



2019-2020 Program Review Report

Division/Area Name: EMT	For Years: 2021-2022
Name of person leading this review: Lance Hodge	
Names of all participants in this review: Wendy Stout	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The EMT course contributes to the College’s mission by providing a career pathway toward national certification as an emergency medical technician. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in emergency medicine; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing emergency treatment to patients with life-threatening disease or injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large.</p>	
1.2. State briefly program highlights and accomplishments	
<p>The EMT course an accredited certificated course that teaches knowledge of principles in providing customer service, and medicine, English language, public safety and security, and education and training; skills of critical thinking, active listening, coordination, speaking and service orientation; abilities to include problem sensitivity, deductive reasoning, inductive reasoning, oral comprehension, oral expression; and work activities which include assisting and caring for others, documenting and recording information, decision making and problem solving, and performing for or working directly with the public. The EMT course was originally started in 1992. It has maintained accreditation by the Los Angeles County Emergency Medical Services Agency and offers graduate students the ability to sit for a national EMT examination for certification to practice.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
<input type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<input type="checkbox"/> Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5 : Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Labor statistics predict a 6% 'faster than normal' growth in employment opportunities for EMT students through 2029. Local ambulance companies report difficulty in hiring adequate numbers of EMT's and have remarked that AVC's limited offering of EMT training negatively impacts their hiring. According to the AVC program data page the course has a high enrolment count, but success rates are less than 1%

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	The EMT program enrollment has maintained maximum enrollment. The EMT course continues to be a high demand course offering rapid employment opportunities for students in the Antelope Valley.
Weaknesses	With the development of Covid-19 there is a lack of opportunities for students to complete required field experiences.
Opportunities	With high enrollment and labor market demand there is an opportunity to grow the program
Threats	Lack of ambulance companies able to provide required hands on time for students. Also low completion rates.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

SLOs in this course are not being met. Only 48.5% of students between 2018-2020 have successfully met the SLO for this course. The prior Action plan was Review curriculum and lab practicum for changes in LACo EMT Core requirements to identify deficiencies. There has been some identification of deficiencies and will be reflected in the new goals for the course.

Part 2.D. Review and comment on progress towards past program review goals:

Goals for this course are centered on envisioning and implementing new ways to motivate students and to make lecture and lab topics impactful, memorable, and educational. A major problem in the EMT program is in motivating students to do the required work. A detailed course schedule lays out the student study regime, but the majority of students fail to follow it.

Goals 1, 3, 4, and 5 were implemented and are being continued and expanded. We did achieve a pass rate that exceeded previous semesters by several percentage points in 2018-2019 but this success rate was an anomaly as it d

Another goal was to upgrade the lab. The lab has received some updated equipment but is still in need of more.

The final goal was to try and develop a Paramedic program, but L.A. County has not been receptive to this goal, so no progress has been made.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Improve student classroom skill experiences.	SLO1 and ILO 4	Continued replacement and update EMT skills equipment	Request funding for the equipment and maintain Prop 20.
Increase enrollment capability to meet labor market demands.	ILO 4	Add additional sections to the program to meet the needs of the labor market.	Increase faculty to teach courses and add additional sections
Improve student success	SLO1 , ILO 2 + 4	This goal is set to increase the success rates of the class so that more students are able to complete and obtain the ability to sit for board examinations.	<ol style="list-style-type: none"> 1. Survey 3 California Community College EMT programs (UCLA, East L.A. College, and Glendale Community College) that have the highest student success rates. 2. Monitor student success on exit examinations and national certification examinations to identify content area deficiencies. 3. Implement changes to curriculum that have been identified in area or content deficiencies. 4. Secure clinical experiences 5. Use of EMT tutor in addition to demonstration, review, internet

			learning resources and test taking skills.
Maintain course accreditation with the Los Angeles County Emergency Services Agency	ILO 4	Continue with LA County EMS curriculum requirements	

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	New Adjunct	New		Recurring	Lance Hodge
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Additional funding to replace damaged or non-function mannequins	Repeated	25,000	One time	Lance Hodge
Professional Development					
Other	Continue prop 20 funding	Repeated		Recurring	

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data -->

Select Subject
BIOL

Select Subject again
BIOL

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in BIOL (Total AVC rates are shown as | hover over to see data)



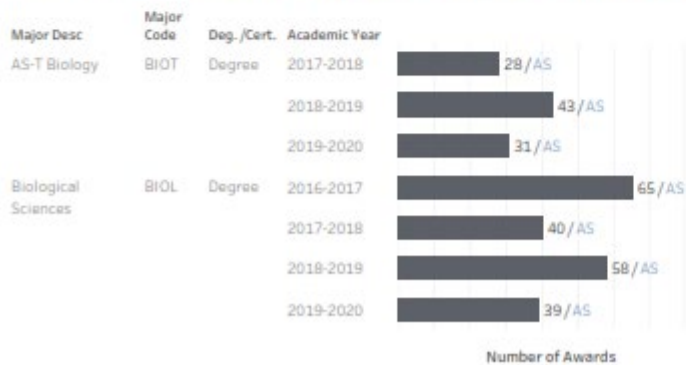
Enrollment and Number of Sections by **Modality** in BIOL

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	12	17	17	21
	Other Indep S...			1	
	Traditional	178	183	198	195
Enrollment	Online	372	501	511	668
	Other Indep S...			5	
	Traditional	4,898	5,051	5,290	5,340

Enrollment and Number of Sections by **Location** in BIOL

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	184	192	199	198
	Palmdale	6	8	17	18
Enrollment	Lancaster	5,069	5,344	5,418	5,564
	Palmdale	201	208	388	444

Number of Degrees/Certificates Awarded in **AS-T Biology (BIOT) & Biological Sciences (BIOL)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in **BIOL**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	8.0	7.3	8.8	8.4
FT/Regular	12.0	13.7	13.5	12.4
FT/Overload	3.1	2.9	3.3	3.7
TOTAL FTEF	23.2	23.9	25.7	24.5
PT/FT	0.7	0.5	0.7	0.7
FTES	341.3	345.4	359.6	344.3
FTES/FTEF Ratio	14.7	14.4	14.0	14.1
WSCH/FTEF Ratio	441.4	433.0	420.3	422.1

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: Health and Safety Science/ Fire Technology	For Years: 2021-2022
Name of person leading this review: Michael Hutchison	
Names of all participants in this review:	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Fire Technology programs supports the district mission by providing Technical certificates and degrees that are designed to enhance students' knowledge and skills leading to employment.</p>	
1.2. State briefly program highlights and accomplishments	
<p>Within the last few years the Fire Technology program has reorganized its curricula to better differentiate between structural based (FTEC) courses and Wildland fire courses (FTW). The summer wildland firefighter academy was reorganized and updated to reflect the most current standards from the National Wildfire Coordination Group, and the State Chancellors office. Finally, during the 2019 Fire season the Student Type 2 IA Wildland Handcrew, sponsored through the Inyo National Forest, completed 5 assignments accounting for 74 days or over 1,084 hours of work experience in fire suppression, fuels treatment, and forest health management working directly for the National Forest in California.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Within the last year, there were many items the Fire technology faculty must address. One full time faculty member, and several adjunct faculty members will be retiring at the conclusion of the 2019-2020 academic year. New Teaching standards have been released from the California State Fire Marshal's office with timelines to implement. There were 25 students that reported to the faculty they have received entry level positions in the Fire Protection and/or the Emergency Medical Services industry within the last year. Lastly, according to California's LMI data over the next 10 years Firefighter employment is expected to grow up to 9.1% from its current job offerings.

Internal data indicates the FTC and FTW programs have experienced a slight decline in student enrollment. As well as a decline in degrees awarded with the exception of the Firefighter 1 academy. In academic year 2018-2019 there was a duplicated enrollment of 470 and in 2019-2020 the unduplicated enrollment was 343. Additionally, in academic year 2018-2019 there were a total of 45 degrees and certificates awarded, whereas in 2019-2020 there were a total of 14 degrees and certificates, not including Firefighter 1 which was not concluded when the data was collected.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Based on the Data provided FTEC students are more likely to succeed and return as compared to the AVC student Average.
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Weaknesses	Low number of Degree/Cert completion as compared to unduplicated enrollment.
Opportunities	Student employment is a high priority for all faculty in FTEC, and every year we place between 15-20 students into positions on average. This field currently does not require a degree to gain entry level employment.
Threats	Adjunct faculty retention, and aging equipment/technology.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

The last program review called for the creation of sophomore level courses in an attempt to increase success and retention for key courses identified. The curricula was reviewed, approved, and updated to reflect the sophomore level courses. Data will be collected, compared and reviewed to ascertain the level of effectiveness of these changes.

Part 2.D. Review and comment on progress towards past program review goals:

All three goals identified in the last program review have begun implementation and review for effectiveness are to occur over the next few years. The goals were focused on the updating of the Wildland fire program, this program is unique due to the completeness as compared to other institutions within the nearby districts.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Reorganize Wildland Fire Curricula	1. Commitment to strengthen Institutional Effectiveness measures and practices. 5. Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Continue to update FTEC and FTW curricula to decrease the time for completion to increase student success metrics.	Clean up course offering for FTEC and FTW programs that occurred during the conversion. Additional, program electives will be added to each program to provide additional options for students to complete.
#2 Replace aging technology and tools required for program success	5. Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.	Increase student retention and completion of certifications and degree.	Update program curricula to include the latest technology and methods to increase student retention, by providing increased opportunities for job specific skills.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	1 Full time Faculty member	New	\$56,112 to \$81,975 Annually	Recurring	Mike Hutchison
	4 Adjunct Faculty members	Repeat	\$1,234 to \$1,486 per LHE (per Adjunct)	Recurring	Mike Hutchison
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Updated Course materials	New	Cost based on NWCG quote (unknown at the time of writing, will obtain quote before proposal is submitted)	One-time	Mike Hutchison
	Assortment of Wildland fire Handtools	New	Cost based on market price (unknown at the time of writing, will obtain quote before proposal is submitted)	One-time	Mike Hutchison
	Wildland fire Powersaws	Repeat	(unknown at the time of writing, will obtain quote before proposal is submitted)	One-time	Mike Hutchison

<i>Professional Development</i>					
<i>Other</i>					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
FTEC

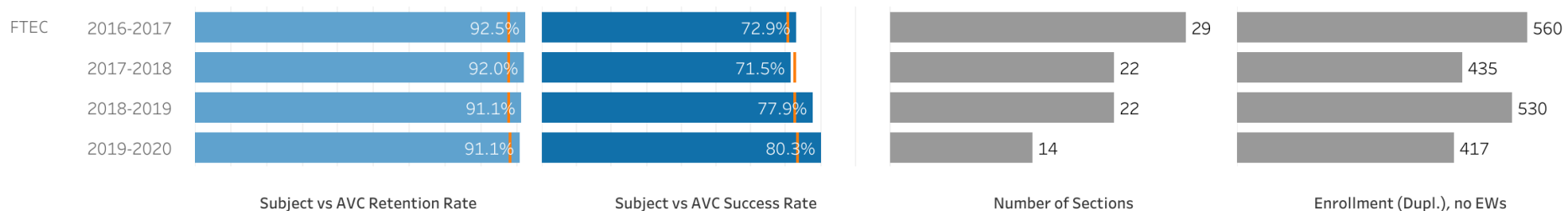
Select Subject **again**
FTEC

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in FTEC (Total AVC rates are shown as | hover over to see data)



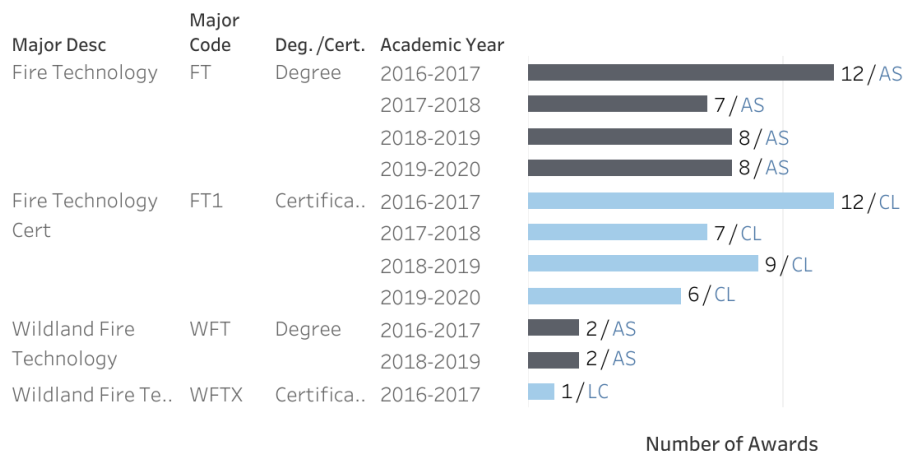
Enrollment and Number of Sections by *Modality* in FTEC

