is defined in the program outline and reflects the current needs of business and industry. The occupational advisory committee provides input related to current needs. The Individualized Training Plan (ITP) reflects the Medical Assistant program requirements.

Student achievement is assessed based on the program objectives and content. Students are assessed in a variety of ways including written tests and quizzes, presentations, laboratory activities, pre-clinical and clinical evaluations, skill checks and observations in the classroom and clinical-internship.

The MA occupational advisory committee meets semi-annually. The committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the industry. 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.

A systematic process has been implemented to document:

- 7. That the objectives and content programs are current; and,**
- 8. That coursework is qualitatively and quantitatively relevant.**

ROP occupational advisory committees annually review all programs to ensure instruction is relevant to industry standards. The functions of the occupational 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 student
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

Qualitative and quantitative relevancy of coursework is measured by the program completion rates, students that successfully pass certification/licensure requirements, graduate follow-up data, and through occupational advisory committee review.

9. Three bona fide potential employers review each educational program annually and recommend:

10. Admission requirements

11. Program content that is consistent with desired student learning outcomes;

12. Program length;

13. Program objectives;

14. Competency tests;

15. Learning activities;

16. Instructional materials;

17. Equipment;

18. Methods of program evaluation;

19. Level of skill and/or proficiency required for completion; and,

20 Appropriate delivery formats for the subject matter being taught.

The Medical Assistant program occupational advisory committee consists of three bona fide potential employers year that conduct an annual review in the following areas; recruitment, admissions, program content, program length, program objectives, testing methods, learning activities, texts and instructional materials, facilities, equipment, changes in the industry and the overall effectiveness of the program.

21. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.

The MA program hours are based on content requirements recommended by the occupational advisory committee and the CCBMA. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information along with input from the institutional and occupational advisory committees when determining the course length and tuition. ROP is committed to providing reasonably priced adult programs.

ROP offers MA program students PELL and direct student loans in an effort to reduce financial barriers.

22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The MA program operates as a stand-alone 680 clock-hour course. The ROP MA program is offered once a year.

Associate degree programs offered must meet the following requirements:

Questions 23-26.

ROP does not offer Associate Degree programs.

27. For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

ROP does not offer distance education.

Each program offered by the institution:

Questions 28-35

ROP does not offer distance education.

36. 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. (This commission definition is consistent with the Federal definition of a credit hour. See section VII. Definitions for the term ‘Credit Hour [Federal definition]’.)

ROP offers only traditional clock hour programs.

37. For all coursework delivered via distance education: Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students’ requests by following institutional requirements on a response times of no more than 24 hours within the published operational schedule of the program/course.

ROP does not offer distance education.

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The MA program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. The original Schoolwide Learner Outcomes (SLOs) were developed in 2012 by program shareholders (instructors, employers, agency partners and students), adopted by ROP and integrated into all programs. The Student Learner Outcomes (SLOs) were reviewed and updated by shareholders during the current self-study process.

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 instructional support as appropriate. Instructional

materials include textbooks, video, software programs, and internet resources. Hands-on lab practice and clinical-internships provide additional means for students to develop and demonstrate competency.

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

The MA program integrates the SLOs into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The clinical internship evaluation form (completed by the internship supervisor) includes: attendance, attitude, teamwork, attire, responsibility, communication skills, critical thinking skills and quality and quantity of work.

The MA program provides guest speakers, field trips and work-based internships to support student understanding and mastery of the skills necessary for workplace success.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The MA program instructor has industry certification and experience that makes her an expert in the field. With guidance from industry partners, certification agency and ROP administrators, the MA instructor organized the program in a sequence of instruction that maximizes mastery of the competencies.

The MA program outline is reviewed annually by the occupational advisory committee. The 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 MA program curriculum sequencing is effective

The sequence of instruction required for program completion is used to:

- 4. Organize the curriculum;**
- 5. Guide the delivery of instruction;**
- 6. Direct learning activities; and,**
- 7. Evaluate student progress in order to maximize the learning competencies essential to success in the occupation.**

The plan of instruction details; curriculum, delivery of instruction, direct learning activities, attitudes and behaviors considered essential to the medical profession.

Student progress of learning competencies are evaluated in the order listed on the program outline and syllabus. The step and sequence are designed to maximize the competencies exhibited by students that are essential to their success within the occupation.

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

The MA occupational advisory committee members are selected to ensure that relevant and current practices of the occupation are being taught. The committee consists of employers, students, ROP administration and the instructor.

Each occupational advisory committee:

- 9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;**
- 10. Represents each service area covered by the program at each meeting (main campus and each branch campus);**
- 11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);**
- 12. Meets at least twice annually**
- 13. Ensures that no fewer than three months separate each official committee meeting; and,**
- 14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.**

The Medical Assistant Occupational Advisory Committee maintains a membership of three or more members and meets twice a year. The committee consists of employers, students, ROP administration and the instructor. Three or more members meeting the demographics are present at the fall or spring meeting.

ROP consists of one campus which is covered by the MA occupational advisory committee membership.

- 15. 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.**

The MA occupational advisory committee meets semi-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.

- 16. Job-related health, safety and fire prevention are an integral part of instruction.**

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.

M&O verify classroom safety and maintain fire extinguishers. All ROP classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE Crisis Response Plan is maintained in the ROP administrative office. 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

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

The MA 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.

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 MA students to work with state of the art medical equipment and interact with professionals and patients.

ROP follows the occupational advisory committee's recommendations when upgrading and/or replacing instructional equipment and training materials.

18. All instructions is effectively organized as evidenced by syllabi, lesson plans, competency, tests, and other instructional materials.

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 (clinical-internship) training documents.

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

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

20. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

ROP does not offer distance education coursework.

Questions 21-23

ROP does not offer distance education coursework.

Written agreements with work-based activity partners, if any:

- 24. Are current;**
- 25. Specify expectations for all parties; and,**
- 26. Ensure the protection of students.**

ROP utilizes the following written agreements to manage clinical-internships: Joint Venture Agreement for Use of Facilities, Community Classroom Training Agreement, Cooperative Vocational Education Training Agreement and the Individualized Training Plan (ITP).

ROP maintains current written agreements with work-based activity partners in the program files. The length of these agreements are set by the work-based activity partner and vary from one to two years. The written agreements with work-based activity partners specify the expectations for all parties. The written agreements with work-based activity partners ensure the protection of students while at the site.

27. Each work-based activity has a written instructional plan for students.

California Education Code (Ed. Code) authorizes ROP to legally provide clinical-internship opportunities to the ROP students. The clinical-internship opportunities include unpaid/Community Classroom (CC) and paid/Cooperative Vocational Education (CVE). Before placement in CC and CVE, the instructor develops an ITP for each student that lists skill competencies and hours to direct training at the clinical-internship site.

In compliance with Ed. Code, ROP instructors monitor CC and CVE training through regular on-site visits and conducts conferences with students and clinical-internship supervisors.

The ITP serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress. In addition, the clinical-internship 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 clinical-internship supervisor.

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The ITP serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress. The ITP contains program objectives/competencies, time recommended per unit, and a method to document student mastery.

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

The CC and CVE agreements designates the clinical-internship supervisor responsible for guiding, overseeing and evaluating the training.

30. All work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

Ed. Code dictates that clinical-internship training is coordinated and supervised by the program instructor. ROP instructors are credentialed by the State of California. The ROP CC and CVE training agreements specify and define the responsibilities of the student, clinical-internship provider and ROP. Agreements must be completed and distributed to participants prior to student placement.

D. Criteria Applicable to Associate Degree Nursing Programs

Questions 1-42

ROP does not offer Associate Degree Nursing Programs.

Challenges & Solutions

In November of 2018, the largest wildfire in history swept through our county devastating an entire town and the surrounding communities. While many challenges are associated with this event, the most impactful for ROP is the loss of clinical-internship sites. In response, ROP has expanded recruitment activities, reduced the number of enrollees and authorized instructors to seek clinical-internship sites beyond the traditional service area.

In 2018-2019, ROP transitioned to the Orbund software program with the intent that it would streamline processes. Unfortunately, the program has not met expectations, therefore ROP is in the process of evaluating other systems.

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 the California Education Code and the 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 and Council on Occupational Education since 2013. A review of the COE Accreditation Self-Study Standard 2 criteria confirms Butte County ROP is in compliance.

STANDARD TWO

Educational Programs

Phlebotomy Technician

Introduction

The ROP **Phlebotomy Technician (PT)** program is a **106 clock hour** course, designed to teach students the clinical skills necessary to take the National Exam for Certified Phlebotomy Technician and apply to become a California 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 program prepares students to meet the state criteria for certification and is approved by the California Department of Public Health Laboratory Field Services (LFS). Licensure is required for employment as a Certified Phlebotomy Technician in California.

Analysis

A. Admissions

The institution's admission policies and procedures are:

- 1. Clearly stated;**
- 2. Consistently applied;**
- 3. Non-discriminatory;**
- 4. Published; and,**
- 5. Consistently communicated to students;**

ROP's admission policies are clearly stated, consistently applied, non-discriminatory, published and communicated to students and the public in the ROP Student Handbook, the program information sheet, at events and on the ROP website at <https://cte.bcoe.org/>.

ROP requires that students seeking enrollment in the **Phlebotomy Technician** program must meet the following requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read at a 10th grade level
- Basic computer skills
- TB clearance – current two-phase (required prior to the first day of class)
- Hepatitis B immunization (verification of first immunization or completed series required prior to the first day of class)

The ROP's admission policies and procedures are a standardized process that is consistently applied. The admission policies are publicly available in the ROP Student Handbook and on the ROP website at <https://cte.bcoe.org/>.

ROP is subject to the Butte County Superintendent's policies and regulations regarding non-discrimination and harassment SP 5145.3.

The following appears in the ROP Student Handbook.

(a). County Superintendent desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. Programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The County Superintendent prohibits discrimination, intimidation or harassment of any student by any employee, student, or other person in Butte County Office of Education. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

Students also sign an acknowledgment form and an enrollment agreement that states the policies have been read and understood.

6. For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with the policies established by the Commissions.

ROP does not offer Vocational English-As-A-Second Language Programs.

7. Admission Requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

Admission requirements for the PT program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program. The program occupational advisory committee annually reviews the admission requirements.

The PT 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.

8. Students admitted into associate degree programs have a high school diploma or its equivalent.

ROP does not offer Associate Degree programs.

An institution that admits students by exception to its standard admissions policies must:

9. Have written admissions policies and procedures for these exceptions;

10. Apply them uniformly;

11. Provide documented evidence on how they are used;

12. Maintain records on student progress; and,

13. Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

ROP does not admit students by exception.

14. Orientation to technology is provided and technical support is available to students.

Orientation to technology and technical support is available to applicants and students upon request.

B. Programs

Occupational education programs align with:

1. The mission of the institution; and,

2. The occupational needs of the people served by the institution.

The PT program fulfills the institutional mission by ensuring that it provides high quality career technical training that meets the industry employment standards. ROP's adherence to the California Education Code (Ed. Code) and the California Code of Regulations Title V (Title V) assures that the occupational and educational 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.

Each occupational education program has:

- 3. Clearly stated objectives;**
- 4. Defined content relevant to those objectives and the current needs of business and industry;**
- 5. Assessment of student achievement based on the program objectives and content; and,**
- 6. Annual evaluation of its objectives.**

The PT program outline details the competencies and learning objectives for each student as prescribed by the LFS. The PT program occupational advisory committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the industry. Program objectives are clearly provided on the program information sheet, in the program application packet, at orientation, and competencies are discussed 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.

Program content is defined in the program outline as approved by LFS and reflects the current needs of business and industry. The program occupational advisory committee provides input related to current needs. The PT program is submitted to LFS every two years for approval.

Student achievement is assessed based on the program objectives and content. Students are assessed in a variety of ways including written tests and quizzes, presentations, laboratory activities, clinical evaluations, skill checks and observations in the classroom, and clinical-internship.

The PT occupational advisory committee meets semi-annually. ROP ensures that the occupational advisory agendas address the required program review elements. These elements include curriculum, texts, learning objectives, materials, facilities, equipment, student outcomes, labor market, and a certificate of proficiency content, work-based learning activities, recruitment and admissions. In addition, the PT program is reviewed by LFS every two years.

A systematic process has been implemented to document:

- 7. That the objectives and content programs are current; and,**
- 8. That coursework is qualitatively and quantitatively relevant.**

ROP occupational advisory committees annually review all programs to ensure instruction is relevant to industry standards. The functions of the occupational 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 student
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

Qualitative and quantitative relevancy of coursework is measured by the program completion rates, students that successfully pass certification/licensure requirements, graduate follow-up data, and through occupational advisory committee review.

9. Three bona fide potential employers review each educational program annually and recommend:

10. Admission requirements

11. Program content that is consistent with desired student learning outcomes;

12. Program length;

13. Program objectives;

14. Competency tests;

15. Learning activities;

16. Instructional materials;

17. Equipment;

18. Methods of program evaluation;

19. Level of skill and/or proficiency required for completion; and,

20 Appropriate delivery formats for the subject matter being taught.

The PT program occupational advisory committee consists of three bona fide employers, meets twice a year to conduct a thorough review of the program. Areas that are addressed include: recruitment, admissions, program content, program length, program objectives, testing methods, learning activities, texts and instructional materials, facilities, equipment, skill level and/or proficiency required for completion, delivery formats and changes in the industry and the overall effectiveness of the program.

At least three PT occupational advisory members complete the COE Employer Program Verification Form and ensure that the program content is consistent with the desired student learner outcomes.

21. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.

The PT program hours are based on content requirements recommended by the occupational advisory committee and the LFS. ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information along with input from the institutional and occupational advisory committees when determining the course length and tuition. ROP is committed to providing reasonably priced adult programs.

22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The PT program operates as a stand-alone 106+ clock-hour course. The PT program is offered two or three times a year.

Associate degree programs offered must meet the following requirements:

Questions 23-26

ROP does not offer Associate Degree programs.

27. For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

ROP does not offer distance education.

Each program offered by the institution:

Questions 28-35

ROP does not offer distance education.

36. 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. (This commission definition is consistent with the Federal definition of a credit hour. See section VII. Definitions for the term ‘Credit Hour [Federal definition]’.)

ROP offers only traditional clock hour programs.

37. For all coursework delivered via distance education: Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students’ requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.

ROP does not offer distance education.

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The PT program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. The original Schoolwide Learner Outcomes (SLOs) were developed in 2012 by program shareholders (instructors, employers,

agency partners and students), adopted by ROP and integrated into all programs. The Student Learner Outcomes (SLOs) were reviewed and updated by shareholders during the current self-study process.

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. LFS allows students only one test below 80%. A second test below 80% results in mandatory dismissal from the program. Instructional materials include textbooks, video, and internet resources. Hands-on lab practice and clinical-internships are required for students to demonstrate competency.

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

The PT program integrates the SLOs into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The clinical internship evaluation form (completed by the internship supervisor) includes: attendance, attitude, teamwork, attire, responsibility, communication skills, critical thinking skills and quality and quantity of work. The PT program provides guest speakers, job shadow and work-based internships to support student understanding and mastery of the skills necessary for workplace success.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The PT program instructor has industry certification and experience that makes him/her an expert in the field. With guidance from industry partners, licensing agency and ROP administrators, the PT instructor organized the program in a sequence of instruction that maximizes mastery of the competencies.

The PT program outline is reviewed annually by the occupational advisory committee. The 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 PT program curriculum sequencing is effective.

The sequence of instruction required for program completion is used to:

- 4. Organize the curriculum;**
- 5. Guide the delivery of instruction;**
- 6. Direct learning activities; and,**
- 7. Evaluate student progress in order to maximize the learning competencies essential to success in the occupation.**

The plan of instruction details; curriculum, delivery of instruction, direct learning activities, attitudes and behaviors considered essential to the profession and guide the delivery of instruction.

The instructor utilizes direct learning activities which are differentiated to optimize student achievement. Student progress of learning competencies are evaluated in the order listed on the program outline. The step and sequence is designed to maximize the competencies exhibited by students that are essential to their success within the occupation.

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

The PT occupational advisory committee members are selected to ensure that relevant and current practices of the occupation are being taught. The committee consists of employers, students, ROP administration and the instructor.

Each occupational advisory committee:

- 9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;**
- 10. Represents each service area covered by the program at each meeting (main campus and each branch campus);**
- 11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);**
- 12. Meets at least twice annually**
- 13. Ensures that no fewer than three months separate each official committee meeting; and,**
- 14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.**

The PT program occupational advisory committee maintains a membership of three or more industry representatives and meets twice a year in the spring and fall. ROP consists of one campus which is covered by the PT occupational advisory committee membership. A sign-in sheet and advisory committee minutes from each meeting is maintained in the ROP files. The minutes include names and titles of the attendees and details of all recommendations and discussion points.

15. 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.

The PT occupational advisory committee meets semi-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.

16. Job-related health, safety and fire prevention are an integral part of instruction.

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.

M&O verify classroom safety and maintain fire extinguishers. All ROP classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE Crisis Response Plan is maintained in the ROP administrative office. 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.

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

The PT students receive academic instruction and training through lecture and lab assignments using equipment comparable to that found in healthcare facilities.

ROP students are placed in work-based internships to provide real-world, hands-on training experiences that cannot be duplicated in the classroom. Clinical-internships allow PT students to work and interact with professionals and patients.

ROP follows the occupational advisory committee's recommendations when upgrading and/or replacing instructional equipment and training materials.

18. All instruction is effectively organized as evidenced by syllabi, lesson plans, competency, tests, and other instructional material.

ROP instruction is effectively organized through the use of course outlines, class schedules, lesson plans, textbooks, skills checks, written tests, instructional handouts and clinical-internship training documents.

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

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

20. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

ROP does not offer distance education coursework.

Questions 21- 23

ROP does not offer distance education coursework.

Written agreements with work-based activity partners, if any:

24. Are current;

25. Specify expectations for all parties; and,

26. Ensure the protection of students.

ROP utilizes the following written agreements to manage clinical-internships: Joint Venture Agreement for Use of Facilities, Community Classroom Training Agreement, and the Clinical Performance Record.

ROP maintains current written agreements with work-based activity partners in the program files. The length of these agreements are set by the work-based activity partner and vary from one to two years. The written agreements with work-based activity partners specify the expectations for all parties and ensure the protection of students while at the site.

27. Each work-based activity has a written instructional plan for students.

California Education Code (Ed. Code) authorizes ROP to legally provide clinical-internship opportunities to the ROP students. PT students complete a minimum of 40 hours of clinical-internship through the Community Classroom (CC) methodology. The preceptor (clinical-internship supervisor) documents student required draws using the Clinical Performance Record (CPR). In compliance with Ed. Code, ROP instructors monitor the clinical-internship through regular on-site visits.

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The CPR serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress.

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

The CC agreement designates the clinical-internship supervisor responsible for guiding, overseeing and evaluating the training.

30. All work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

Ed. Code dictates that clinical-internship training is coordinated and supervised by the program instructor. ROP instructors are credentialed by the State of California. The ROP CC training

agreement specifies and defines the responsibilities of the student, clinical-internship provider and ROP. Agreements must be completed and distributed to participants prior to student placement.

D. Criteria Applicable to Associate Degree Nursing Programs

Questions 1-42

ROP does not offer Associate Degree Nursing Programs.

Challenges and Proposed Solutions

In November of 2018, the largest wildfire in history swept through our county devastating an entire town and surrounding communities. While many challenges are associated with this event, the most impactful for ROP is the loss of Adventist Health Feather River Hospital who was a primary clinical-internship training site and employer. In response, ROP reduced the number of sections offered annually.

In 2018-2019, ROP transitioned to the Orbund software program with the intent that it would streamline processes. Unfortunately, the program has not met expectations, therefore ROP is in the process of evaluating other systems.

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 the California Education Code and the 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 and Council on Occupational Education since 2013. A review of the COE Accreditation Self-Study Standard 2 criteria confirms Butte County ROP is in compliance.

STANDARD TWO

Educational Programs

Registered Dental Assistant

Introduction

The ROP **Registered Dental Assistant (RDA)** program is designed to instruct students in the necessary manipulative skills and knowledge for entry-level employment as a dental assistant. The program is comprised of a **980 hour** stand-alone course. Classroom instruction covers dental anatomy, dental radiology, coronal polish, infection control, 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, and 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 required for employment as a Dental Assistant.

Analysis

A. Admissions

The institution's admission policies and procedures are:

- 1. Clearly stated;**
- 2. Consistently applied;**
- 3. Non-discriminatory;**
- 4. Published; and,**
- 5. Consistently communicated to students;**

ROP's admission policies are clearly stated, consistently applied, published and communicated to students and the public in the ROP Student Handbook, program information sheet, during orientations, events and on the ROP website at <https://cte.bcoe.org/>.

ROP requires that students seeking enrollment in the **Registered Dental Assistant** program must meet the following requirements:

- High school diploma or equivalent
- At least 18 years of age
- Ability to read at a 10th grade level
- Basic computer skills
- TB clearance – current two-phase (required prior to the first day of class)
- Hepatitis B immunization (verification of first immunization or completed series required prior to the first day of class)

The ROP's admission policies and procedures are a standardized process are consistently applied.