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..	1			
	Traditional	28	22	22	13
	Work Experie..				1
Enrollment	Other Indep S..	3			
	Traditional	557	435	530	418
	Work Experie..				1

Enrollment and Number of Sections by *Location* in FTEC

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	27	20	20	12
	Lancaster [Off Ca..	2	2	2	2
Enrollment	Lancaster	502	392	470	343
	Lancaster [Off Ca..	58	43	60	76

Number of Degrees/Certificates Awarded in Fire Technology (FT), Fire Technology Cert (FT1), Wildland Fire Technology (WFT) and 1 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in FTEC

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.5	1.2	1.0	1.3
FT/Regular	2.1	2.1	2.1	1.9
FT/Overload	0.2	0.1	0.2	
TOTAL FTEF	3.7	3.3	3.2	3.1
PT/FT	0.7	0.6	0.5	0.7
FTES	35.6	26.2	34.9	38.0
FTES/FTEF Ratio	9.6	8.0	10.9	12.1
WSCH/FTEF Ratio	288.4	239.8	325.7	364.2

Click [here](#) to see AVC's Program awards dashboard

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
FTEC

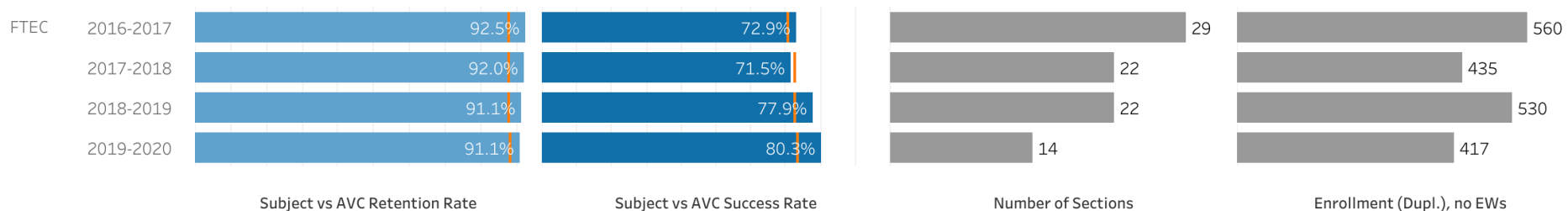
Select Subject again
FTEC

Select Program Major(s)
Firefighter I Academy Cert (FFA1)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in FTEC (Total AVC rates are shown as | hover over to see data)



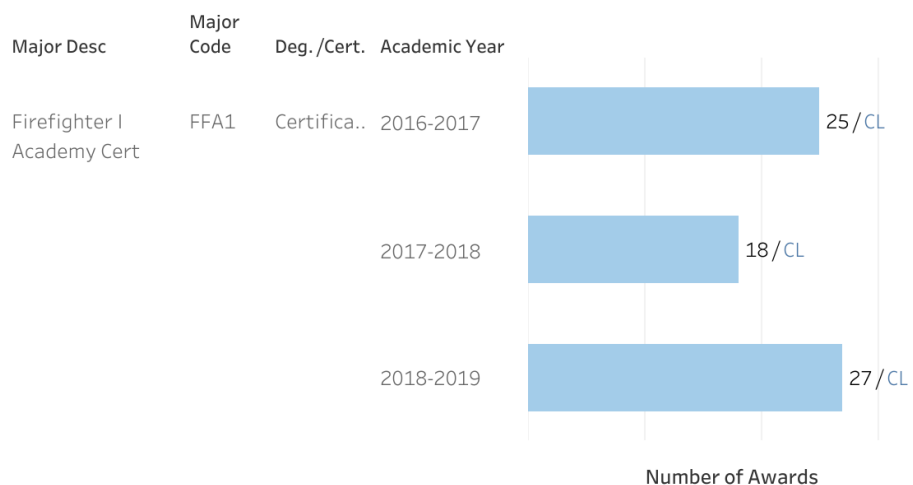
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	Work Experie..				1
Enrollment	Other Indep S..	3			
	Traditional	557	435	530	418
	Work Experie..				1

Enrollment and Number of Sections by *Location* in FTEC

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	27	20	20	12
	Lancaster [Off Ca..	2	2	2	2
Enrollment	Lancaster	502	392	470	343
	Lancaster [Off Ca..	58	43	60	76

Number of Degrees/Certificates Awarded in Firefighter I Academy Cert (FFA1)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in FTEC

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.5	1.2	1.0	1.3
FT/Regular	2.1	2.1	2.1	1.9
FT/Overload	0.2	0.1	0.2	
TOTAL FTEF	3.7	3.3	3.2	3.1
PT/FT	0.7	0.6	0.5	0.7
FTES	35.6	26.2	34.9	38.0
FTES/FTEF Ratio	9.6	8.0	10.9	12.1
WSCH/FTEF Ratio	288.4	239.8	325.7	364.2

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CA EDD LMI Data

Industry that employs firefighters	2016	2026	Numeric change	Percentage change
Local Gov.	23,900	25,200	1,300	5.4%
State Gov.	4,100	4,200	100	2.4%
Federal Gov.	1,100	1,200	100	9.1%

These figures do not include Wildland firefighters classified as Forestry or Range technicians for the federal government.



2019-2020 Program Review Report

Division/Area Name: Health & Safety Sciences/ Medical Office Assisting	For Years: 2021-2022
Name of person leading this review: Wendy Stout, RRT, RPFT EdD	
Names of all participants in this review: Paularita Bossier, Joanne Stoll, Karen Sue Stenback	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
The MOA course contributes to the College’s mission by providing a career pathway toward California State certification as a medical office assistant. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in medical office assisting; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing patient care; and 4) requires ethical behavior and promotes lifelong learning within the community at large.	
1.2. State briefly program highlights and accomplishments	
In the 2019-2020 school year the MOA program more than doubled the number of degrees and certificates that it awarded from prior years in the Clinical Medical Assistant role.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
<input checked="" type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input checked="" type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

1. In the 2019-2020 MOA retention rate was 84.1% vs AVC's 87.9%. The success rate is 72.3% vs the AVC's 73.2 percent. The total enrolment was 195 in 10 sections. 25 Clinical MOA certificates, 19 AS in Clinical MOA, 13 AS in Medical Assistant, and 0 Medical Assistant Certifications were awarded.
2. Average enrollment in MOA 110 is 48 students with an Average completing rate over the last two school years has been less than half. For example, in fall of 2019 there were 48 students enrolled (Max 24 in each section) with a waitlist. However, only 28 completed and enrolled in MOA 111 in the spring of 2020.
3. Student Survey's respondents expressed confusion regarding MOA program areas of concentration in addition to the lack of practical clinical experiences within the program.
4. Employment in the MOA field is growing in both the local area as well as in the state of California.

Geographic Area	2018Employment SOC Code 31-9092/CIP Code 510801 Medical Office Assistant	Projected Employment (2018-2024)	Growth (2014-2024)	Annual Job Openings Reported (2018-2024)
Los Angeles County	22708	25628	12.9	3160
California	90310	102610	14.1	12747

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Looking at the program review data on strength that is noticed is there has been an increase in the number of degrees and certificates awarded in the Clinical Medical Assistant program.
Weaknesses	1) It should be noted that the MOA program is disjointed as there are 2 pathways front office and back office majors that are in different divisions. There has been consideration to join the 2 areas of focus that has not been addressed fully. 2)MOA has only 3 adjunct faculty and has been unsuccessful at coordinating the 2 pathways into one program. 3)A lack of clinical experiences places students at a disadvantage within the hiring pool.
Opportunities	1)Hire/convert an adjunct position to FT faculty in order to coordinate 2 areas of focus 2) Add clinical experiences to provide the nessary clinical time of 160.
Threats	1)This program in its current state is obsolete. Employers want graduates with clinical experiences that can function at a higher level. The 2 pathways currently in place within the industry do not exist.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

2018-2019 Action Plan
While all SLOs/PLOs have been met it is important to maintain program budget for durable supplies. It is also imperative to continue to make necessary curriculum changes to reflect current practices of a MOA.
Progress:
For the 2019-2020 school years the budget was received and durable supplies were purchased. However, the budget was not received in for the current school year.
2019-2020 Action Plan
All SLO/PLOs for the MOA program were met. However looking at program review data In the 2019-2020 school year MOA retention rate (84.1% vs AVC's 87.9%) and success rates (72.3% vs the AVC's 73.2%) the program is below the colleges average. The MOA faculty feels that this is due to a lack of English and Math skills that are required in the courses. To improve success and retention rates the curriculum for the program needs to be changed to include the prerequisites of English and Math.

Part 2.D. Review and comment on progress towards past program review goals:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to taken to achieve goal?
Goal 1	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Improve student success by providing necessary learning material in the classroom	Budget was received for the 2019-2020 school year and requested for the 2020-2021 school year but not received. At this time the classroom does have needed supplies but they are durable goods that will need to be replaced. There was an increase in completions in 2019-2020
Goal 2	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Combine both areas of study (back and front office) into 1 cohesive program. To increase the FTEF for the discipline (MOA 110 and 111) with	This goal was not achieved. A full-time faculty was recommended in 2019-2020 school year but was not approved.

		full-time instructor in the discipline and maintain or replace adjunct faculty improve skill competency.	
Goal 3	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market Choose an item. - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Improve stakeholder relationship	The Chair for the department reached out to local medical professionals and sites for possible clinical sites. Due to Covid no agreements were put into place. However, some relationships have started.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal 1	*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Improve student success by providing necessary learning material in the classroom	Restore annual 1,000.00 supply budget and Prop 20 funding. Added budgetary allowance will enable program to maintain training equipment and simulation supplies.
Goal 2	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Combine both areas of study (back and front office) into 1 cohesive program and gain accreditation by CAAHEP. To increase the FTEF for the discipline (MOA 110 and 111) with full-time instructor in the discipline and maintain or replace adjunct faculty improve skill competency.	Addition of one full-time faculty for program coordination and increase community partnerships by the addition of clinical experiences. This would allow for program expansion by complying with State requirements and allow for program accreditation with certification of graduates. It will also allow the program to be accredited by the AAMA. By having the AAMA accreditation program graduates can take a national Registry or Certification examinations which most employers now require. Currently our graduate's barely qualify for the state examinations. Steps. Have a Full time MOA staff member that meets accreditation requirements. Apply for accreditation (\$1500 fee) With an

			annual fee of 2100. . Have a site VISIT (2700 fee)
Goal 3	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market Choose an item. - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Proved students with clinical experiences that are required for employment.	

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Addition FT faculty	Repeated		Recurring	Wendy Stout
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Restoration of supply budget	Repeated	\$6,000 (supply budget and maintain Prop 20 funding)		Wendy Stout
Professional Development					
Other	Accreditation fees (if we get to this stage)	New	4200 2100	One-time Recurring	Wendy Stout

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data --->

Select Subject
MOA

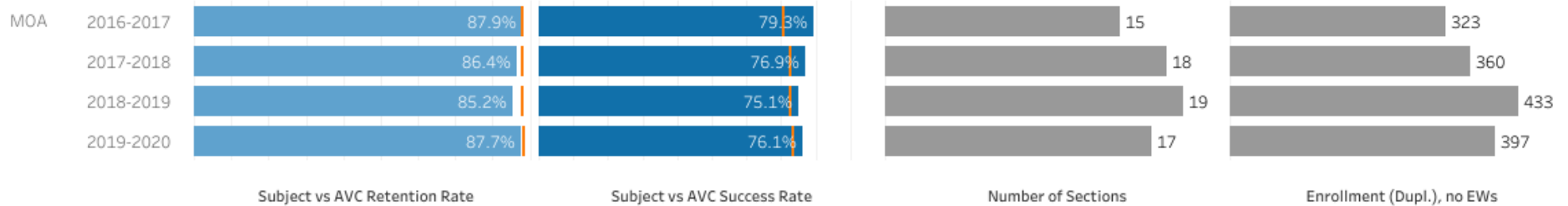
Select Subject **again**
MOA

Select Program Major(s)
Multiple values

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in MOA (Total AVC rates are shown as | *hover over to see data*)



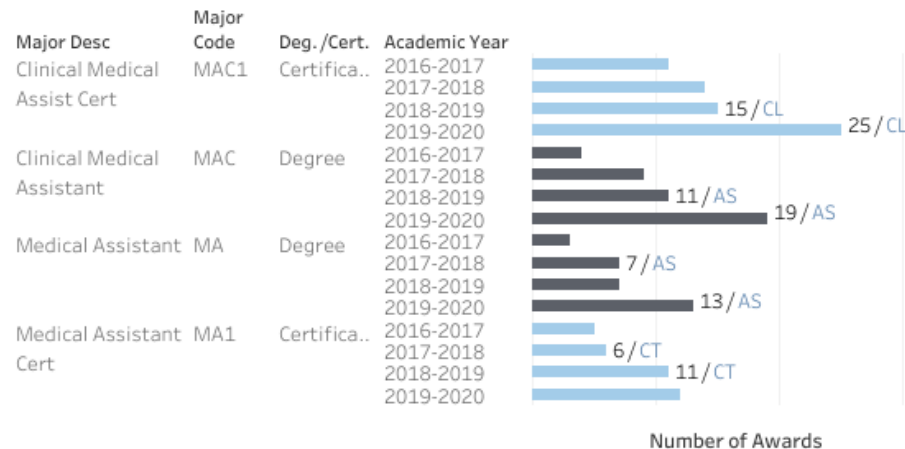
Enrollment and Number of Sections by *Modality* in MOA

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	3	6	7	7
	Traditional	12	11	10	10
	Work Experie..		1	2	
Enrollment	Online	95	155	210	207
	Traditional	228	204	221	195
	Work Experie..		1	2	

Enrollment and Number of Sections by *Location* in MOA

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	8	9	9	7
	Lancaster [Off Ca..	1			
	Palmdale	6	9	10	10
Enrollment	Lancaster	164	149	161	145
	Lancaster [Off Ca..	16			
	Palmdale	143	211	272	257

Number of Degrees/Certificates Awarded in [Clinical Medical Assist Cert \(MAC1\)](#), [Clinical Medical Assistant \(MAC\)](#), [Medical Assistant \(MA\)](#) and 1 more



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in MOA

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.8	1.8	1.8	1.6
FT/Regular	0.2			
TOTAL FTEF	2.0	1.8	1.8	1.6
PT/FT	9.0			
FTES	19.9	19.4	24.1	22.7
FTES/FTEF Ratio	9.9	10.8	13.4	14.2
WSCH/FTEF Ratio	297.9	323.7	401.7	425.6

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: Health & Safety Sciences/ Nutrition & Foods	For Years: 2020-2021
Name of person leading this review: Ann Volk	
Names of all participants in this review: Ann Volk, Rona Brynin	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
Nutrition and Food courses provide health and wellness education that assists students in preparing for the workforce, personal development and community service	
1.2. State briefly program highlights and accomplishments	
The AS-T for Nutrition has been developed and approved. NF 150 (Food and Culture) has been approved for Area E for the General Education requirement. ND 110 (Sports Nutrition) is in the process of being approved as a Distance Education course.	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input type="checkbox"/> Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.

X **Goal 1***: Commitment to strengthening institutional effectiveness measures and practices.

X **Goal 2***: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.

X **Goal 3**: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.

X **Goal 4***: Advance more students to college-level coursework-Develop and implement effective placement tools.

X **Goal 5**: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Enrollment numbers have increased between the different years showing a continued demand for courses in the Nutrition and Foods area. From 2018-2019 to 2019-2020 the enrollment improved by 56 unduplicated number of students (from 918 to 974) and 46 total enrollment (from 977 to 1,023). There has been steady enrollment numbers in the past four years.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Retention rate of the non-COVID semesters are at or above the AVC annual retention average. This is consistent for all locations and modalities. Enrollment numbers increased, despite offering the same number of sections.
Weaknesses	Although the Success rates were lower than the AVC annual average, it has improved from previous semesters. This applies to all locations and modalities.
Opportunities	NF 110 – Sports Nutrition- is in the process to be approved for a Distance Ed class, as well as being taught in the traditional manner. NF 150 – Food and Culture- was recently approved to meet Area E for graduation. Consequently, enrollment has increased in the last 2 semesters, with a waiting list prior to the first day of the Fall 2020 semester.
Threats	The COVID-19 pandemic has affected enrollment. Fall 2020, two NF 100 classes had to be dropped due to low enrollment. NF 103 – Principles of Food Prep – requires students to learn and show proficiency in cooking using various cooking equipment and methods (i.e. oven, range top, microwave, fry, steam, etc), but since it was being taught remotely, some students did not have access to the equipment . NF 150 involves students bringing in a dish/food from the culture they are discussing, however, remote teaching does not allow that.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Progress toward the Action Plans for the NF areas has been made. Specifically, for NF 150, success rates have improved. The instructor of this course will continue to adapt and change assignments to help students meet the SLO. Using Canvas more extensively and breaking large assignments into smaller ones appears to be effective. Action plans in the other NF courses continues to be followed.

Part 2.D. Review and comment on progress towards past program review goals:

Goal of making NF 150 eligible for Area E has been met. Goal of AS-T for Nutrition has been met

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Nutrition	ILO #1, 3	Improve success rates	Faculty will meet to discuss the projects assigned and grading rubric

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<i>Faculty</i>	N/A				
<i>Classified Staff</i>	N/A				
<i>Technology</i>	N/A				
<i>Physical/Facilities</i>	N/A				
<i>Supplies</i>	Ongoing supply fund when classes resume F2F	repeat	Same - \$300/yr	recurring	Ann Volk
<i>Professional Development</i>	N/A				
<i>Other</i>	N/A				

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject
NF

Select Subject again
NF

Select Program Major(s)
FCE: Nutrition & Foods (FCEN)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in NF (Total AVC rates are shown as | hover over to see data)



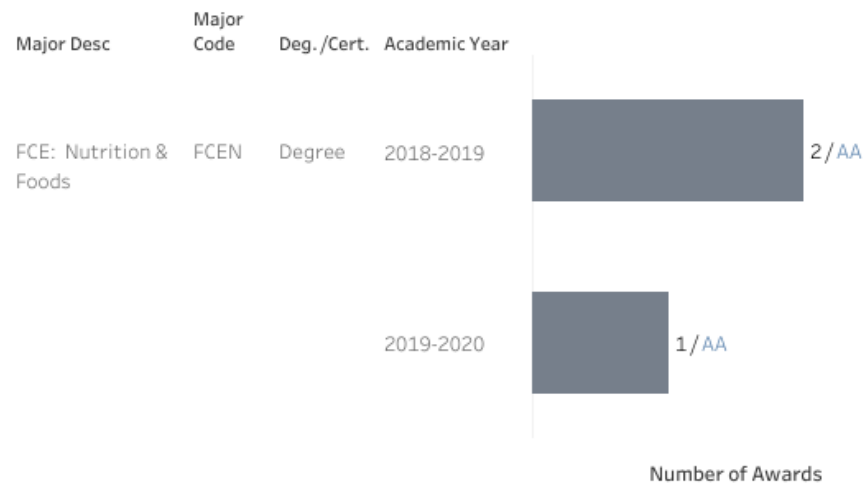
Enrollment and Number of Sections by *Modality* in NF

	Instr. Method	2018-2019	2019-2020
Number of Sections	Online	13	13
	Traditional	21	21
Enrollment	Online	435	435
	Traditional	542	588

Enrollment and Number of Sections by *Location* in NF

	Location	2018-2019	2019-2020
Number of Sections	Lancaster	19	19
	Palmdale	15	15
Enrollment	Lancaster	505	554
	Palmdale	472	469

Number of Degrees/Certificates Awarded in FCE: Nutrition & Foods (FCEN)



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in NF

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.9	0.8	0.7	0.7
FT/Regular	2.2	2.2	2.0	2.0
FT/Overload	0.6	0.6	0.6	0.6
TOTAL FTEF	3.7	3.5	3.3	3.3
PT/FT	0.4	0.4	0.4	0.4
FTES	52.5	52.2	44.9	44.8
FTES/FTEF Ratio	14.2	14.8	13.6	13.6
WSCH/FTEF Ratio	425.4	443.2	407.9	406.9

Click [here](#) to see AVC's Program awards dashboard



2018-2019 Program Review Report

Division/Area Name: Health and Safety Sciences/Registered Nursing	For Years: 2020-2021
Name of person leading this review: Dr. Casey Scudmore RN, MSN	
Names of all participants in this review: Yesenia Cota, RN, MSN Debra Dickinson, RN, MN Mary Jacobs, RN, MSN Maria Kilayko, RN, MSN Maria Latuno, RN, MSN Katherine Quesada Casey Scudmore, RN, MSN, EdD Kim Smith, RN, MSN Susan Snyder, RN, MA Elizabeth Sundberg, RN, MN Courtney Whipple RN, MS	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission:

The nursing program supports the district mission by providing a quality education that empowers students with the knowledge, skills and caring attitudes to become competent entry-level professional registered nurses, life-long learners, and community service partners.

1.2. State briefly program highlights and accomplishments:

- Nursing is the #1 declared major at AVC.
- The enrollment fill rate for nursing is usually 100% or more.
- The majority of NCLEX quarterly reports are at or above national average.
- Greater than 90% of our graduates are employed.

- Received a Gold Star from the Chancellor's Office: graduates achieved strong outcomes in all three categories: earnings gains, living wages, and employment in a job similar to their field of study
- Attrition is 15%.
- Simulation lab is state of the art with a new birthing mannequin and SimAnne mannequins.
- Added a clinical site which focuses on community health and primary care

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

<input checked="" type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input checked="" type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

- Strong Workforce Gold Star award from Chancellor's Office
- NCLEX scores are at or above the national average. 2017-18 NCLEX pass rate is 91.35% on the BRN website.
- Advisory group meets annually and remains aligned with community partners.
- Grad surveys reveal approximately 80% are planning or enrolled in a BSN program. More than 90% of our graduates are employed.
- Nursing is the #1 declared major at AVC.
- The enrollment fill rate for nursing is usually 100% or more.
- Simulation lab is state of the art and growing.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<ul style="list-style-type: none"> ● High success and retention rate, greater than 94% ● Number of sections increased from 67-84 ● Many applicants for the nursing program both traditional and LVN – RN. ● 2017-18 NCLEX pass rate is 91.35% on the BRN website.
Weaknesses	<ul style="list-style-type: none"> ● Difficult time filling full-time and adjunct teaching positions ● Many faculty members retiring and not being replaced ● More clerical assistance is need to support the nursing program
Opportunities	<ul style="list-style-type: none"> ● Program could grow with more faculty ● New faculty bring fresh creative ideas ● Number of students not admitted due to room availability and space.
Threats	<ul style="list-style-type: none"> ● New RN programs displacing student clinical sites ● Potentially closing sections due to lack of faculty

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

<p>Progress:</p> <ul style="list-style-type: none"> ● Simulation is integrated into every course ● Perkins money to fund new mannequins, including OB and SimAnne ● Student workers assisting in the lab ● ACUE Training for new faculty ● All media is now closed captioned <p>Needs:</p> <ul style="list-style-type: none"> ● Defibrillator (deactivated) ● Need more faculty for lab ● Professional development for new faculty ● Lab computers still not updated routinely and do not have consistent IT support ● WiFi connectivity issues ● Electrical outlets in UH building
--

Part 2.D. Review and comment on progress towards past program review goals:

<ul style="list-style-type: none"> ● NCLEX pass rates have improved from previous report ● Preparing for next BRN visit Spring 2020 ● Technology in the classroom is an ongoing goal <ul style="list-style-type: none"> ○ All faculty are using Canvas ○ Computers in the lab for electronic charting to mimic the hospital ○ Continue to encourage Kaplan resources ○ Staff garden for resumes

- Lab courses created to assist student communication with lab staff and document lab usage
- Still need a full-time lab technician for operation and maintenance of lab

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
Increase student success in the program and on the NCLEX.	-Commitment to strengthening Institutional Effectiveness. -Align instructional programs to the skills identified by the labor market.	Maintain or increase passing rate on national boards exam.	-- Refer at risk students to meet with Nursing Success Counselor and utilize campus resources such as Learning Center, OSD and SI. -- Maintain the Nursing Success Counselor position. -- Encourage students to utilize instructor's office hours to review exams and develop an understanding of the concepts taught during lecture. -- Apply for Perkins funding for faculty development. -- Apply for the nursing program support grant. -- Provide faculty development presentations for nursing faculty to maintain consistency across the curriculum. -Provide English dictionaries for students during test taking. -Incorporate soft skills into classroom and clinical instruction. -Obtain funding for an optional pre-nursing workshop before school starts. It would provide students with tools they need to be more successful during the semester.