ROP is subject to the Butte County Superintendent's policies and regulations regarding non-discrimination and harassment SP 5145.3.

The following appears in the ROP Student Handbook.

(a). County Superintendent desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. Programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The County Superintendent prohibits discrimination, intimidation or harassment of any student by any employee, student, or other person in Butte County Office of Education. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

Students also sign an acknowledgment form and an enrollment agreement that states the policies have been read and understood.

6. For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with the policies established by the Commissions.

ROP does not offer Vocational English-As-A-Second Language Programs.

7. Admission Requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

Admission requirements for the RDA program were strategically established to identify and select students demonstrating the qualities necessary for successful completion of the program. The program occupational advisory committee annually reviews the admission requirements.

The RDA 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.

8. Students admitted into associate degree programs have a high school diploma or its equivalent.

ROP does not offer Associate Degree programs.

An institution that admits students by exception to its standard admissions policies must:

9. Have written admissions policies and procedures for these exceptions;

10. Apply them uniformly;

11. Provide documented evidence on how they are used;

12. Maintain records on student progress; and,

13. Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

ROP program does not admit students by exception to its standard admission policy for the Registered Dental Assistant program. The California Dental Board expects that the policies and procedures of approved institutions meet compliance.

14. Orientation to technology is provided and technical support is available to students.

Orientation to technology and technical support is available to applicants and students upon request.

B. Programs

Occupational education programs align with:

1. The mission of the institution; and,

2. The occupational needs of the people served by the institution.

The Registered Dental Assistant program fulfills the institutional mission of the institution by ensuring that it provides high quality career technical training that meets the industry employment standards.

ROP's adherence to the California Education Code (Ed. Code) and the California Code of Regulations Title V (Title V) assures that the occupational and educational needs of its students are met.

ROP monitors labor market information to ensure students who complete the program will have job opportunities available upon successful completion of the program. 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.

Each occupational education program has:

- 3. Clearly stated objectives;**
- 4. Defined content relevant to those objectives and the current needs of business and industry;**
- 5. Assessment of student achievement based on the program objectives and content; and,**
- 6. Annual evaluation of its objectives.**

The Registered Dental Assistant program objectives detail the competencies and learning objectives for each student. Program objectives are clearly provided on the program information sheet, in the program application packet, at orientation, and competencies are discussed at the beginning of the program and throughout the term.

Program content is defined in the program outline and reflects the current needs of business and industry. The occupational advisory committee provides input related to current needs. The Individualized Training Plan (ITP) reflects the Dental Board of California's RDA program requirements.

Student achievement is assessed based on the program objectives and content. Students are assessed in a variety of ways including written tests and quizzes, presentations, laboratory activities, pre-clinical and clinical evaluations, skill checks and observations in the classroom and clinical-internship.

The RDA occupational advisory committee meets semi-annually. The committee annually reviews the competencies and objectives to ensure that the program addresses the current needs of the industry. 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.

A systematic process has been implemented to document:

- 7. That the objectives and content programs are current; and,**
- 8. That coursework is qualitatively and quantitatively relevant.**

ROP occupational advisory committees annually review all programs to ensure instruction is relevant to industry standards. The functions of the occupational 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 student
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

Qualitative and quantitative relevancy of coursework is measured by the program completion rates, students that successfully pass certification/licensure requirements, graduate follow-up data, and through occupational advisory committee review.

9. Three bona fide potential employers review each educational program annually and recommend:

10. Admission requirements

11. Program content that is consistent with desired student learning outcomes;

12. Program length;

13. Program objectives;

14. Competency tests;

15. Learning activities;

16. Instructional materials;

17. Equipment;

18. Methods of program evaluation;

19. Level of skill and/or proficiency required for completion; and,

20 Appropriate delivery formats for the subject matter being taught.

The RDA program occupational advisory committee consists of a minimum of three bona fide employers, meets twice a year to conduct thorough review in the following areas; recruitment, admissions, program content, program length, program objectives, testing methods, learning activities, texts and instructional materials, facilities, equipment, changes in the industry and the overall effectiveness of the program.

21. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.

The RDA program hours are based on content requirements recommended by the occupational advisory committee and the Northern California Dental Society (NCDS). ROP conducts an annual job market survey to determine the prevailing wage and labor market demand and considers this information along with input from the institutional and occupational advisory committees when determining the course length and tuition. ROP is committed to providing reasonably priced adult programs.

ROP offers RDA program students PELL and direct student loans in an effort to reduce financial barriers.

22. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The RDA program operates as a stand-alone 980 clock-hour course. The RDA program is offered once a year.

**Associate degree programs offered must meet the following requirements:
Questions 23-26**

ROP does not offer Associate Degree programs.

27. For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

ROP does not offer distance education.

**Each program offered by the institution:
Questions 28-35**

ROP does not offer distance education.

36. 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. (This commission definition is consistent with the Federal definition of a credit hour. See section VII. Definitions for the term ‘Credit Hour [Federal definition]’.)

ROP offers only traditional clock hour programs.

37. For all coursework delivered via distance education: Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students’ requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.

ROP does not offer distance education.

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The RDA program integrates academic competencies and occupational skills into instruction by providing classroom, lab and work-based learning activities. The original Schoolwide Learner Outcomes (SLOs) were developed in 2012 by program shareholders (instructors, employers,

agency partners and students), adopted by ROP and integrated into all programs. The (Student Learner Outcomes (SLOs) were reviewed and updated by shareholders during the current self-study process.

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 instructional support as appropriate. Instructional materials include textbooks, video, software programs, and internet resources. Hands-on lab practice and clinical-internships provide additional means for students to develop and demonstrate competency.

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

The RDA program integrates the SLOs into all areas of instruction. The SLOs address work ethic, job seeking skills, industry knowledge, communication skills, problem solving and professionalism. The clinical internship evaluation form (completed by the internship supervisor) includes: attendance, attitude, teamwork, attire, responsibility, communication skills, critical thinking skills, and quality and quantity of work.

The RDA program provides guest speakers, field trips and work-based internships to support student understanding and mastery of the skills necessary for workplace success.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The RDA program instructor has industry certification and experience that makes her an expert in the field. With guidance from industry partners, certification agency and ROP administrators, the RDA instructor organized the program in a sequence of instruction that maximizes mastery of the competencies.

The RDA program outline is reviewed annually by the occupational advisory committee. The 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 RDA program curriculum sequencing is effective.

The sequence of instruction required for program completion is used to:

- 4. Organize the curriculum;**
- 5. Guide the delivery of instruction;**
- 6. Direct learning activities; and,**
- 7. Evaluate student progress in order to maximize the learning competencies essential to success in the occupation.**

The plan of instruction details; curriculum, delivery of instruction, direct learning activities, attitudes and behaviors considered essential to the dental profession.

Student progress of learning competencies are evaluated in the order listed on the program outline and syllabus. The step and sequence are designed to maximize the competencies exhibited by students that are essential to their success within the occupation.

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

The RDA occupational advisory committee members are selected to ensure that relevant and current practices of the occupation are being taught. The committee consists of employers, students, ROP administration and the instructor.

Each occupational advisory committee:

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;

10. Represents each service area covered by the program at each meeting (main campus and each branch campus);

11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

12. Meets at least twice annually

13. Ensures that no fewer than three months separate each official committee meeting; and,

14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

The RDA occupational committee consists of employers, students, ROP administration and the instructor. A sign-in sheet from each meeting is maintained in the ROP files. Three or more members are present at the fall or spring meeting.

ROP consists of one campus which is covered by the RDA occupational advisory committee membership.

15. 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.

The RDA occupational advisory committee meets semi-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.

16. Job-related health, safety and fire prevention are an integral part of instruction.

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.

M&O verify classroom safety and maintain fire extinguishers. All ROP classrooms are equipped with a first aid kit that is maintained by the instructor. BCOE Crisis Response Plan is maintained in the ROP administrative office. 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

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

The RDA 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.

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 RDA students to work with state of the art dental equipment and interact with professionals and patients.

ROP follows the occupational advisory committee's recommendations when upgrading and/or replacing instructional equipment and training materials.

18. All instruction is effectively organized as evidenced by syllabi, lesson plans, competency, tests, and other instructional materials.

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 (clinical-internship) training documents.

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

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

20. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

ROP does not offer distance education coursework.

Questions 21- 23

ROP does not offer distance education coursework.

Written agreements with work-based activity partners, if any:

24. Are current;

25. Specify expectations for all parties; and,

26. Ensure the protection of students.

ROP utilizes the following written agreements to manage clinical-internships: Joint Venture Agreement for Use of Facilities, Community Classroom Training Agreement, Cooperative Vocational Education Training Agreement and the Individualized Training Plan (ITP).

ROP maintains current written agreements with work-based activity partners in the program files. The length of these agreements are set by the work-based activity partner and vary from one to two years. The written agreements with work-based activity partners specify the expectations for all parties. The written agreements with work-based activity partners ensure the protection of students while at the site.

27. Each work-based activity has a written instructional plan for students.

California Education Code (Ed. Code) authorizes ROP to legally provide clinical-internship opportunities to the ROP students. The clinical-internship opportunities include unpaid/Community Classroom (CC) and paid/Cooperative Vocational Education (CVE). Before placement in CC and CVE, the instructor develops an ITP for each student that lists skill competencies and hours to direct training at the clinical-internship site.

In compliance with Ed. Code, ROP instructors monitor CC and CVE training through regular on-site visits and conducts conferences with students and clinical-internship supervisors.

The ITP serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress. In addition, the clinical-internship 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 clinical-internship supervisor.

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The ITP serves to guide the clinical-internship supervisor in providing appropriate training and provides the instructor with a tool to record student progress. The ITP contains program objectives/competencies, time recommended per unit, and a method to document student mastery.

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

The CC and CVE agreements designates the clinical-internship supervisor responsible for guiding, overseeing and evaluating the training.

30. All work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

Ed. Code dictates that clinical-internship training is coordinated and supervised by the program instructor. ROP instructors are credentialed by the State of California. The ROP CC and CVE training agreements specify and define the responsibilities of the student, clinical-internship provider and ROP. Agreements must be completed and distributed to participants prior to student placement.

D. Criteria Applicable to Associate Degree Nursing Programs

Questions 1-42

ROP does not offer Associate Degree Nursing Programs.

Challenges & Solutions

In November of 2018, the largest wildfire in history swept through our county devastating an entire town and the surrounding communities. While many challenges are associated with this event, the most impactful for ROP is the loss of clinical-internship sites. In response, ROP has expanded recruitment activities, reduced the number of enrollees and authorized instructors to seek clinical-internship sites beyond the traditional service area.