To Maintain BRN approval	<ul style="list-style-type: none"> -Commitment to strengthening Institutional Effectiveness. -Align instructional programs to the skills identified by the labor market. 	Pass the accreditation process successfully in Spring 2020.	<ul style="list-style-type: none"> -- Comply with all requirements set forth in the California Nurse Practice Act and the Board of Registered Nursing. -- Provide 15 LHE release time for the Director of Nursing. --Change Director of Nursing to an 11 month faculty position.
Provide an open learning environment in the nursing skills lab for students to develop competency in nursing skills.	<ul style="list-style-type: none"> -Commitment to strengthening Institutional Effectiveness. -Increase efficient and effective use of all resources. -Focus on utilizing proven instructional strategies that will foster transferable intellectual skills. 	Increase availability and hours in the skills lab.	<ul style="list-style-type: none"> -- Hire a full-time lab technician to assist in the operation and maintenance of the nursing skills laboratory. -- Provide more academic and skills lab support for the LVN transition students. Expand skills lab check-offs for nursing skills. --Integrate multi-scenario simulations across the curriculum.
Decrease attrition rate of students.	<ul style="list-style-type: none"> -Commitment to strengthening Institutional Effectiveness. -Focus on utilizing proven instructional strategies that will foster transferable intellectual skills. 	Provide more opportunities for students to meet with faculty and collaborate for better learning.	<ul style="list-style-type: none"> -- Replace full-time and adjunct faculty positions. -- It has become increasingly difficult to recruit adjunct faculty resulting in the full-time faculty taking on an ever-increasing load. Potential adjuncts are currently working at local hospitals which offer significantly more money in bonuses and overtime to the staff to work extra shifts. An adjunct can exceed their AVC earning with much less work and time commitment. The full-time faculty have all been assigned significant overload

			<p>and some of the adjuncts (especially retired faculty now working as adjunct) have been extremely important in filling in the vacant assignments over the last several academic years.</p> <p>-- Encourage faculty to participate in the mentorship program.</p>
<p>Provide a safe environment for student learning.</p>	<p>-Commitment to strengthening Institutional Effectiveness.</p> <p>-Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>	<p>Maintain and improve environmental conditions for students.</p>	<p>-- Maintain funding for biohazard waste materials.</p> <p>-- Re-engineer electrical outlets. The issue of electrical outlets not being completed during constructions continues to be problematic. The main lecture room, UH 217 has one wall outlet behind the instructor and one in the podium.</p> <p>-- Follow up with engineering as the problem with the outlet covers failing and been discussed with the safety officer as the outlets are missing, broken or creating a tripping hazard.</p>
<p>Continue to use technology in the classroom and computerized testing.</p>	<p>Commitment to strengthening Institutional Effectiveness.</p> <p>Increase efficient and effective use of all resources.</p> <p>Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.</p>	<p>Increase the number of courses providing computer testing opportunities to mimic the boards exam.</p>	<p>-- Encourage Kaplan online resources starting at the beginning of the program and during the NS 200A course.</p> <p>-- Increase use of online educational resources in all courses, online simulation programs, CoursePoint, audience response system.</p>

	Align instructional programs to the skills identified by the labor market.		<ul style="list-style-type: none"> -- Increase use of Canvas for testing and course management. -- Maintain electronic health record licensure for student simulation charting cart (KbPort). -- Provide ongoing training for faculty and OSD personnel on computerized testing.
--	--	--	---

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Need full-time faculty Need adjunct faculty	Repeat	Dependent on salary schedule	Recurring	
Classified Staff	Need more classified staff to manage ongoing applications, hospital requirements and tracking, assist new faculty	New	Dependent on salary schedule	One-time	
Technology	Need IT support for Laerdal mannequins and equipment	Repeat	\$0	Recurring	
Physical/Facilities	More dedicated rooms for nursing instruction to improve student success and to enroll more students	Repeat	\$0	One-time	
Supplies	NA			N/A	
Professional Development	Teaching strategies and instructional support for new faculty Bring in consultant to teach a seminar	New	\$12,000	Recurring	
Other	Pre-nursing workshop to increase student success BRN approval costs	New	Dependent on salary schedule \$15,000	Recurring	

Please Select **Subject** area and **Program** Name or Code to get your data

Select Subject
NS

Select Subject **again**
NS

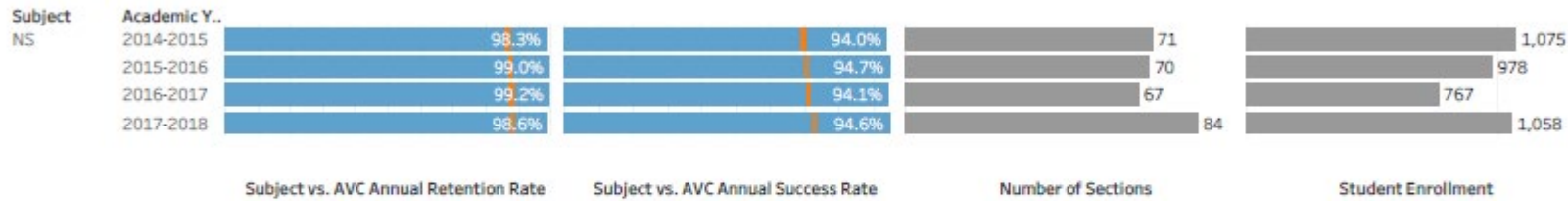
Select Major(s) for Program Awards
Registered Nursing

or Select Major Code for Awards
RN

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in NS (Total AVC rates are shown as |)



Enrollment and Number of Sections by *Modality* in NS

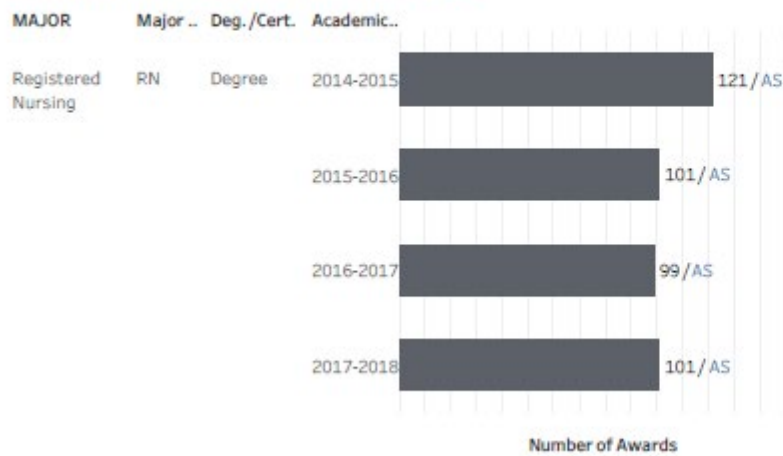
Enrollment and Number of Sections by *Location* in NS

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study		1		
	Traditional	71	69	67	84
Enrollment	Other Indep Study		1		
	Traditional	1,075	977	767	1,058

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	71	70	67	84
Enrollment	Lancaster	1,075	978	767	1,058

Number of Degrees/Certificates Awarded in RN

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in NS



	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	6.4	5.7	7.1	7.5
FT/Regular	12.7	11.3	11.3	10.6
FT/Overload	2.1	1.4	1.7	0.9
TOTAL FTEF	21.2	18.4	20.2	19.0
PT/FT	0.5	0.5	0.6	0.7
FTES	130.6	119.4	142.8	121.9
FTES/FTEF Ratio	6.1	6.5	7.1	6.4
WSCH/FTEF Ratio	184.5	194.7	212.6	192.5



2019-2020 Program Review Report

Division/Area Name: Health & Safety Sciences: Radiologic Technology Program	For Years: 2021-2022
Name of person leading this review: Robert Desch MA, ARRT, CRT(F)	
Names of all participants in this review: Robert Desch MA, ARRT, CRT (F)	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district [mission](#)

The Radiologic Technology program contributes to the College’s mission by providing a career pathway toward State licensure and National credential as a Radiologic Technologist. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in radiology; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing radiologic technology to patients with radiology exams in multiple modalities or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large.

1.2. State briefly program highlights and accomplishments

The Radiologic Technology program encompasses a specialized body of knowledge to include cognitive (knowledge), psychomotor (clinical proficiency), and affective (behavioral skills). Since the program inception in 2008, the program has maintained national accreditation by the Joint Review Commission Education Radiologic Technology (JRCERT) in addition to exceeding national performance on board examinations. The program has been awarded accreditation by California Department of Public Health (CDPH) and Radiation Health Branch (RHB) in both radiologic technology and the state fluoroscopy program. The Radiologic Technology Program have met all bench marks and has a 98% first time pass rate with 100% job placement rate.

1.3. Check each [Institutional Learning Outcome \(ILO\)](#) supported by the program. Type an “X” if checkbox is unavailable.

<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input checked="" type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Current data review from the California Employment Development Department reveals a short fall for radiologic technology jobs. Annual job openings have increased consistently over the past year. Program surveys concerning students and employers have provided high scores in all areas and have remained high for the past 6 years. Students pass rate concerning national and state testing is above average with many scores in the top 90%.nationally.

Program Personnel & Student Survey Findings - personnel resources, radiology directors, facilities, learning resources, support personnel, financial resources, program budget, clinical resources, and student interaction for the last 5 years. There is a 100% participants rating concerning Antelope Valley College Radiologic Technology Program greater than 3 (average) on a 5-point Likert scale. **Recommendations include:** provision of additional learning resources and needed lab equipment and radiation survey meters. Students have complaints concerning the lab and needing equipment to do experiments. The needed lab survey meters and scatter radiation and dose meters are not only needed to help educate the students, but a requirement concerning Radiation Health Branch(RHB) California Department of Public Health (CDPH) requiring 16 hours of fluoroscopy labs making it very difficult to meet the 16 hour lab requirement keeping the program state fluoroscopy program in compliance.

Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains. **Recommendations include:** continue curriculum revisions to meet industry standards.

Advisory Committee Meeting Results: Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide expanded clinical training sites. The program has currently added Kaiser Permanente to the student clinical rotation training this year.

The Radiologic Technology program graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain) and graduates being well educated and trained for entry level jobs.

Certification Exam Results:

Review of SLO data and national test results revealed students meet or exceed national standards.

National Radiologic Technology Testing Statistics AVC #000000

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2017	10	10	100%	N/A
2018	9	9	90%	100%
2019	10	10	100%	N/A
2020	10	10	100%	N/A

Review of national testing shows Antelope Valley College meet all testing standards set forth by the American Registry of Radiologic Technology (ARRT) and the California Radiation Health Branch (RHB)

Program outcome summary reveals 3 year average (2016-2019)

Retention	Job Placement	On-Time Graduation	Employer Satisfaction	Graduate Satisfaction
97%	100%	97%	100%	100%

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<ol style="list-style-type: none"> 1) In 2018-2019 program retention rate was 95% vs AVC at 87.6%. Success rate is 95% vs AVC 72.1 There were 19 AS degrees awarded. 2) In 2019-2020 program retention rate was 100% vs AVC at 87.9%. Success rate is 100% vs AVC 73.2 There were 20 AS degrees awarded. 1) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidence by national exam performance, graduate surveys, student surveys, and employer surveys. 2) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2018-2020 reporting data 100% of graduates are employed
Weaknesses	1) The Radiologic Technology Program has a limited number of hospital based clinical training sites, due to the Antelope Valley area and the amount of local hospitals.
Opportunities	2) At this time we have added Kaiser Health Care system in Antelope Valley to help provide expanded training sites. In the future this will provide the program an added hospital base training site, but at this time the hospital is pending being completed.
Threats	1) The program is using outdated lab equipment concerning radiation meters and equipment to maintain compliance with the Radiation Health Branch (RHB) and California Department of Public Health (CDPH).

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Discipline	SLO	Assessment Methods	Achievement Target	Action Plans	2019 DATA
RADT 101	Students will demonstrate written communication skills.	True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
	Students will summarize the value of lifelong learning.	True false, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
RADT 102	Demonstrate patient care techniques.	True false, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
RADT 103	Students will utilize radiation protections.	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will apply positioning skills.	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will select technical factors/ Manual Techniques		Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
RADT 104	Students will select technical factors.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
	Students will critique images to determine diagnostic quality.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
RADT 106	Students will apply positioning skills.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will select technical factors/Manual Techniques	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%

	Students will utilize radiation protection.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9-100%
RADT 107	Students will apply positioning skills.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will select technical factors/Manual Techniques	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will utilize radiation protection.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
RADT 108	Students will critique images to determine diagnostic quality.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
RADT 109	Diagram the components of the x-ray generator and tube.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
	Evaluate the differences between target interactions and tissue interactions		75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
	involved in the production of the radiographic image.	Essay		Assess action plan to maintain compliance	9/9=100%
	Diagram the components of the fluoroscopic image intensifiers and recording	device Essay	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
RADT 199	Work Experience		N/A -No Data		
	RADT 201				

Students will apply positioning skills.

Competency form: positioning criteria

Class average of all forms, all students, average of 4/5 likert scale.

Assess action plan to maintain compliance

10/10=100%

	Students will select technical factors/Manual Techniques	Competency form: technical selection criteria	Class average of all forms, all students, average of 4/5 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will utilize radiation protections.	Competency forms: radiation protection criteria	Class average of all forms, all students, average of 3.5 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will adapt standard procedures for non-routine patients.		Class average of all forms, all students, average of 7.5/10 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will critique images to determine diagnostic quality.	Technologist Evaluation, Problem solving/judgment criteria: Image evaluation form, image critique criteria	Class average of all forms, all students, 90%	Assess action plan to maintain compliance	10/10=100%
RADT 202	Students will demonstrate oral communication skills.	Radiographic Pathology Case Presentation	Class average, section 6 grading rubric, 85%	Assess action plan to maintain compliance	10/10=100%
RADT 203	Students will demonstrate oral communication skills.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
RADT 204	Students will summarize the value of life-long learning.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
RADT 205	Students will apply positioning skills.	Project: Ratio score: 4/5		Assess action plan to 75% maintain compliance	10/10=100%
	Students will select technical factors/Manual Techniques	Project: Ratio score: 4/5		Assess action plan to 75% maintain compliance	10/10=100%
	Students will utilize radiation protection.	Project: Ratio score: 4/5		Assess action plan to 75% maintain compliance	10/10=100%

RADT 207	Students will apply positioning skills.	Competency form: positioning criteria	Class average of all forms, all students, average of 4/5 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will select technical factors/Manual Techniques	Competency form: technical selection criteria,	Class average of all forms, all students, average of 3/5 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will utilize radiation protection.	Competency form: radiation protection criteria Competency form: effective	Class average of all forms, all students, average of 3/5 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will demonstrate oral communication skills.	communication/approach to patient criteria	Class average of all forms, all students average 5/5 likert scale.	Assess action plan to maintain compliance	10/10=100%
	Students will adapt standard procedures for non-routine patients.	Competency form: Adapts procedure for diverse patient needs criteria	Class average of all forms, all students, average of 4.5/5 likert scale.	Assess action plan to maintain compliance	10/10=100%
Students will summarize the value of like-long learning.	Essay	Class average of all papers, 90%	Assess action plan to maintain compliance	10/10=100%	
RADT 208	Assess readiness for ARRT registry certification examination.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
		True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	10/10=100%
RADT 210	Demonstrate venipuncture	Choice		maintain compliance	10/10=100%

Action Plan 1: (2019 Action Plan)

While the PLOS and SLOS have met for this program it is important make curriculum changes to meet new industry standards and prepare students for board examination

changes. The program continues to keep up on any changes concerning national and state changes needed in the program, but no changes have taken place for 2019-2020.

Action Plan 2: (2020 Action Plan)

The advisory committee feel that it is important to update the radiology lab to include up to date radiation survey meters to meet requirements stated by the California Department of Public Health and the Radiation Health Branch (RHB)

Progress:

At this time the program director has requested funding and purchasing of the needed lab equipment. The chair / dean of the department are currently looking into funding the requested needed lab equipment.

1. Radiation Survey Meters

Part 2.D. Review and comment on progress towards past program review goals:**Program Assessment Plan: 2020**

To ensure continuous program improvement, the program employs an ongoing and systematic assessment process to measure and document student learning outcomes. The Antelope Valley College, Radiologic Technology program uses the following assessment plan to monitor its success.

GOAL # 1 Students will graduate with a high degree of clinical competency and knowledge.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Program Results / Goals
Students will produce diagnostic images.	Clinical Image Evaluation form, line items 1-10.	Students will score an average of 3.0 or higher on image evaluation. (0 to 5 point scale)	1 st and 2 nd year of the program	Clinical coordinator, Program director, and Adjunct Faculty	Achieved / Maintain and assess program goals to stay in compliance
	Laboratory Image Evaluation form, on all line items.	Students will score an average of 3.0 or higher on image evaluation on imaging evaluation. (0 to 5 point scale)	1 st year of the program	Rad 103L and Rad 107L Instructors	Achieved / Maintain and assess program goals to stay in compliance
Students will apply positioning skills.	Student Clinical Evaluation form, sections 1-9. Grading scale 1-10.	Students will score an average of 75% or higher on demonstration of positioning skills. 100 points total (0 to 10 scale)	1 st and 2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
	Laboratory Positioning Book. (Positioning Lab)	Students will score an average of 3.0 or higher on positioning demonstration form during laboratory practice.	1 st year of the program	Rad 103L and Rad107L Instructors	Achieved / Maintain and assess program goals to stay in compliance

Students will select appropriate technical factors.	Student Clinical Evaluation section 4 manual technique used.	Students will score an average of 75% or higher on proper selection of technical factors. Must score 3 or higher for 75% pass rate.	1 st and 2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
	Laboratory Image Evaluation form (Laboratory imaging manual technique used)	Students will score an average of 3.0 or higher on knowledge of technique. (0 to 5 point scale)	1 st year of the program	Rad 103L and Rad 107L Instructors	Achieved / Maintain and assess program goals to stay in compliance
Students will practice proper radiation protection.	Student Clinical Evaluation form area	Students will score an average of 75% or higher on radiation protection for self and patient. (0-5 grading score)	1 st and 2 nd of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
	Laboratory Positioning Book	Students will score an average of 75% or higher on patient shielding area of procedure evaluations (1-5 grading score)	1 st and 2 nd of the program	Instructors Rad 103L / 107L	Achieved / Maintain and assess program goals to stay in compliance

Goal: #2 Students will graduate with effective oral and written communication skills

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students-will display effective Oral Communication Skills.	Student Clinical Competency Evaluation Form section 1	Students will score an average of 75% or higher for adequate patient communication on their clinical evaluation by greeting patients, introducing self, and checking I.D. bracelet. (scale 0-5)	Fifth and Sixth Semesters	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
	Student Clinical Competency Evaluation Form Section 1	Students will score an average of 75% or higher for adequate patient communication on their clinical evaluation by explaining the procedure in lay terms and keeping patients informed of the examinations progress. (scale 0-5)	1 st and 2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
Students will display written communication skills.	APA Style Grading Rubric Score	Students will achieve a score of 75% or better on their pathology research paper (0-100%)	Third Semester	Instructor RADT 202	Achieved / Maintain and assess program goals to stay in compliance
	Student Clinical Evaluation Form	Students will score an average of 75% or higher for proper written communication when taking patient histories and closing out examinations. (0 to 100% scale)	1 st and 2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance

GOAL # 3 Students will graduate with critical thinking and problem solving abilities.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will possess critical thinking ability.	APA-Style-Grading Rubric Score	Students will demonstrate critical thinking by arriving at a sound conclusion on their pathology research paper and scoring 75% or better on grading scale	3 rd Semester	Instructor RADT 202	Achieved / Maintain and assess program goals to stay in compliance
	Student Clinical Evaluation Form Sections 1-10	Students will score an average of 75% or higher for critical thinking skills by manipulating technique for non-routine examinations. (0-5 scale)	1 st and 2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
Students will adapt positioning for trauma patients.	Student Clinical Competency Evaluations for Trauma and Portable	Students will score an average of 75% or better for problem solving abilities by demonstrating adaptability to difficult clinical examinations. (scale 0-5)	2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
	Trauma positioning Laboratory Competency Check Off	Students will demonstrate problem solving by scoring 75% or better on the "Hands-On" trauma positioning laboratory examination in their positioning lab class. (0-5)	2 nd year of the program	Instructor RADT 107L	Achieved / Maintain and assess program goals to stay in compliance

GOAL #4 Students will graduate with the knowledge and practical skills that maintain the standards of professional and ethical values.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will understand the importance of ethical and professional behavior.	Ethics Final Examination on ARRT Prep Course	Students will demonstrate knowledge of ethics by achieving a score of 75% or better on their ethics final examination section (0 to 100% scale)	4 th Semester / final Semester	Instructors RADT 208	Achieved / Maintain and assess program goals to stay in compliance
	Student Clinical Evaluation Sections 1,2	Students will score an average of 75% or better on the ethical and professional areas of the Student Clinical Evaluations.(0-5 scale)	1 st and 2 nd year of the program	Clinical Instructors	Achieved / Maintain and assess program goals to stay in compliance
	Students will attend professional interview mock interview. (Interview addresses ethical and professional future goals).	All students will attend professional interview mock interview, asking professional and ethical questions (1-5 point scale with at least average 3 point score)	End of program	Program Director / Hospital Personal	Achieved / Maintain and assess program goals to stay in compliance
	Students will attend RADT 101 and pass ethical analysis tests	Students will understand and pass assessment test for course RADT 101 ethical analysis in all general areas of patient care with a 75% or better (grading scale 0-100%)	1 st Summer Course	Instructor RADT 101	Achieved / Maintain and assess program goals to stay in compliance
Students will pursue continued professional development.	Students Exit Survey	25% or more of graduating students will plan to seek advanced education. (25%-100% score scale)	End of program	Program Director	Pending /Maintain and assess program goals to stay in compliance
	Student-Exit-Survey	75% or more of graduating students will plan to join the ASRT, CSRT, or other professional groups. (75% to 100% scale)	End of program	Program Director	Pending / Maintain and assess program goals to stay in compliance

GOAL # 5 The program will monitor or its overall effectiveness.

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will complete the 1st year of the program.	Number of students entering the second year will be compared to the number beginning the program.	90% of the students entering the program will continue on to the second year of the program (scale 0-100%)	End of the 1 st year	Program Director	Achieved / Maintain and assess program goals to stay in compliance
Students will complete the 2nd year and graduate from the program.	Number of students graduating from the program will be compared to the number beginning the program.	80% of the students entering the program will continue on to complete the program. (0 to 100% scale)	End of second year	Program Director	Achieved / Maintain and assess program goals to stay in compliance
Students will pass the ARRT National Registry Examination on the first attempt.	ARRT Examination Results	Over a rolling 5-year period, 80% of the students graduation from the program will pass the National Registry on 1 st attempt (0 to 100% scale)	Annually upon receipt	Program Director	Achieved / Maintain and assess program goals to stay in compliance
Graduates will be satisfied with their education.	Student Exit Survey From sections satisfaction area	Intern Exit surveys will average 3's or better for program and curriculum satisfaction.(0 to 5 point scale)	End of program	Program Director	Achieved / Maintain and assess program goals to stay in compliance
Employer will be satisfied with the graduate's performance	Clinical Education Setting Evaluation of Program	Clinical Education Setting Evaluation of Program survey's will average 3's or better for the program graduates. (0-5 point scale)	Up to 12 months after graduation	Program Director	Achieved / Maintain and assess program goals to stay in compliance
Graduates who desire employment will be employed within 12 months, after graduation.	Graduate Employment Telephone Form Survey or other electronic forms.	Over a rolling 5-year period 75% of the graduates who desire employment, will be employed within 12 months after graduation (0 to 100% scale)	12 months after graduation	Program Director	Achieved / Maintain and assess program goals to stay in compliance

Revised: 2020

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1	<p>ILO Career and Specialized Knowledge • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p>ILO Communication • Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications.</p> <p>ILO Creative, Critical, and Analytical Thinking • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p>PLO: Practice as a radiologic technologist within legal, ethical, professional, and regulatory standards of radiologic technologist practice.</p>	<p><i>Fulfill the need for Radiologic Technology Program in our community.</i></p>	<p>These goals are ongoing and reflect student success, curriculum advancement, certification and employment.</p> <p>Provide one time funding to maintain state-of-the-art training through up-to-date equipment for laboratory experiments hand on training.</p> <p>Increase current budget structure due to increase cost of supplies.</p>
Goal #2		<p><i>Maintain program faculty and hold to a high quality while maintaining</i></p>	<p>Provide funding to maintain faculty and equipment</p>

		<i>accreditation standards for radiologic technology</i>	
Goal #3	<p>Creative, Critical, and Analytical Thinking • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p>ILO: Career and Specialized Knowledge • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p>ILO: Community/Global Consciousness • Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. • Demonstrates an awareness and respect of the values of diversity, complexity, patient positioning and varied cultural expressions</p>	<i>Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.</i>	Continue to utilize the ARRT portal to access national board examinations data. To monitor graduate progress, implement an electronic survey
Goal # 4	<p>Creative, Critical, and Analytical Thinking • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing</p>	<i>Provide educational activities which support technical, communication and patient care skills</i>	Acquire funding and equipment to support educational activities in radiology procedures and concepts

	<p>technology, quantitative and qualitative information and mathematical concepts.</p> <p>ILO: Career and Specialized Knowledge • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p>PLO: Practice as a radiologic technologist within legal, ethical, professional, and regulatory standards of radiologic technology.</p>		
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Maintain Current Faculty	Repeat		Recurring	Robert Desch
Technology Equipment	Radiation Survey Meters	New	12,000	One Time	Robert Desch
Supplies	Program Supply budget	Repeat	3, 000	Recurring	Robert Desch
Supplies	PEE Covid-19 supplies	New	1,500	Recurring	Robert Desch
Travel, Maintain Clinical Sites	Travel fees out the area	New	1,400	Recurring	Robert Desch
Education	American Society of Radiologic Technology (ASRT) National Convention	New	1,900	Recurring	Robert Desch

**Part 5. Insert your Program Review Data here, as well as any other supporting data.
See program data below:**

Candidate Exam Results PROGRAM REVIEW DATA REPORT

RADIOLOGIC TECHNOLOGY PROGRAM
ANTELOPE VALLEY COLLEGE
ROBERT J DESCH
3041 W AVENUE K
LANCASTER, CA 93536-5402

School ID: 7586
Date Generated: 11/2/2020

This report provides program directors with exam results for first-time candidates for a specified period of time. The report is based on graduation date or on exam administration date. Please allow two weeks after the exam date for updates to appear on this report.