In 2018-2019, ROP transitioned to the Orbund software program with the intent that it would streamline processes. Unfortunately, the program has not met expectations, therefore ROP is in the process of evaluating other systems.

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 the California Education Code and the 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 and Council on Occupational Education since 2013. A review of the COE Accreditation Self-Study Standard 2 criteria confirms Butte County ROP is in compliance.

POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

December 16, 2019

Programs listed below are those of which campus : (Click applicable box and enter name of campus if appropriate) Each campus needs a separate chart.														
			<input checked="" type="checkbox"/>	Main Campus	<input type="checkbox"/>	Other Campus Location:		Click						
Click each appropriate box to indicate method of measuring program length:			<input checked="" type="checkbox"/>	Clock Hours	<input type="checkbox"/>	Semester Credit Hours Complete Clock Hour/ Credit Hour Chart			<input type="checkbox"/>	Quarter Credit Hours Complete Clock Hour/ Credit Hour Chart				
PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution - NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Certified Veterinary Assistant	600	Click	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1981	Click	18	1	Click
Medical Assistant	680	Click	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1994	Click	12	1	Click
Phlebotomy Technician	106	Click	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2003	0	Click	2	Click
Registered Dental Assistant	980	Click	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1980	Click	20	1	1
Click	Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click	Click	Click	Click	Click
Click	Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click	Click	Click	Click	Click
Click	Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click	Click	Click	Click	Click
Click	Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click	Click	Click	Click	Click

Traditional Program – Program that requires all instructional hours to be completed on campus. Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods

STANDARD THREE

Program and Institutional Outcomes

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. ROP closely monitors student outcomes. Students are informed of the competencies that must be mastered for successful completion of the program during the application process, on the first day of class and the competencies are reinforced throughout the course of the program.

Instructors and employers through the internship process, regularly evaluate student progress towards mastery, to ensure student acquisition of knowledge and skills necessary for successful employment. 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.

Occupational Advisory Committees meet two times per year to review and revise course competencies as necessitated by industry standards and student outcomes. Student completion, placement and licensure data is reported annually to 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) and/or withdrawal from programs, are maintained and made a part of his/her record.

Instructors maintain records of student performance and assessments which include standard pencil and paper tests, quizzes, skill checks, projects, labs, employer evaluations (of work-based training activities) and industry licensure exam results. Students 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 Orbund (a web-based data collection system) to record and store student enrollment, attendance, withdrawal and qualification for certificate data.

2. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks.

ROP compiles student completion data as students exit the program. This data is recorded in the student information system. Every December, ROP submits to the Commission its COE Institutional Annual Report that includes the student completion data.

3. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for completion for the most recent 12-month period possible.

NA

4. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion rates failing to meet the required benchmark.

Since the initial accreditation in 2013, all programs have met the completion benchmark established by COE. Each program completion rate since 2013 has exceeded 60% which satisfies COE's requirement. .

5. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks.

ROP conducts two completion/placement reports annually for each program, the Grade/Placement Roster and the Graduate COE Follow-Up. The Grade/Placement Roster are completed at the end of the program, the Graduate COE Follow-Up approximately seven months after and again just prior to submitting the COE Institutional Annual Report.

6. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for placement for the most recent 12-month period possible.

N/A

7. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.

ROP has consistently met or exceeded the COE 70% placement rate since being accredited in 2013 and therefore has not needed to take any actions for failing to meet the required benchmark.

8. If applicable, the institution submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks.

ROP has one program that requires licensure for employment eligibility, The Certified Phlebotomy Technician Program. The California Department of Public Health Laboratory Field Services has approved ROP as a California Phlebotomy Training School.

Licensure exam pass rate is collected after each testing cycle throughout the year. The data is accumulated to generate an annual statistic that is included in the COE Annual Report.

9. FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for licensure exam pass rates for the most recent 12-month period possible.

NA

10. FOR ACCREDITED INSTITUTIONS ONLY: All applicable programs meet the required benchmark for licensure exam pass rate OR the institution has taken any actions required by the Commission due to licensure exam pass rates failing to meet the required benchmark.

The Licensure Exam Pass Rate for the Certified Phlebotomy Technician program since initial accreditation in 2013 has been 97% or higher which exceeds the COE benchmark.

11. The institution has a written plan to ensure that follow-up is systematic and continuous.

The institution's written plan for follow-up includes the following elements:

- 12. Identification of responsibility for coordination of follow-up activities;**
- 13. Methods for collection of data on completion, placement, and licensure exam pass rates;**
- 14. Information collected from completers and employers of completers that is focused on program effectiveness; and,**
- 15. Methods for surveying completers and employers of completers to assess the level of satisfaction with the education that was received.**

ROP's Follow Up Plan details the duties and responsibilities associated with student outcomes. The ROP Administrator oversees all follow-up activities. The administrator verifies the collection of data and reports all follow-up information as scheduled for each program. The ROP Administrator is assisted by an Administrative Assistant on inputting data for the purpose of follow-up and generating reports as required.

Completion data is submitted to ROP Administration by individual program instructors, Certificate of Completion data is generated based on this information. Program instructor/s collect placement data through the following avenues; personal contact, social media, phone calls and employer contact.

Upon completion of a program, students are asked to anonymously respond to a Student Survey. The information generated from the survey provides ROP instructors and administrators with the opportunity to reflect on student's perception of their ROP experience. As well as, identify areas of improvement to the overall student experience for future programs.

Employers complete the Student Evaluation form during the work-based training placements (Community Classroom) which provide the instructors with feedback on program effectiveness of the classroom training, and preparation for the work environment.

16. The follow-up plan is reviewed by the faculty and administration, and revised as necessary on an annual basis.

The Follow-Up plan is reviewed by administration and staff annually. Revisions to the plan are instituted as deemed appropriate with input from stakeholders.

17. Follow-up information is used to evaluate and improve the quality of program outcomes.

Data is collected and tabulated for those students who completed (or failed to complete) their programs and who found employment (or failed to find employment) as a result of their educational program. Students included in the information gathering process represent the entire student demographic. ROP considers program input an essential component of its review process. Follow-up information identifies program strengths and weaknesses, corrections are made to improve program outcomes.

18. Follow-up information is made available at least on an annual basis to instructional personnel and administrative staff.

ROP administration shares the student completion, placement and licensure data annually with the BCOE administration, ROP staff and the Institutional and Occupational Advisory committee members.

Challenges & Solutions

During the last six years, ROP has experienced notable changes in its student and business partner needs. ROP analysis has determined a need to expand the scope of outcome data collected, to better identify, anticipate and address program issues to improve student success and employer satisfaction.

Currently, students complete a satisfaction survey at the end of the program, however we may not be asking the appropriate questions to gain the most input on program satisfaction. Therefore, ROP has developed an expanded survey for students and business partners.

Data collected from Occupational Advisory committee members and business partners is essential and ROP utilizes this information for program improvement. The team is considering additional methods to survey business partners.

ROP currently shares program success information through open houses, ROP website, newspaper articles, and other means as appropriate. The ROP team will continue to explore additional methods to promote program success within the community.

Summary

Since 1974, Butte County ROP has surveyed our students and maintained student follow-up records for reporting to the State, BCOE Board/Administration, staff, employers and occupational advisory committee members. The information is reviewed annually for the purpose of evaluating program success, making curriculum revision, and terminating and adding courses. The COE Completion, Placement and Licensure data illustrates ROP's ability to operate a successful occupational program that supports the community.

CPL DATA WORKSHEET

SCHOOL NAME: Butte County Regional Occupational Program							SCHOOL ID NO: 324800							REPORTING PERIOD: January 1 - December 31, 2018							BENCHMARKS									
Shaded columns represent calculated fields.																60%					70%					70%				
Row Numbers in Annual Report software	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
POSTSECONDARY PROGRAM NAME	Beginning Enrollment	New Enrollees	Cumulative Enrollment	Students still enrolled	Non-Graduate Completers	Graduate Completers	Total Completers	Non-Grad Completers Emp in Pos Related to Field of Inst	Grad Completers Emp in Pos Related to Field of Inst	Total Completers Emp in Pos Related to Field of Inst	Grad. Completers Emp in Pos. Unrelated to Field of Inst.	Graduate Completers Waiting to Take Licensure	Grad. Completers Who Took Licensure Exam	Grad. Completers Who Passed Licensure Exam	Grad. Completers Unavailable for Employ.	Grad. Completers Who Refused Employment	Grad. Completers Seeking Employ./Status Unknown	Withdrawals	Sum of Rows 16, 19, 20	Difference - Column 10 minus Column 23	Difference - Column 11 minus Column 23	Graduation Rate (%)	Total Completion Rate (%)	Grad. Placement Rate (%)	Total Placement Rate (%)	Licensure Exam Rate (%)				
Certified Veterinary Assistant	22	21	43	21	0	21	21	0	19	19	1	0	0	0	1	0	0	1	1	20	20	95%	95%	95%	95%	#DIV/0!				
Medical Assistant	20	19	39	18	0	20	20	0	20	20	0	0	0	0	0	0	0	1	0	20	20	95%	95%	100%	100%	#DIV/0!				
Phlebotomy Technician	0	33	33	0	0	33	33	0	24	24	8	0	33	32	0	0	1	0	0	33	33	100%	100%	73%	73%	97%				
Registered Dental Assistant	19	21	40	18	0	18	18	0	17	17	0	0	0	0	0	0	1	4	0	18	18	82%	82%	94%	94%	#DIV/0!				
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NOTE: Percentages should not be over 100%.

STANDARD FOUR Strategic Planning

Introduction

The ROP Strategic Plan provides a template for the process of continuous program improvement. The ROP Mission is to, ***“Deliver high quality career education and employment training that provides students the skills, knowledge and experience that leads to career success.”***

The Plan illustrates the six focus areas; Accreditation, Title IV, Outreach, Programs/Pathways, High Quality Instruction and Student Outcomes. Each area has the following identified to further the program goals; objectives/action steps, timeline, responsible, status, evaluation elements and outcomes. This data is collected and reported to all stakeholders.

The plan and data will be reviewed annually by the ROP Administrators, ROP Instructors, ROP Staff, Program Advisory Committees, Industry Partners, Workforce Development Agencies and the Institutional Advisory Committee. Input gathered from these sources will be utilized to update the plan.

Analysis

1. The institution has a written strategic plan;

ROP has a written strategic plan.

2. Mission of the institution;

3. Vision of the institution;

4. Objectives for a minimum period of three years;

5. Strategies for achieving the objectives;

6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan;

7. Strategies for evaluating progress toward achieving the objectives.

The 2019/20-2022/23 Strategic Plan for ROP Strategic Plan is the official plan for the institution. The latest version was released to administration, staff, faculty and advisory committees in October of 2019.