Graduation Date between 01/2019 and 12/2020 PROGRAM REVIEW DATA REPORT

Grad Date	Exam Date	Content Specification starting on 01/2017								Total Scaled	Percentile Rank**	Pass/Fail
		Scaled Scores*										
		1	2	3	4	5	6	7	8			
05/2019	06/2019	8.6	8.9	8.7	8.5	7.1	9.1	8.5	8.4	84	53	Pass
05/2019	06/2019	8.1	7.9	7.2	8.1	6.8	9.1	8.5	8.7	80	29	Pass
05/2019	06/2019	8.1	8.2	8.5	7.0	8.1	8.7	8.5	9.3	83	45	Pass
05/2019	06/2019	8.8	9.3	7.3	7.1	6.0	8.3	7.8	7.8	78	20	Pass
05/2019	06/2019	7.2	7.2	7.5	7.4	8.4	6.6	7.4	9.0	77	18	Pass
05/2019	06/2019	8.8	9.3	8.2	8.5	8.1	9.1	9.6	9.0	88	78	Pass
05/2019	06/2019	8.1	8.6	9.2	7.0	7.1	9.5	8.9	9.3	84	53	Pass
05/2019	06/2019	8.8	8.9	9.0	7.4	7.1	8.7	8.5	8.4	83	45	Pass
05/2019	06/2019	9.3	7.9	9.5	7.4	7.6	8.7	9.6	8.1	86	64	Pass
05/2019	06/2019	8.6	9.9	9.5	8.9	9.2	9.9	9.6	9.6	93	98	Pass

05/2020	07/2020	8.8	9.9	9.2	9.6	9.4	9.1	9.9	9.9	95	100	Pass
05/2020	06/2020	8.3	8.2	8.4	8.5	7.3	8.7	8.5	8.4	82	38	Pass
05/2020	07/2020	9.0	8.5	8.5	7.7	8.3	9.1	9.9	8.4	87	72	Pass
05/2020	07/2020	9.0	8.9	9.5	8.5	8.4	9.1	9.9	9.0	90	88	Pass
05/2020	07/2020	9.0	8.2	7.9	7.4	8.1	8.2	7.7	8.7	82	38	Pass
05/2020	07/2020	9.7	9.6	9.9	9.9	8.6	9.1	8.8	9.0	94	99	Pass
05/2020	10/2020	8.5	7.8	8.5	8.1	7.0	6.5	7.7	7.5	78	20	Pass
05/2020	08/2020	9.2	9.2	9.7	9.6	9.1	8.2	8.5	9.3	92	96	Pass
05/2020	07/2020	9.5	9.6	9.4	9.2	9.1	8.2	9.2	8.1	91	92	Pass

Exam Date Range Summary 19 examinees

Report Total	8.7	8.7	8.7	8.2	7.9	8.6	8.8	8.7	86		100 %
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*** Scaled Scores Section Legend + Number of Questions**

1. Patient Interactions and Management (33)
2. Radiation Physics and Radiobiology (22)
3. Radiation Protection (31)
4. Image Acquisition and Technical Evaluation (21)
5. Equipment Operation and Quality Assurance (29)
6. Head, Spine and Pelvis Procedures (18)
7. Thorax and Abdomen Procedures (21)
8. Extremity Procedures (25)

**A percentile rank indicates the percentage of scores at or below a particular scaled score. For example, a percentile rank of 53.00 indicates that 53.00 percent of scores were at or below a scaled score of 84. Percentile ranks are rounded to the nearest whole number.

Program Review Data Report	2016-2017	2017-2018	2018-2019	2019-2020	Recent trends?	Comment
Enrollment Retention	100%	100%	90%	100%	No Change	
# of Sections offered	15	15	15	15	No Change	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	15	15	15	15	No Change	
# of Sections offered in Lancaster	15	15	15	15	No Change	
# of Sections in other locations	0	0	0	0	No Change	
# of <u>Certificates awarded</u>	10	10	9	10	No Change	
# of <u>Degrees awarded</u>	10	10	9	10	No Change	
Subject Success Rates	100%	100%	90%	100%	No Change	
Subject Retention Rates	100%	100%	90%	100%	No Change	
Full-time Load (Full-Time FTEF)	2	2	2	2	No Change	
Part-time Load (Part-time FTEF)	3	3	3	3	No Change	
PT/FT FTEF Ratio	3:2	3:2	3:2	3:2	No Change	

Annual Program Summary Report

RADIOLOGIC TECHNOLOGY PROGRAM

School ID: 7586

ANTELOPE VALLEY COLLEGE

**Date
Generated:** 11/2/2020

ROBERT J DESCH
3041 W AVENUE K
LANCASTER, CA 93536-5402

**Summary Report
for 2019**

Radiograph

Section Content	Number Of Questions	Mean Section Scaled Score
Patient Care		
Patient Interactions and Management	33	8.4
Safety		
Radiation Physics and Radiobiology	22	8.6
Radiation Protection	31	8.5
Image Production		
Image Acquisition and Technical Evaluation	21	7.7
Equipment Operation and Quality Assurance	29	7.6
Procedures		
Head, Spine and Pelvis Procedures	18	8.8
Thorax and Abdomen Procedures	21	8.7
Extremity Procedures	25	8.8

**MEAN SCALED
SCORE FOR
TOTAL TEST:
(NATIONAL
AVERAGE SCORE)**

83.6

**PERCENT OF
EXAMINEES
PASSING:
ANTELOPE
VALLEY
COLLEGE**

100

**NUMBER OF
EXAMINEES:
ANTELOPE
VALLEY
COLLEGE**

10



2019-2020 Program Review Report

Division/Area Name: Health & Safety Sciences: Respiratory Care TOP Code 121000	For Years: 2021-2022
Name of person leading this review:	Wendy Stout RRT EdD
Names of all participants in this review:	Charles Burke RRT BS

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>	
<p>The Respiratory Care Program contributes to the College’s mission by providing a career pathway toward State licensure and National credential as a Registered Respiratory Care Practitioner. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in respiratory care; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing respiratory care to patients with respiratory disease or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large.</p>	
1.2. State briefly program highlights and accomplishments	
<p>The Respiratory Care program encompasses a specialized body of knowledge to include cognitive (knowledge), psychomotor (clinical proficiency), and affective (behavioral skills). Since the program inception in 2006, the program has maintained national accreditation by the Commission on Accreditation for Respiratory Care (COARC) in addition to exceeding national performance on board examinations. The program has been awarded accreditation by the National Institute for Occupational Health (NIOSH) and is the only college in the State of California to award national certification in occupational screening of pulmonary function to its students. For the last three reporting cycles to COARC we have meet all bench marks and have a 90% RRT credentialing success.</p>	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications

<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input checked="" type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input checked="" type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Current data review from the California Employment Development Department reveals no short fall for respiratory therapist jobs. Annual job openings have increased 45% from 600 (2016) to 13,100 (2019). With that being said, the RCP program is now providing its' students with additional training and NIOSH certification in pulmonary function that will increase their marketability and give the students a competitive advantage from any other program in the State.

Program Personnel & Student Survey Findings - personnel resources, medical director, facilities, laboratory equipment, learning resources, support personnel, financial resources, program budget, clinical resources, and physician interaction for the last 5 years 100% participants have rated Antelope Valley College RCP program greater than 3 (average) on a 5-point Likert scale. Recommendations include: provision of additional learning resources and up-to-date equipment. Students have complaints about current use of computers in lab as they are slow and out of date.

Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains. Recommendations include: continue curriculum revisions to meet industry standards.

Advisory Committee Meeting Results: Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide more pediatric and neonatal simulation practice.

The Respiratory Care program has to date filled open positions at both area hospitals and durable medical supply companies who perform out-patient services within the local community. In addition, our students have expanded outward into other communities as well as additional states. All measures the graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain).

Licensure Exam Results:

Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students exceed national standards.

National Board Respiratory Care Testing Statistics AVC #200523

TMC – High Cut Score – Instituted 6/2014 and required by the State of California 1/2015 for licensure.

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
		100	77.8	22.2
2017	9			
		90	70	20
2018	10			
		85.7	42.9	42.9
2019	14			
		100%	83.3	16.7
2020	12			

Clinical Simulation (CSE)

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
		9	77.8	22.2
2017				
		100%		
2018	10		70	20
		90		
2018	14		42.9	35.7
		78.6		
2019	12		50	33.3
		83.3		
2020	11		81.8	18.2
		100		

TMC All Candidate Summary High Cut Score	Program Pass %	National Pass%	% of National Pass
2017-2020	54.32	48.11	112.90

CSE All Candidate Summary	Program Pass %	National Pass%	% of National Pass
2017-2020	62.69	57.05	109.87

Review of national testing shows Antelope Valley College meet all testing standards set forth by the Commission on Accreditation for Respiratory Care (CoARC) and California Board of Respiratory Care.

Program outcome summary reveals 3 year average (2016-2019)

Retention	Job Placement	On-Time Graduation	Employer Satisfaction	Graduate Satisfaction
82%	90%	69%	100%	100%

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<ol style="list-style-type: none"> 1) In 2018-2019 program retention rate was 97.8% vs AVC at 87.6%. Success rate is 94.9% vs AVC 72.1 and there were 37 unduplicated enrollments. 13 AS degrees were awarded. Total FTES was 19.5 2) In 2019-2020 program retention rate was 100% vs AVC at 87.9%. Success rate is 94.8% vs AVC 73.2 and there were 35 unduplicated enrollments. 16 AS degrees were awarded. Total FTES was 17.8 1) The Respiratory Care Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidence by national exam performance, graduate surveys, student surveys, and employer surveys. 2) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2018-2020 reporting data 90% of graduates are employed
Weaknesses	<ol style="list-style-type: none"> 1) The Respiratory Care Program at AV College is an Associate’s Degree program. The Commission on Accreditation for respiratory Care (CoARC) is no longer accepting associate degree programs for accreditation as entry level. By 2025 there are plans to eliminate all associate degree programs. 2) The program lacks the resources necessary to provide clinical simulation for neonatal and pediatric patients. 3) A new COARC requirement is that is coming is that programs will be required to do clinical rotations in other than acute care facilities. At this time, we do rotations in a medical office and sleep lab but the hours are not consistent.
Opportunities	<ol style="list-style-type: none"> 1) We have the opportunity to teach the NIOSH training course to the community 2) We have the opportunity to provide more simulation labs to students with training and support.
Threats	<ol style="list-style-type: none"> 1) The program is using slow and outdated computers that could harm the practice with computer-based testing. The computer-based testing that we have done in the past has improved program outcomes as it helps provide the skills necessary to take NRBC licensure examinations. 2) For the last reporting cycle the program was below the benchmark for on-time graduation.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Action Plan 1 (2019 Action Plan)

The Program outcome data review showed that while there has been improvement in the TMC performance there is still a weakness in equipment manipulation of mechanical ventilation. During the annual RCP advisory committee meeting it was determined that we need to seek funding for the RespiPatient simulator. The simulation allows the

students to assess chest rise, lung, heart and bowel sounds, x-rays, ABG values, and ventilator and CO2 waveforms before treating their patient. Student will be able to make changes to a simulated mechanical ventilated patient. By allowing students to make changes and see changes that occur to a patient, the hope is there will be an increase in understanding equipment manipulation of mechanical ventilation. Curriculum will also be looked at to find ways to help students better prepare for the CSE.

Progress: The funding and similar equipment to the RespiPatient simulator has been acquired to put into place a respiratory care simulation. Training for the simulations took place in August of 2019 for the instructors. Students began to work with the simulators in fall of 2019. Outcome data from the 2020 class shows that we are at 105% of the national average which shows a huge increase over the 33% of national average the program was prior to the use of simulation. It will be important to maintain training and equipment budgets.

Action Plan 2: (2019 Action Plan)

While the PLOS and SLOS have met for this program it is important make curriculum changes to meet new industry standards and prepare students for board examination changes that took place in 2020. To do this it is first important to maintain program budget for durable supplies. It is also imperative to continue to make necessary curriculum changes to reflect National Board for Respiratory Care standards, and California State standards for entry level practice in to the field of respiratory care. Curriculum changes need to be made to RCP 204 as well to reflect changes in the NBRC examinations.

Progress:

We have made several changes to curriculum in regards to the NBRC 2020 guidelines. However, after looking at the data further curriculum changes should be made to focus on 1E, 2A, 3B, 3C, 3D, and 3F, of the NBRC matrix as graduates have performed below national average in all these areas.

Action Plan 3: (2020 Action Plan)

The SLO data in RCP 204, and PLOs data from the 2019-2020 school year identified weaknesses (87% of national average), in area 3D, Administer Medications and Specialty gases. To improve in this area the faculty and advisory committee feel that it is important to update the RCP lab to include computer charting to administer medications as well as have pediatric and neonatal simulation manikins as that is a population that requires specialty gases.

Progress:

At this time the program faculty have researched several options and have found put in a proposal for Strong Work Force Funds for funding to update the lab to include the following:

1. Pediatric simulation manikins
2. Neonatal simulation manikins
3. Computer charting software
4. Instructor training for both the software and simulation manikins.

Part 2.D. Review and comment on progress towards past program review goals:

<p>Goal 1:</p>	<p><i>Fulfill the need for Advanced Respiratory Care Practitioners in our community.</i></p>	<p>The Respiratory Care program has to date filled open positions at both area hospitals and durable medical supply companies who perform out-patient services within the local community. In addition, our students have expanded outward into other communities as well as additional states. All measures the graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain).</p>	
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Goal 2:	<i>Maintain program faculty and hold to a high quality while maintaining accreditation standards for respiratory care</i>	We have had some training for faculty. However, the program needs to continue to provide funding for reoccurring inter-relator instructor training. We have hired a a full-time faculty member to replace Jeff Stephens as the Program director and thereby maintain program accreditation. However, we still have a temporary position for the Director of clinical education that the program must fill before the end of the spring 2020 school year to maintain accreditation.	
Goal 3:	<i>Continue monitoring graduate progress by utilizing data from standardized testing and national board examinations.</i>	CoArc requires that we monitor and report this information. The NRBC provides the data necessary to monitor students' progress on the National board examination. We received a small number of surveys again this year and have decided to try electronic surveys moving forward.	
Goal 4:	<i>Provide educational activates which support technical, communication and patient care skills</i>	The program has acquired funding and equipment to support educational activates for adult patient care skills. Adult simulation manikins were purchased and training for most instructors has taken place. The program is still lacking in the ability to provide computer based charting, and neonatal and pediatric patient simulation.	

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1	ILO Career and Specialized Knowledge • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. ILO Communication • Demonstrates analytical reading and writing skills including research, quantitative and	<i>Fulfill the need for Advanced Respiratory Care Practitioners in our community.</i>	These goals are ongoing and reflect student success, curriculum advancement, licensure and employment. Increase funding to maintain state-of-the-art training through up-to-date equipment for computer charting and pediatric and neonatal clinical simulation. To include training for instructors. Increase current budget structure due to increase cost of supplies.

	<p>qualitative evaluation and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications.</p> <p>ILO Creative, Critical, and Analytical Thinking • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p>PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice.</p>		
Goal #2		<i>Maintain program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.</i>	Provide funding for reoccurring inter-relator instructor training.
Goal #3	<p>Creative, Critical, and Analytical Thinking • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing</p>	<i>Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.</i>	Continue to utilize the NBRC portal to access national board examinations data. To monitor graduate progress, implement an electronic survey.

	<p>technology, quantitative and qualitative information and mathematical concepts.</p> <p>ILO: Career and Specialized Knowledge • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p>ILO: Community/Global Consciousness • Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. • Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions</p>		
<p>Goal # 4</p>	<p>Creative, Critical, and Analytical Thinking • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p>ILO: Career and Specialized Knowledge • Demonstrates knowledge, skills and abilities</p>	<p><i>Provide educational activates which support technical, communication and patient care skills</i></p>	<p>Acquire funding and equipment to support educational activates in computer-based charting, communication and pediatric and neonatal patient care skills.</p>

	<p>related to student educational goals, including career, transfer and personal enrichment.</p> <p>PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice.</p>		
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Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty	Maintain Current Faculty	Repeat		Recurring	Wendy Stout
Classified Staff					
Technology	Simulated Electronic Medical Record New Computers with educational software Neonatal Simulation Pediatric Simulation	New	1500 31745 59000 73500	One Time	Wendy Stout
Physical/Facilities					
Supplies	Program Supply budget	Repeat	3,000	Recurring	Wendy Stout
Professional Development	Preceptor Training Course	New	249	Recurring	Wendy Stout
Other	Increase accreditation fees	Repeat	2,300.00	Recurring	Wendy Stout
Other	Maintain Medical Director Stipend PPE Supplies due to COVID	Repeat New	3,000.00 5,000	Recurring	Wendy Stout

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (**twice**) and **Program Major(s)** to get your data --->

Select Subject
RCP

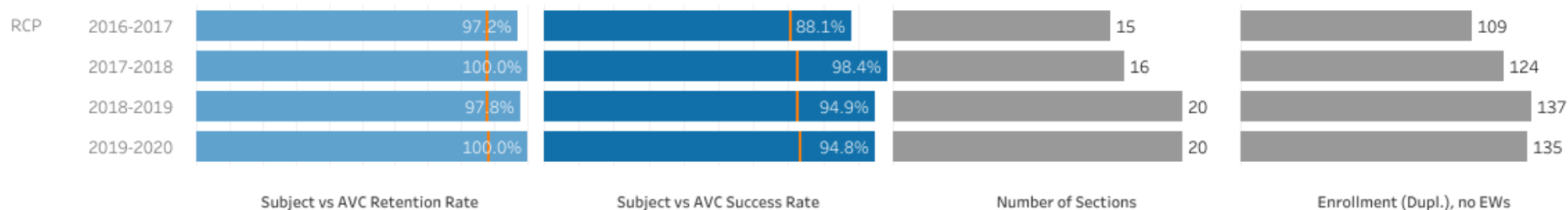
Select Subject **again**
RCP

Select Program Major(s)
Respiratory Care/Therapy (RSPT)

Academic Year
Multiple values



Retention, Success, Number of Sections, & Enrollment in RCP (Total AVC rates are shown as | *hover over to see data*)



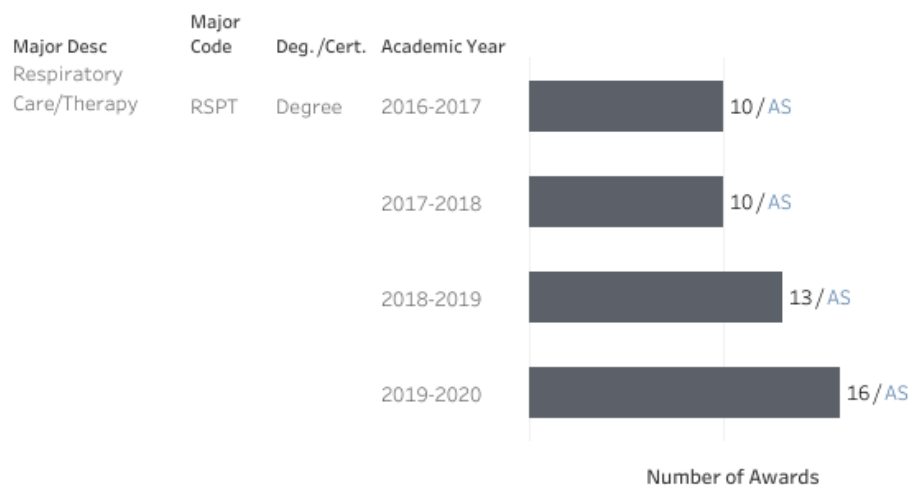
Enrollment and Number of Sections by **Modality** in RCP

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Traditional	15	16	20	20
	Enrollment	109	124	137	135

Enrollment and Number of Sections by **Location** in RCP

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	15	16	20	20
	Enrollment	109	124	137	135

Number of Degrees/Certificates Awarded in **Respiratory Care/Therapy (RSPT)**



FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in RCP

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	1.0	1.0	2.0	2.7
FT/Regular	1.8	1.9	1.9	1.5
FT/Overload	0.3	0.3	0.3	0.6
TOTAL FTEF	3.1	3.3	4.2	4.8
PT/FT	0.6	0.5	1.0	1.8
FTES	14.4	14.7	19.5	17.8
FTES/FTEF Ratio	4.6	4.5	4.6	3.7
WSCH/FTEF Ratio	139.2	134.4	138.1	110.0

Click [here](#) to see AVC's Program awards dashboard



2019-2020 Program Review Report

Division/Area Name: Vocational Nursing	For Years: 2021-2022
Name of person leading this review:	Candace Martin
Names of all participants in this review:	Candace Martin, Elinda Parkinson

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission	
The Vocational Nursing Program (VNP) provides quality, comprehensive education to a diverse population of students who desire to work in the health care industry. It contributes to the Antelope Valley College (AVC) District mission by offering a certificate of “essential career technical instruction,” namely, the Certificate of Vocational Nursing. This certificate allows the students to sit for the National Council Licensure Exam (NCLEX), the exam leading to licensure in the state of California.	
1.2. State briefly program highlights and accomplishments	
The graduates of the VNP have experienced excellent pass rates (90% in 2016 and 100% in 2018) of the NCLEX. (NCLEX pass rates for 2019 are not currently available from the Board of Vocational Nursing and Psychiatric Technicians [BVNPT].) Through anecdotal evidence, it is known that at least 80% of the graduates who chose to pursue a job as a licensed vocational nurse (LVN) were able to obtain one. Licensure has also qualified students to enter the third semester of registered nursing programs, including the associate degree nursing program here at AVC. Many have done so.	
1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an “X” if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
<input checked="" type="checkbox"/> Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input checked="" type="checkbox"/> Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

As stated in Program Highlights, the NCLEX pass rate has been excellent. The BVNPT have issued the following statement: "Nationally, the Bureau of Labor Statistics projects employment of LVNs to grow 25% between 2012 and 2022, much faster than the average for all occupations. In California, the Employment Development Department projects 22.5% in LVN employment from 2010 through 2020." (Board of Vocational Nursing and Psychiatric Technicians 2014 Sunset Review Report, p. 71, online BVNPT.ca.gov). Although I have no official statistics regarding job placement for my students, it appears that job placement has been very good. All former students that I have had communication have either obtained a job as an LVN or have chosen not to pursue that path at this time. Also, a brief internet search will reveal numerous open positions in the Los Angeles County area.

Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	Ninety percent of the students who complete the first semester (VN 110) go on to complete the program. Data we collected showed that 100% of students from the 2017-2018 cohort who passed first semester went on to complete the program. The VNP is an academically solid program that leads to passage of the NCLEX. Changes have been made to reflect the weaknesses from the 2018-2019
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	Program Review. A screening tool has been implemented that gives admission priority to those best prepared to succeed in the program. The goal is to increase successful completion of the first semester, thereby resulting in a higher number of graduating students.
Weaknesses	As stated in the last program review, the attrition rate for the first semester was extremely high, leading to a smaller graduating class of 2020. According to the data collected by the college, in 2016-2017, 81% of students completed the program with an A, B, C or Pass. In 2018-2019, 78% of students completed the program with an A, B, C or Pass. Based on review of data by semester, our pass rate for 2016 for first semester was 57% and for 2018 for first semester was 50%. It is likely that the majority of the 19% from 2016 and the 22% from 2018 that did not pass with an A, B, C, or P were those that did not pass first semester. It is hoped that the screening tool mentioned in the strengths will be effective at addressing this weakness. At this point we are unable to evaluate the effectiveness of the screening tool as it has just been implemented.
Opportunities	Job opportunities for LVNs is excellent in a variety of settings including clinics, skilled nursing homes, schools, long-term home care, prisons, and more. Students can enter into the third semester of registered nursing programs and many students do so.
Threats	The most pressing threat to the VNP is difficulty attaining and maintaining access to clinical sites appropriate to the educational needs of the program. Currently, Antelope Valley Hospital is not scheduling clinical rotations due to the threat of COVID-19. As this is our main source of medical surgical experience for the students, we are seeking alternative sites. Private VN schools attract potential AVC students since admission to these programs are easy. These schools are also very expensive.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

- Equipment in the skills lab has been maintained and remains adequate to meet the students' needs. However, due to shortages of some supplies as a result of COVID-19, restocking may prove more difficult as the year progresses.
- The use of *Virtual Clinical Excursions* continues to have a positive impact on student success. It is an excellent resource to the students, especially due to a decline in clinic hours related to the COVID-19 pandemic.
- Students continue to utilize on-campus resources such as OSD, the Learning Center, and workshops. Since the switch to online instruction related to COVID-19, many on-campus resources have offered online alternatives, instructional videos, and meeting over ConferZoom.