The ROP Mission Statement is stated on the Butte County Regional Occupational Strategic Plan. ***“Deliver high quality career education and employment training that provides students the skills, knowledge and experience that leads to career success”***

The ROP Vision Statement is stated on the Butte County Regional Occupational Strategic Plan. ***“Leading Career Education with Excellence”***

The 2019/20-2022/23 ROP Strategic Plan includes the following components (1) mission and vision statement, (2) strategic objectives in the area of instruction, student services, marketing, finance and community outreach; (3) action plans for outcomes; (4) fiscal implications to support initiatives; and (5) the evaluative criteria for strategic objectives.

8. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually.

The Strategic Plan is reviewed by the ROP Institutional Advisory Committee, each ROP Occupational Advisory Committee, ROP Administration, ROP Instructors and Staff on an annual basis.

9. The results of the evaluation of progress toward achieving the objectives are documented annually.

ROP Administration reviews the Strategic Plan and makes updates throughout the year. The updated Plan is presented to staff during the ROP Fall Staff Meetings for input.

The ROP Institutional Advisory Committee reviews the Strategic Plan annually. Information regarding changes is documented in the meeting minutes.

Challenges & Solutions

In order to maintain the ability to create programs that meet current community and labor market needs, fiscal resources need to be available. The Strategic Plan identifies possible funding sources that will support the creation and sustainability of programs.

Another challenge to the creation and sustainability of our program is recruiting and hiring highly qualified instructors.

The instructional goals highlighted in the Strategic Plan are structured to have an inherent focus on the delivery of high 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, new industry parameters and instructor recruitment.

Summary

ROP utilizes the Strategic Planning as a guide, through the review, revision and update process that will support the ROP vision of, ***“Leading Career Education with Excellence”***.

ROP will continue to collaborate with all stakeholders to meet the Strategic Plan objectives.

STANDARD FIVE

Learning Resources

Introduction

ROP utilizes several avenues to provide learning resources to its students. Appropriate instructional media, equipment, resources and materials are maintained by the program instructors in their classrooms. Designated faculty is also available to assist students as needed.

Plans for learning resources are made a priority in the ROP budget 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.

Analysis

A. Media Services

1. The institution has a written plan for its media services which is appropriate for and inclusive of all methods of program delivery.

Each year the ROP team updates the Media Services Plan. The committee is headed by ROP Administration. The plan is reflective of student, staff and faculty needs and meets the compliance requirements of COE accreditation.

The institution's written plan for media services includes the following:

- 2. The scope and availability of the services;**
- 3. 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 to sites with educational and reference materials appropriate to program offerings; and other materials to help fulfill the institution's purposes and support its educational programs;**
- 4. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services;**
- 5. Roles and responsibilities of designated staff member(s);**
- 6. Orientation for user groups (i.e., instructors, students, and others);**
- 7. Facilities and technical infrastructure essential for using media materials;**
- 8. Annual budgetary support for the services; and,**
- 9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.**

The Media Services plan includes a multitude of instructional media resources including print media, computer hardware, software and peripherals, internet access and instructional equipment.

The purchase of instructional equipment is driven by current industry, teaching standards and practices, is supported by the CTE Department. Other instructional media, including videos and online materials, resource/reference manuals and industry/professional publications are maintained by the instructor and obtained using the ROP purchasing process.

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, audio visual material and LCD projectors. ROP classrooms provide students with laptops and Wi-Fi which affords them the ability to access the most current information for their industry.

The ROP Administrator is responsible for the oversight of media services in ROP programs in compliance with BCOE policies and procedures and in coordination with the IT department staff. The ROP Senior Director and Administrators collaborate with the IT staff to develop, monitor and update ROP's technology annually. The IT department acts as a vendor of services; IT maintains ROP computer workstations, internet access and network communications. The IT department maintains an Information Technology Services Standards and Obsolescence Plan to ensure all programs are appropriately equipped.

ROP personnel are provided training by an outside vendor or CTE Department staff. The ROP Administrator is responsible for ensuring that all instructors are trained in the effective use of 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 technology and media resources.

The ROP Senior Director conducts an annual budget planning process with each ROP Administrator that reviews instructor requests, occupational advisory committee recommendations and industry partner suggestions as a basis for making funding allocations for program media resources.

Each budget is reviewed by BCOE Fiscal department for sustainability.

10. Media services (instructional supplies, physical resources, technology, and fiscal resources) are available to support the instructional programs offered by the institution

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 Wi-Fi, LCD projectors, audio/video materials and industry-based software, equipment and materials for specialized training. A laptop cart is available to teachers to enhance or support their lessons, as needed.

11. Media services are available to ensure the achievement of desired student learning and program objectives.

Media services are available and accessible on site to assist the Student Learner Outcomes.

12. A current inventory of media resources is maintained.

ROP maintains a program inventory of all other equipment and media purchased by ROP. The ROP inventory includes instructional media equipment and materials. The inventory list is inputted in ESCAPE, the BCOE financial system.

13. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.

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.

Specialized industry-related instructional equipment and materials, is installed by an outside vendor that has a contract with ROP. ROP maintains a contract with private vendors to provide repair, maintenance, replacement and supplies as necessary or recommended by the manufacturer.

14. The institution provides instructional media (both print and non-print) to support students and faculty in meeting program objectives.

ROP instructors are provided many resources to create both print and non-print materials to support the program objectives, for creating and printing instructional media. Each instructor has access to online software, high capacity printer and other necessary items.

15. The institutions learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

ROP instructors and students are provided unlimited access to comprehensive instructional media services in their classrooms and labs.

B. Instructional Equipment

1. The institution has a system of instructional equipment inventory.

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 classrooms and labs. The ROP Administrator and Senior Director are responsible to ensure that the inventories are updated and maintained.

2. 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.

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 ROP Administrator who is responsible for reviewing the need, determining costs and presenting the findings to the ROP Senior Director for approval.

3. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.

ROP places a high priority on equipping its programs with equipment that is up-to-date and meets or exceeds safety standards. Advisory committee members and employers identify new technology and make recommendations regarding classroom equipment needs. Equipment recommendations are utilized to assist in future planning and budgeting.

4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.

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 Administrator to determine when the 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.

5. All instructional equipment meets appropriate and required safety standards.

Instructional equipment purchased by ROP meets all 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.

ROP instructors are provided an annual supply budget to support their instructional needs. The ROP Senior Director and ROP Administrator determine the budget with instructor input, manages and approves all expenditures.

ROP Instructors follow the purchasing process that complies with BCOE policies and procedures.

2. The institution has a system for purchasing and storing instructional supplies.

The annual budget for each program includes instructional supplies. The Senior Director with input from administration and the advisory committee assures that the amount of the annual budget is sufficient to meet the current needs of the program.

3. Funds are budgeted to provide supplies at a level that assures quality of occupational education.

ROP instructors are provided an annual supply budget to make the necessary purchases to support their programs. Each program operates on an annual budget that includes funding for instructional media, supplies and equipment to ensure the quality of the training experience.

The ROP Senior Director conducts an annual budget planning process with each ROP Administrator that reviews instructor requests, 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.

ROP Administration has a system in place for instructors to make emergency supply purchases in a timely fashion. In extremely time-sensitive emergencies, the ROP Instructors inform an ROP Administrator 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.

5. First aid supplies are readily available.

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 the classroom first aid kits.

6. All instructional supplies meet appropriate and required safety standards.

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 and the ROP Office Staff maintain a binder of Safety Data Sheets (SDS) on programs as required.

Challenges & Solutions

As technology continues to evolve and advance, the need for updated equipment and support materials is ongoing. ROP is committed to providing students with the latest technology and instructional materials to ensure program quality.

ROP has found it necessary to identify alternate means of funding through grants, donations and in kind contributions to meet this ongoing need.

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 SIX

Physical Resources and Technical Infrastructure

Introduction

The ROP Administration Office and Classrooms have been located at 2491 Carmichael Drive in Chico, CA since 2001. The building was purchased by the Butte County Office of Education (BCOE) in the 2016-17 fiscal year.

The ROP programs are housed in **Suite 200** at the Carmichael campus;

- Medical Assistant and Phlebotomy Technician programs are in **Room 201**
- Certified Veterinary Assistant program is in **Room 202**
- Registered Dental Assistant program is in **Room 205**

The ROP Administration Office is located in **Suite 500**.

The ROP/CTE Administration rents Suites 200 and 500 from Butte County Office of Education.

The BCOE Maintenance and Operations (M&O) department oversees the 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 other sources as deemed necessary by BCOE M&O.

The BCOE IT Department ensures that the institution is able to deliver services through technology that supports current programs including: data security, support of the learning management system, Wi-Fi, laptops and instructor access to open source materials.

Analysis

1. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed, is maintained, and includes, if applicable, distance education infrastructure.

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

Over the last three fiscal years (2016/17, 2017/18 and 2018/19), Suite 200 has been modernized with new flooring and up-to-date industry specific equipment.

Classroom technology is regularly evaluated and updated to ensure programs meet instructor and industry standards and meet student instructional needs. Each classroom is equipped with an LCD projector, Wi-Fi and access to student laptops.

Distance learning has not been utilized to date.

2. The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.

The IT Department ensures that ROP is able to deliver services through technology that supports current programs: data security, learning management system support, Wi-Fi, laptops, and instructor access to open source materials.

ROP follows the Technology Plan developed by IT department in 2010. The plan addresses replacement, new technologies, access points, and future needs.

3. A plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and, if applicable, distance education infrastructure, has been developed and is in use.

M&O oversees the operation, maintenance and improvement of the Carmichael campus and its equipment. Service contracts are outsourced to vendors to provide government compliance work in the area of fire alarms, fire extinguishers, security, and sprinkler operations. Other vendors are responsible for biohazard disposal. 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.

M&O and IT staff delegate work orders, equipment repairs and installation, and ensure satisfactory completion. Work may be performed by BCOE employees and/or licensed vendors. Facilities are cleaned daily by a commercial janitorial service contracted by BCOE.

Distance learning has not been utilized to date.

The operation and maintenance plan addresses the following elements:

- 4. Personnel;**
- 5. Equipment and supplies;**
- 6. Relevant state law; and,**
- 7. Applicable federal codes and procedures.**

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.

BCOE mandates annual safety training certification through online courses for all employees.

BCOE provides ROP with accident/incident reporting forms. ROP provides these forms to teachers and staff online at the ROP website. All incidents are referred to ROP Administration or the Senior Director, 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 (HR) staff.

ROP administrators, in coordination with BCOE M&O, ensure that campus equipment is adequately maintained, hazardous materials are properly stored and disposed, and MSDS sheets are on file as appropriate.

BCOE Superintendent Policies (SP) and Administrative Regulations (AR) ensure program compliance with all relevant state laws. The SP 0000 section addresses the Comprehensive Safety Plans and SP 3000 addresses Hazardous Substances, Building Security, Emergency Disaster Preparedness and Facility Inspection. BCOE SP and AR ensure program compliance with all relevant state and federal laws.

The operation and maintenance plan is:

8. Available to employees and students; and,

9. Evaluated on an annual basis and revised as needed.

All plans are available to employees and students on the BCOE website or upon request. BCOE reviews each plan and updates as required.

10. Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.

M&O, in conjunction with ROP Administration, oversees the operation, maintenance and improvement of the Carmichael campus and equipment. Service contracts are outsourced to vendors to provide government compliance work in the area of fire alarms, security alarm, fire extinguishers and sprinkler operations. Vendors are responsible for janitorial, trash, grounds maintenance and biohazard disposal. In 2018, ROP installed a keycard entry system in Suite 200 to limit unauthorized access and ensure staff and student safety.

11. A written plan for assuring the health and safety of the institution's employees, students, and guests to maintain readiness in cases of sickness, accidents, or emergency health care needs on campus is in use.

The Injury, Illness and Prevention Plan (IIPP) outlines the procedures for Hazard Identification, Accident Investigation, Training and Documentation. BCOE provides ROP with accident/incident reporting forms. ROP provides these forms to instructors and staff as needed.

The health and safety plan:

- 12. Includes a procedure for reporting and investigating accidents;**
- 13. Has been distributed to employees;**
- 14. Is available to students; and,**
- 15. Is evaluated/ revised with input from employees and students on an annual basis.**

All incidents are referred to ROP Administration, M&O and others departments as deemed appropriate. Incidents that involve injuries or worker's compensation concerns are referred to the HR department. The reports are maintained and filed in the ROP administrative office.

Employees have access to all materials on the BCOE website and are reviewed during new employee orientation. The BCOE Injury, Illness and Prevention Plan (IIPP) is available to students upon request. BCOE is responsible to annually evaluate and revise the IIPP.

- 16. A plan to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks, whether provided directly by the institution or through contractual arrangements, has been developed and is in use.**

The IT department maintains and administers technical infrastructure as outlined in the IT Operating Procedures to ensure privacy, safety and security of all data.

- 17. The institution ensures computer system and network reliability and emergency backup for all technical services whether provided directly by the institution or through contractual arrangements.**

The IT department maintains and administers technical infrastructure as outlined in the IT Operating Procedures to ensure computer system and network reliability and emergency backup for all technical services.

Challenges & Solutions

Parking became an issue in the fall of 2019 for staff and students with the closure of the Butte Community Employment Center public parking lot across the street from the campus. A proposed solution would be to gain BCOE approval and funding to rent the closed parking lot.

Another concern is that many of the BCOE documents are no longer easily located on the BCOE website. Therefore, ROP will be providing links to the documents from the ROP website. Given the current school safety issues, ROP has identified the need to provide additional safety training to faculty and students.

Summary

Policies, procedures, staff and funds are in place to ensure that ROP facilities are well maintained, in compliance with all relevant codes and meets the needs of current programs. The IT department continues to provide excellent technical and infrastructure support.

STANDARD SEVEN

Financial Resources

Introduction

Since its establishment in 1974, the Regional Occupational Program (ROP) has successfully managed its financial resources through effective budgeting and fiscal oversight. The ROP's main source of funding comes from program fees as well as Butte County Office of Education (BCOE) General Fund.

As a department within BCOE, ROP adheres to the BCOE Superintendent's Policy and Administrative Regulations (SPAR). The BCOE Fiscal Services department provides ROP with fiscal oversight, training and the Escape Online financial management system. BCOE adheres to the Standardized Account Code Structure (SACS) established by the California Department of Education (CDE).

The BCOE Human Resource (HR) 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. ROP started disbursing Title IV Financial Aid to students in the 2016-2017 school year and ensures compliance is met by maintaining a qualified Financial Aid and Student Support Specialist.

Analysis

1. A qualified financial officer or department oversees the financial and business operations of the institution.

The BCOE Executive Director of Fiscal Services 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.

The System Support unit oversees the operation of Escape, 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.

BCOE operates Escape 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 annually 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 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.

It is the responsibility of the BCOE Superintendent to develop an annual budget based on the priorities and needs of the programs they serve. The Superintendent desires to maximize efficiency in the management of program revenues and expenditures. The 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 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 stable and quality programs. Adherence to BCOE policy guarantees that ROP has the funds and personnel to sustain its operation and assure that all students have the ability to complete the program in which they enroll.

4. The institution considers its financial resources as a basis for strategic planning.

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 Senior 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, program and student needs. The occupational advisory committees provide input regarding equipment and material needs. Institutionally, BCOE and the ROP develop long range revenue and expenditure projections.

5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.

The Butte County Office of Education was established through the State Constitution and State Legislature and operates within the financial guidelines established by the CDE. 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 BCOE Fiscal Services department adheres to established guidelines, policies and procedures to ensure all financial resources are being utilized appropriately and contracts with an external audit firm annually to verify.

6. The institution exercises proper management, financial controls, and business practices.

The BCOE SPAR addresses financial controls and business practices. The SPAR Section 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 Senior 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 department 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.

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 public and/or private funds are capably administered and accurately documented.

Since its inception, ROP has worked with local business, industry and agency partners to provide financial assistance to students. BCOE Fiscal Services established a procedure for ROP to accept private funds. Private organizations and businesses may donate funds through check, payment authorization or purchase order. ROP verifies that the funds have been credited as specified. All financial transactions are maintained within BCOE.

Beginning in the 2016-2017 school year, ROP began offering Title IV financial aid (Pell, Subsidized and Unsubsidized Direct Loans).

In 2019, ROP added a full time position to support the management and documentation of Title IV student aid.

ROP uses a federal financial aid third party servicer, Weber and Associates, to assist with the awarding and documentation of Title IV funds and adherence with the Department of Education requirements.

9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

BCOE ensures that all personnel responsible for record-keeping, reporting and auditing are qualified. All employees of the Fiscal Services department have met minimum qualifications prior to being hired and have a vital role in ensuring accuracy and stability within the programs.

The BCOE Executive Director of Fiscal Services 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
- Ensuring compliance with federal and state laws, providing technical expertise concerning financial and statistical reports and ensures the accuracy of the requests and the availability of funds

BCOE contracts with an independent auditing firm to conduct an annual audit. In addition, ROP contracts with a Title IV third party servicer. Both agencies maintain qualified staff as appropriate.

10. The institution has reported all contingent liabilities in a timely manner. (See the definition for 'contingent liability'.)

11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.

12. Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including compliance with default management and audit benchmarks.

13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders is utilized.

14. Students are informed of their ethical responsibilities regarding financial assistance

ROP has not incurred any contingent liabilities, but will comply with the Council's regulation of contingent liabilities. ROP does not have any lawsuits filed against the institution, but will comply with the Council's regulations of submitting and retaining copies of all lawsuits.

ROP maintains fiscal records in a public school accounting system (Escape) that adheres to the Standardized Account Code Structure (SACS) provided by the Butte County Office of Education (BCOE). ROP ensures that compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained through the participation and cooperation with independent auditors.

The independent audit is provided to ROP through the district-wide annual audit conducted by BCOE. Compliance with default management and audit benchmarks are maintained through accounting records under the management of the BCOE Fiscal Services department.

ROP maintains and administers a Default Prevention and Management Plan (DPMP) which details the process utilized to provide students with student loan repayment education, communication, and repayment support. The DPMP addresses entrance and exit counseling services, communications with student loan servicers concerning at-risk/default loans and student default outreach. The ROP Financial Aid and Student Support Specialist is responsible for administering the DPMP.

ROP provides students information concerning ethical responsibilities for financial assistance through an entrance and exit counseling program. As detailed in the DPMP, students will receive entrance counseling twice: through the student interview conducted by the ROP online Virtual Financial Aid Office (VFAO) and during the mandatory on campus Financial Support Workshop conducted by the ROP Financial Aid and Student Support Specialist. The students receive guided exit counseling prior to graduation utilizing the FSA online system. In addition, the ROP Financial Aid and Student Support Specialist is available by appointment for personalized counseling.

Special Financial Stability Requirement for Public Institutions

15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.

BCOE clearly identifies sources of funds and revenue by following the official chart of accounts based on the SACS established by the 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 revenue by source and type (e.g., revenue limit sources, federal revenue, other state revenue, fees, and contracts).
- **School/Site** - 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 Escape system.

Special Financial Stability Requirements for Non-Public Institutions (Items 16-18)

16. 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 is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must

be provided for each main campus. (See definition of audited financial statements in Section VII. Definitions, Standard Seven.) For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA. The first of those two years may be the audited financial statement submitted with the institution's candidacy application and the second audited financial statement must represent activity while the institution is in candidate status. Restated (or revised) audited financial statements will not be accepted without third-party certification.

The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects:

17. A minimum, unrounded composite score of 1.5 for the two most recent fiscal years as disclosed on a composite score worksheet included in the audit report; and,
18. No condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities, on-going litigation, or the financial stability of a parent corporation.

Butte County ROP is a public institution.

Refund Policy

19. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.

ROP's Refund Policy is located for our students in the ROP Student Handbook and complies with COE and Title IV requirements.

The following elements are present and indicative of a fair and equitable refund policy:

20. The institution's refund policy is published in the catalog and uniformly administered;
21. Refunds, when due, are made without requiring a request from the student;
22. 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;
23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100; and,
24. Number of student files reviewed (Completed by the Visiting Team)
25. 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.

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

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.

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, student 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 of 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.

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

ROP has a fair and equitable refund policy for the refund of program 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 & Solutions

ROP recognizes that the more student loan information students receive, the greater the likelihood students will not default. Therefore, ROP has identified the need to enhance the student financial literacy counseling. Currently, students receive entrance and exit counseling online. Entrance counseling is delivered through the ROP Virtual Financial Aid Office and the exit counseling is accessed through the FSA studentloan.org website. Beginning in the 2019-2020 school year, ROP will supplement its entrance and exit counseling by providing mandatory Financial Support Workshops for students applying/receiving FSA. Staff guided exit counseling will be implemented prior to graduation.

Originally, the ROP Administrator position included financial aid responsibilities. As ROP student financial aid expanded with FSA services, ROP identified the need for a full time Financial Aid and Student Support Specialist. The position was filled in July 2019.

Summary

BCOE provides excellent fiscal oversight to support ROP in its commitment to provide quality career technical education. Since ROP became Title IV certified in 2016, this financial oversight has ensured ROP's compliance to the Higher Education Reauthorization Act Title IV. ROP is committed to continuing to develop and implement policies and processes that ensure fiscal integrity and quality programs that meet student education and financial aid needs.

STANDARD EIGHT

Human Resources

Introduction

ROP recognizes that the strength of our programs lies within 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. HR provides ROP with recruitment services including applicant screening, background checks and fingerprinting. HR posts job openings on the EDJOIN website and recruits through websites and social media as requested by ROP.

ROP works with BCOE Credential Analysts to ensure instructors are properly credentialed. 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 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.

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 HR. 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 appropriate procedures for handling complaints/grievances for faculty and staff that are consistent with the policies of the institution's governing board.

The BCOE Uniform Complaint Procedures are published on the BCOE website. Each September, BCOE sends employee notifications concerning complaint procedures. The complaint procedures supported by the BCOE Board of Education policies and are in compliance

with the California Education Code (Ed. Code) and the California Code of Regulations Title V (Title V). Grievance procedures are detailed in the Collective Bargaining Agreements for certificated and classified staff.

3. Procedures have been developed for the continuous evaluation of the performance and effectiveness of all full- and part-time employees, with at least an annual written review and evaluation.

ROP employee evaluations are completed in accordance with Ed. Code and Title V, Collective Bargaining Agreements and BCOE policy and procedures as applicable. Evaluations review the employee's competence and ability to perform the assigned responsibilities.

In compliance with the Council on Occupational Education requirement, ROP faculty have a formal evaluation annually unless deemed otherwise necessary.

4. Orientation procedures for all employees are maintained and followed equitably.

BCOE provides orientations for new employees. This orientation provides information directly related to employment by BCOE. ROP also provides new employees an ROP orientation that focuses on the specifics of the department.

Instructors who do not possess a clear teaching credential at the time of hire are supported through the credentialing process by the BCOE credential analyst. Upon receiving their preliminary credential, they are enrolled in the new teacher preparation program. Newly credentialed instructors are supported by a ROP mentor teacher, attend CTE teacher workshops and working closely with the ROP Administrator.

B. Faculty

1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.

Each faculty member possesses:

- 2. At least a high school diploma (or its equivalent);**
- 3. Expertise in the area of responsibility that is actively maintained; and,**
- 4. A record of performance that reflects work-based standards as interpreted by the institution.**

ROP places a high priority on maintaining a sufficient number of faculty members to ensure high quality instruction. ROP does this by maintaining low student to teacher ratio. For the four ROP programs, the average student to teacher ratio is 1:14. Labor market information and smaller class sizes is a strategy employed by ROP to not oversaturate the market.

The Registered Dental Assistant class maintains appropriate ratios as required by the licensing agency.

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 instructors hold California Designated Subjects Career Technical Education Teaching Credential (CTE). The Commission on Teacher Credentialing CTE credential 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 (CTC) to ensure all instructors are qualified for their teaching assignment.

All ROP instructors possess expertise in their field as demonstrated by meeting the CTE credential requirement and are required to stay current in their related subject area. ROP instructors maintain active communication with industry partners through semi-annual occupational advisory meetings, regular on-site visits with business partners, and phone and email communications. ROP instructors maintain industry licensure by participating in professional development and continuing education and are either currently employed and/or actively volunteer in their industry.

5. Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met.

Two ROP programs have additional instructor requirements 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. The Registered Dental Assistant instructors are Registered Dental Assistants and meet California's Department of Consumer Affairs' Dental Board regulations for program instructors. ROP instructors take continuing education units as required by the licensing agency.

6. 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 with a grade of at least a 'C' in these courses.

ROP does not offer associate degree programs.

7. Faculty members who teach in technical areas in 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.)

ROP does not offer associate degree programs.

8. For all coursework delivered via distance education: Instructors involved in distance education delivery of instruction must be employees of the institution (full-time, part-time or adjunct).

ROP does not offer distance education.

9. For all coursework delivered via distance education: The institution provides training for all faculty who use technology in distance education courses and programs.

ROP does not offer distance education.

10. Documentation is available to demonstrate that the institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.

ROP provides financial support to all staff for professional development. Instructors possessing a preliminary California teaching credential are provided a mentor teacher and are enrolled in a teacher preparation program. Faculty attend education and industry specific conferences. Some instructors work in their industry and/or participate in professional volunteer events to maintain a current understanding of the profession. ROP maintains a record of staff professional development.

11. Documentation is available to demonstrate that each faculty member in a technical field maintains contact with employers in the technical field through annual visitations and personal contact.

ROP instructors maintain personal contact with professionals in their industry through a variety of means. ROP instructors visit industry internship sites every 2-3 weeks as required by ROP policy. These documented visits provide instructors with opportunities to observe the student in a work environment and conference with the site supervisor. ROP instructors are either currently employed and/or actively volunteer in their industry. In addition, ROP instructors maintain contact with industry partners during the occupational advisory committee meetings, and inviting industry partners to the classroom for demonstrations and guest lectures. Some ROP instructors attend occupation specific advisory boards and/or participate in professional organizations.

C. Administrative and Supervisory Personnel

1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and to oversee the operation of its programs.

ROP operates within BCOE as detailed in the organizational chart. ROP is under the supervision of the Associate Superintendent of Student Programs and Educational Support. The Senior Director of Workforce Development and Business Partnerships has direct oversight of the ROP programs while the ROP Administrator is responsible for the daily operations of ROP. In August 2019, ROP hired a Financial Aid and Student Support Specialist to manage student financial services including federal student financial aid and alternative payment methods. In addition to the Associate Superintendent of SPES, BCOE provides support from FS, HR, IT and M&O.

2. Administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

All ROP administrators hold the degree and credential required by the CDE and BCOE. All job openings, hiring and verification of appropriate credentials are conducted by the HR department.

D. Instructional Support Staff

1. The institution has a sufficient number of instructional support staff members to fulfill its mission and deliver its programs.

ROP operates within the BCOE as detailed in the organizational chart. ROP employs two full-time administrative assistants to provide programs with a wide variety of support including student record maintenance, classroom supply purchasing and facility and technology work order issuance. In addition, ROP employs a full-time Financial Aid and Student Support Specialist to maintain student and financial records.

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.

ROP employs two administrative assistants to fully support the needs of the ROP Senior Director, Administrators and Instructors. ROP employs a Financial Aid and Student Support Specialist who oversees and maintains student financial records.

3. Instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

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.

The ROP campus is owned and operated by BCOE. Janitorial and ground services are provided by BCOE through vendor contracts. Janitorial services are provided every instructional day and ground services are provided weekly.

2. Preventative maintenance services are provided to ensure continued operation of the facilities.

The ROP campus is owned by BCOE and maintained by M&O. When maintenance is required, the ROP administrative assistant places a work order in the M&O online system. Upon receipt, M&O schedules and deploys the appropriate personnel. M&O maintains ongoing email communications with ROP regarding follow through on all work orders.

Challenges & Solutions

ROP, with the support of BCOE's personnel, policies and procedures is able to maintain excellence in its personnel practices. The ongoing challenge ROP faces in regard to human resources is the recruitment of qualified industry professionals. 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, and part time assignments).

ROP relies heavily on its instructors, occupational advisory committee members, internship partners and professional associations to help inform and recruit industry professionals. ROP also uses social media and electronic 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, three of the ROP instructors also work in industry. ROP works with HR to place instructors 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 and retention 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 instructional staff (full-time and part-time) currently employed.
Indicate which instructors teach courses in associate degree programs with an asterisk (*).

Complete one chart per campus.

NAME	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE IN FIELD/IN CLASSROOM	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS/WK	
					Part-Time	Full-Time
Jami Clark	2018	Registered Dental Assistant	22/2	Registered Dental Assistant	25	
John Glaspie	2007	AA/Business Certified Phlebotomy Technician	25/13	Phlebotomy Technician	6	Click
Jamie Leonard	2019	Certified Phlebotomy Technician	13 yrs.	Phlebotomy Technician	6	Click
Kelli Owens	2013	BS Applied Sciences AS Advanced Practical Nursing	20/7	Medical Assistant	20	Click
Jean Parker	1985	BS/Animal Health Technology	40/34	Certified Veterinary Assistant	25	Click
Colleen Salinas	2012	Registered Dental Assistant	28/7	Registered Dental Assistant	Click	30

ROSTER OF ADMINISTRATIVE AND SUPERVISORY STAFF

Location: Main Campus

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

NAME	JOB TITLE	YEAR EMPLOYED	HIGHEST EDUCATION	EXPERIENCE	NO.OF HOURS PER WEEK
Regina Bernard	Senior Administrative Assistant	2015	NA	33 yrs. Administrative Assistant	37.5
Jennifer Foglesong	Senior Director	2018	MS/Educational Psychology	Instructor/5 yrs.; Site Administration/5 yrs.; District Administration/4 yrs.; County Office Administration/2 yrs.	37.5
Courtney Howe	Financial Aid and Student Services Specialist	2019	AA/Business Administration	Financial Grant Specialist/2 yrs.	37.5
Mandy Leahy	Administrator	2018	MA/Educational Leadership BA/	Instructor/4 yrs.; District Administrator/5 yrs. County Office Administration/ 2 yrs.	37.5

STANDARD NINE

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 four postsecondary programs. ROP has been accredited by the Western Association of Schools and Colleges (WASC) since 1988 and by the Council on Occupational Education (COE) since 2013.

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.

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. The Senior Director reports to the Associate Superintendent of Student Programs and Educational Support (SPES).

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.

ROP is a public institution.

3. The authority for implementation of the governing body's policies is delegated to a chief Administrator, who is responsible for the institution's operation.

The Senior Director of Workforce Development/Business Partnerships (Senior Director) is under the leadership and authority of the Butte County Superintendent of Schools. The Senior Director delegates the daily operation of the ROP programs to the ROP Administrator. The ROP management team consists of the Senior Director, the ROP Administrator, and the ROP Financial Aid and Student Support Specialist.

ROP Administrator responsibilities include articulation, instructor oversight, faculty meetings, accreditation, outreach, operations, student recruitment, advising and disciplinary actions and

financial aid. Additionally, the ROP Administrator works closely with the ROP institutional and occupational advisory committees, business and industry partners, and professional organizations to build and promote ROP programs.

4. The chief administrator 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.

The Senior Director serves as the Chief Administrator and her office is on the main campus.

5. An organizational chart is available that shows the functional relationships among the Personnel of the institution.

The BCOE Organizational Chart outlines the structure of authority within Butte County Office of Education. The Senior Director manages the daily operations of the ROP and reports to the Associate Superintendent of Student Programs and Educational Services (SPES), who reports to the Superintendent of Schools. The ROP 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 Senior Director reports to the Associate Superintendent of SPES on all its educational activities. BCOE departments provide ROP with fiscal oversight and management, information technology (IT) support, and Maintenance and Operations (M&O) services. The Human Resources (HR) department supports ROP with recruitment, selection and retention efforts and maintains personnel policies, regulations and records.

Challenges & Solutions

Since 2013, the ROP department has had four Senior Directors. Each individual has had a different approach to fiscal and leadership practices. These different approaches have proven to be challenging for the faculty and staff. To make the most recent administrative transition less disruptive, the Senior Director and ROP Administrator have been meeting regularly with faculty and staff to solicit input, create transparency and restore trust.

Summary

ROP is committed to responding to the 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 support ensures the ROP leadership team has the resources necessary to make sound fiscal decisions and operate quality CTE programs.

STANDARD 9 Form of Ownership

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (**Only one box should be checked.**)

<input checked="" type="checkbox"/> PUBLIC

Governing Board (Public Institution)	Board of Education
Name	Butte County Office of Education
Chairman and/or Executive Director	Mary Sakuma, 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.

<input type="checkbox"/> NON-PROFIT CORPORATION; MAY INCLUDE CHARTER SCHOOLS

STANDARARD TEN

Student Services and Activities

Introduction

The Regional Occupational Program (ROP) 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. The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue.

ROP faculty and staff are available to assist prospective students with academic and occupational advisement. Staff are available for private appointments upon request.

Instructors work closely with their students and provide ongoing advisement during the program and may call upon the Career Services Specialist (CSS) for customized career guidance.

ROP participates in many career exploration activities including job fairs, campus tours, high school presentations and the annual CTE/ROP open house. Students may also access a variety of career exploration and skills assessment tools under the “For Students/Career Services” link on the ROP website.

2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program admissions services to students.

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, the requirements for admission and expectations for continued enrollment in the program. Potential students are assessed through an application, orientation and interview process. Students entering the ROP programs must have a high school diploma or equivalent.

Candidates for the Registered Dental Assistant (RDA) and Medical Assistant (MA) programs are assessed through the Comprehensive Adult Student Assessment System (CASAS) 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, and BCOE Come Back Butte Charter).

3. If the institution has processed Title IV loans or is currently processing Title IV loans, 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.

As of the 2016-2017 school year, ROP began processing Title IV direct loans and maintains a default management plan which meets the requirements of the Commission and the US Department of Education.

4. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

Prospective students are provided a program information sheet that includes the schedule, fees, prerequisites, course content and selection process. After students have successfully completed the screening 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 applicants sign a form acknowledging the essential functions of the job and attendance requirements for the program. All instructors conduct an orientation for their program on the first day of class to review the facility, safety procedures, program rules and policies and acquaint students with the institution personnel.

5. The institution has a written plan for evaluating the effectiveness of student retention in all programs and ensures that the plan:

6. Includes input from faculty and students;

7. Is evaluated on an annual basis; and,

8. Addresses how results are shared with faculty and staff.

The ROP Student Retention Plan (SRP) details the process ROP utilizes to annually evaluate the effectiveness of our student retention practices and effect changes accordingly. ROP believes that a critical element of student retention begins with an effectively crafted selection process. In response to the Council's revised Standard 10 criteria, ROP formalized its SRP in a written form.

The SRP includes the gathering of input from business partners, instructors, administrators and students. Methods for collecting data include occupational advisory committee meetings, student program surveys, faculty meetings and student internship evaluations.

The ROP evaluates the SRP on an annual basis and utilizes feedback to adjust the plan. The ROP Administration shares the retention plan with business partners at occupational advisory committee meetings and with faculty and staff at institutional meetings.

9. The institution has published and implemented appropriate grievance policies for handling complaints from students, as described in the institution’s catalog and/or the student handbook.

The ROP Student Handbook describes the procedures for handling complaints and grievances. The grievance process is comprised of four steps beginning with the ROP Instructor. The procedures are listed in the handbook, reviewed during orientation and are available online. Complaints and grievances are taken seriously and ROP works diligently and quickly to investigate and resolve all concerns.

10. The Commission’s mailing address, telephone number, and website address are included within the grievance policy for cases where the grievance is not settled at the institutional level.

The Commission’s mailing address, telephone number, and website address are included in the ROP grievance policy under the Complaint Procedures section of the ROP Student Handbook.

11. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.

ROP staff works diligently to follow the steps outlined in the ROP Complaint Procedure to ensure a fair and prompt resolution for all student complaints or grievances. The ROP Administrator maintains records of all formal complaints and resolutions.

12. The institution maintains records on student complaints that are filed in accordance with the institution’s grievance policy to ensure acceptable quality in the educational programs offered by the institution.

ROP works diligently for a fair and prompt resolution for all student complaints or grievances. The ROP Administrator maintains a record of all complaints in compliance with the Uniform Complaint Code. BCOE Student Programs and Educational Services Department (SPES) is provided with any uniform complaints on a quarterly basis.

13. A procedure is in effect for reporting and investigating all incidents affecting health and safety.

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 Senior Director 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 Senior Director. As needed, the Senior Director takes corrective action to address safety violations or hazardous conditions. Incident reports are processed and maintained by the Human Resource Department (HR) and a hard copy is filed in the ROP administrative office.

14. A designated staff member is responsible for maintaining official files and records of students.

The ROP Senior Administrative Assistant is responsible for maintaining official files and student records.

15. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only.

ROP manages student records in accordance with the Family Educational Rights and Privacy Act (FERPA) regulations. All records maintained are available only to the student and designated ROP personnel. Student records are maintained in a web-based data collection system and supported by the BCOE Information Technology (IT) department. Student information will only be released to the actual student unless the student has signed a Release of Information form.

16. All period of enrollment, financial, academic, and current educational progress records are available at the institution.

ROP maintains electronic student enrollment and completion records in a web-based collection system. The system is managed and backed-up by IT on network servers. Designated ROP staff have access to electronic student records at the ROP Administrative Office.

17. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.

Upon request, students are provided the following information: name of program, date of enrollment, completion date, final grade and clock hours earned. Students are referred to the ROP Student Handbook for specific guidelines on requesting student information. Duplicate certificates are also available upon request.

18. Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.

ROP maintains electronic and web based student records. These records are both stored and backed-up on BCOE network servers or in the cloud.

ROP maintains permanent student records as required by the California Education Code (Ed. Code) and the California Code of Regulations Title V (Title V) on the BCOE server and disks at the ROP Office.

19. The institution is responsible for any reasonable accommodation of students who are identified to have special needs.

ROP provides an educational environment conducive to learning for all students. Classrooms are accessible and meet the Americans with Disabilities Act (ADA) requirements. ROP facilities allow students to participate in all activities and have access to restrooms, parking and doorways.

During the enrollment process, students review and sign a statement confirming their ability to perform the essential functions of the occupation for which they are training with or without reasonable accommodations.

Upon entering the program, students may request reasonable accommodations in writing and schedule a meeting with the ROP Administrator and instructor. If a student received special education services, they may be asked to provide a copy of their most recent Individual Education Plan (IEP). If the student is a client of the California Department of Rehabilitation, they may be asked to provide pertinent documentation.

20. The institution provides placement services for all program completers.

The Career Services Specialist 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 on the website under the “News and Updates” tab and program Facebook pages. Strong relationships with area employers provide ROP staff with ongoing information about job openings and the ability to direct qualified students to prospective jobs.

21. The institution demonstrates that it is following a written plan for placement services that includes the following elements

- 22. Identification of responsibilities for coordination of placement services;**
- 23. A communications network that exists between the person responsible for placement coordination, the staff, faculty, and various businesses and industries of the service area;**
- 24. File/listing of employers and employment opportunities;**
- 25. Counseling of students;**
- 26. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission;**
- 27. Evaluation on an annual basis; and,**
- 28. Description of how evaluation results are shared with faculty and staff.**

ROP has a written plan for placement services.

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

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, occupational advisory committee meetings provide a formal environment for business and industry personnel to interact with ROP administrators and faculty. Informal communication occurs regularly as instructors interact with industry partners and students in program work-based internships.

The ROP website maintains a listing of employment opportunities on the News and Updates page. Employment counseling for students is provided by the program instructor and the CSS as requested.

ROP conducts an annual follow-up on all completer placements. The ROP instructors are responsible for collecting and reporting their student placement data to the ROP administrator.

The ROP administrator is responsible to annually review the placement plan and make improvements as needed. The ROP administrator is responsible for reporting student placement data to ROP administration, faculty, and business partners during meetings.

29. The institution has a written plan for determining the effectiveness of student services, and ensures that the plan:

30. Identifies responsibilities for coordination of student services;

31. Provides for the counseling of students;

32. Is evaluated on an annual basis; and,

33. Addresses how evaluation results are shared with faculty and staff.

ROP is committed to providing students with support services that maximize their potential for successful program completion and job placement. The ROP Student Personnel Services Plan (SPSP) delegates the roles and responsibilities of designated staff in the delivery and evaluation of student's services.

The SPSP designates the ROP Administrator as responsible for:

- providing or assigning student counseling as appropriate,
- the annual evaluation of the SPSP, and
- sharing evaluation results with:
 - Faculty and staff at regular staff meetings,
 - Agency partners at the institutional advisory committee meeting, and
 - Industry partners at the occupational advisory meetings.

Challenges & Solutions

Through the self-study process, ROP identified the absence of a written retention plan that detailed current retention practices. ROP administration is in the process of developing a written retention plan.

ROP identified the need to adopt a new Student Information System (SIS) to better manage Title IV data. In 2018, ROP purchased a system that has not met expectations. Therefore, ROP will be researching and evaluating other systems.

Summary

The self-study confirms that ROP continues to provide students with the support services necessary for successful program completion and employment.

GLOSSARY OF ABBREVIATIONS AND TERMS

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

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

CASAS – Comprehensive Adult Student Assessment Systems

CCMA – California Certified Medical Assistant

CCTC – California Commission on Teacher Credentialing

CDB – California Dental Board

CDE – California Department of Education

Community Classroom (CC) – 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 (CVE) – 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

CVA – Certified Veterinary Assistant

CVMA – California Veterinary Medical Association

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

ESCAPE Technology – A public school financial software system

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

IEP – Individualized Education Plan

IT – Information Technology

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

M&O – Maintenance & Operations

MSDS – Material Safety Data Sheet

ORBUND – A web-based student information system

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

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

RDA – Registered Dental Assistant

ROC/Ps – Regional Occupational Centers/Programs

ROP – Regional Occupational Program

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

SPAR – Superintendent Policy & Administrative Regulations

SPES – Student Programs & Educational Services (BCOE)

SLO – Student Learner Outcomes: foundational training objectives imbedded in all ROP programs formerly known as Schoolwide Learner Outcomes 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