Part 2.D. Review and comment on progress towards past program review goals:

- A multi-criteria screening tool has been developed to evaluate and determine applicants that have a better capability of success in the VNP. This tool was implemented for the 2020-2021 academic year to select 30 students.
- The VN program was approved for another four-year cycle.
- A third full-time instructor has not been hired
- Documentation not completed for Sim approval through BVNPT. We are pursuing this with the BVNPT.
- Skills lab equipment is being maintained.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

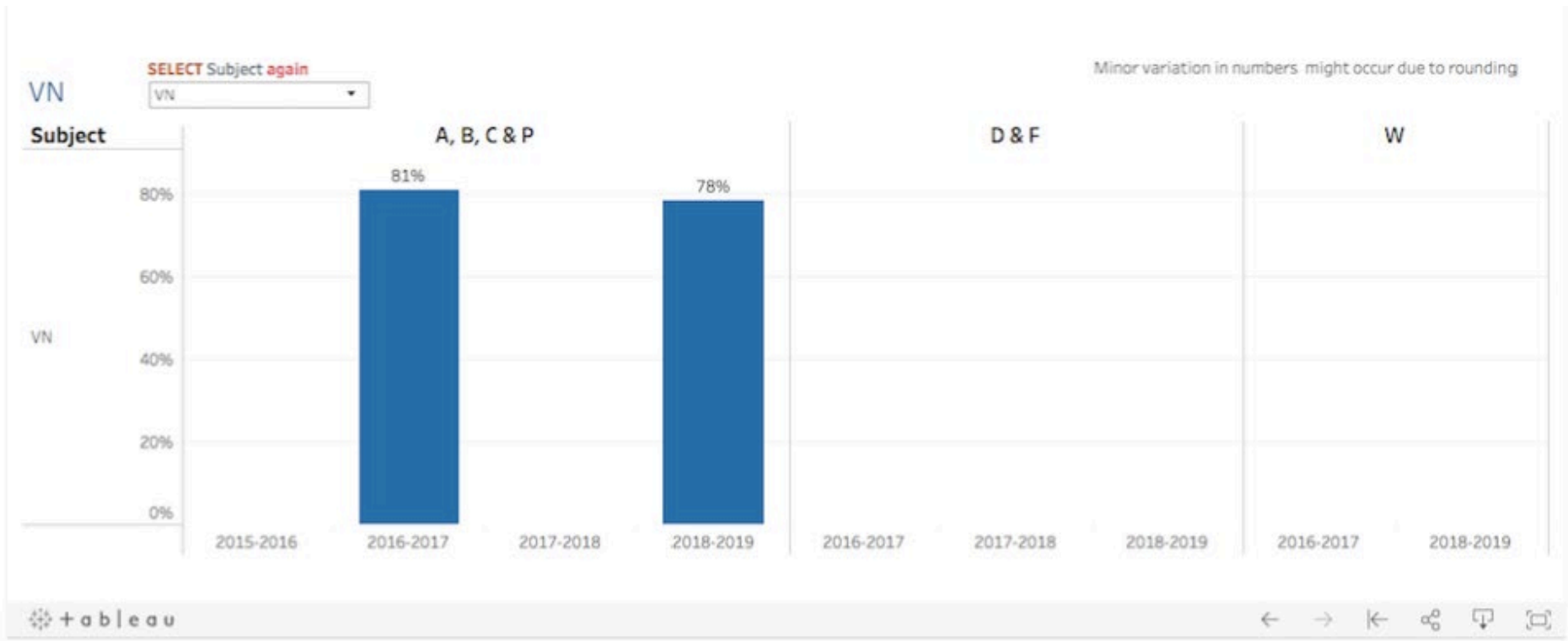
Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Increase student success in the program with emphasis on VN 110 utilizing the multi-criteria screening tool	ILO 1, 2, 4	A multi-criteria admission tool has been implemented for the 2020-2021 academic year.	Evaluate effectiveness of multi-criteria screening tool based on student success for the first semester.
#2 Maintain BVNPT approval	ILO 4	The VNP is reapproved every four years. This is an on-going goal.	The VN program was approved for another four-year cycle Spring 2020.
#3 Success and retention	ILO 4	LVN and RN employment positions are in high demand. Application to the VNP are excessive including close to 200 applicants in a single application period.	Hire a third full-time instructor.
#4 Integrate simulation into the current curriculum.	ILO 1, 2, 4 SLO 1 VN 110, 111, 112 SLO 2 all courses SLO 3 all courses	Simulations are excellent tools to use in the skills lab to help students apply their knowledge and utilize critical thinking skills.	Complete documentation required by BVNPT to obtain approval.
#5 Maintain equipment in the skills lab	ILO 2, 4 SLO 1 VN 110, 111, 112 SLO 2 all courses SLO 3 all courses	Equipment maintenance and replacement.	Repair and replace broken equipment.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	Third full time VN instructor	Repeat	Unknown	Recurring	Candace Martin and Elinda Parkinson
Classified Staff					
Technology					

<i>Physical/Facilities</i>					
<i>Supplies</i>	Repair and replace broken equipment	Repeat	\$10,000	Recurring	Candace Martin and Elinda Parkinson
<i>Professional Development</i>					
<i>Other</i>					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)



Program Review Data | S&R by Demographic Groups | Equity | Grade Distribution | **FTEF | Annual FTEF* | PT/FT, FTES/FTEF | Success & Retention | Comprehensive F >

Please Select Subject area (twice) and Program Major(s) to get your data --->

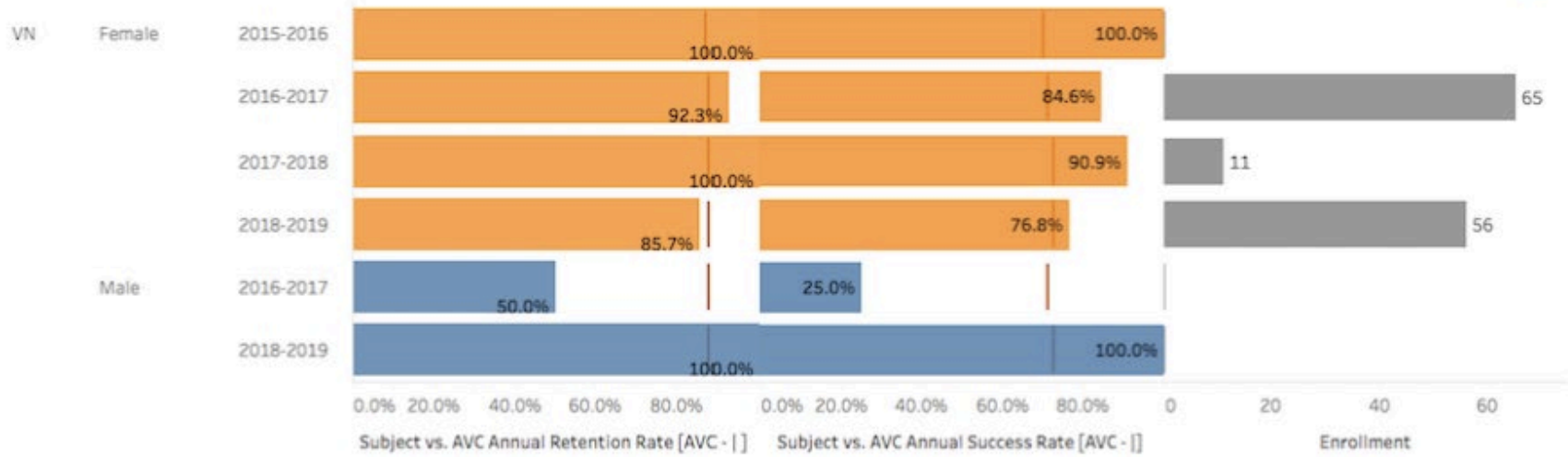
Select Subject: VN | Select Subject again: VN | Select Major(s): Vocational Nursing Cert (LVN) | Academic Year: (Multiple values)

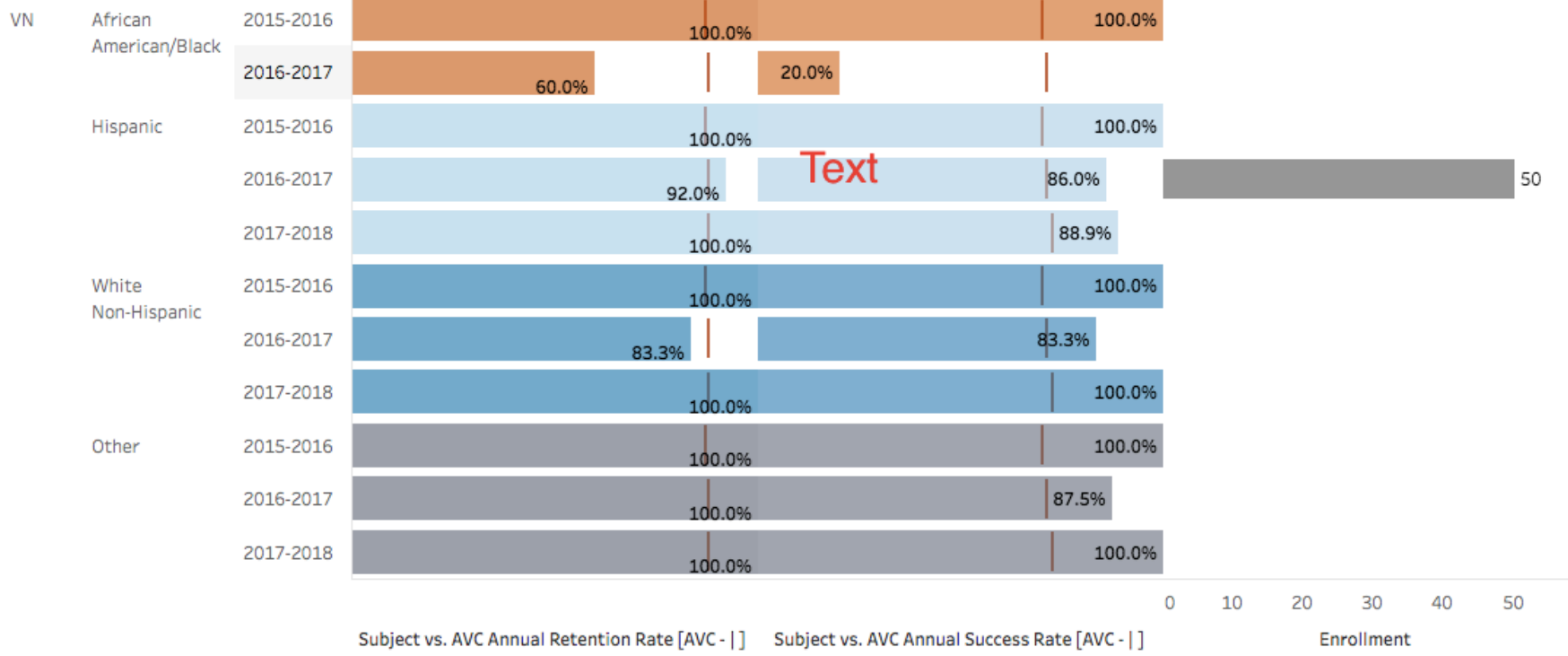
Retention, Success, Number of Sections, & Enrollment in VN (Total AVC rates are shown as | hover over to see data)

Subject	Academic Y..	AVC Annual Retention Rate	AVC Annual Success Rate	Number of Sections	Student Enrollment
VN	2015-2016	100.0%	100.0%	1	9
	2016-2017	89.9%	81.2%	6	69
	2017-2018	100.0%	90.9%	1	11
	2018-2019	86.7%	78.3%	6	60

Subject vs. AVC Annual Retention Rate | Subject vs. AVC Annual Success Rate | Number of Sections | Student Enrollment

Subject-Level Retention, Success, and Enrollment by Gender & Race/Ethnicity as Compared to AVC's Retention and Success Rates (I)





Success (and Enrollment) Numbers in Subject(s) VN by Academic Year (Hover over the numbers for Retention)

	2015-2016	2016-2017	2017-2018	2018-2019	Grand Total
VN	*** ()	81.2% (69)	90.9% (11)	78.3% (60)	81.9% (149)
Grand Total	*** ()	81.2% (69)	90.9% (11)	78.3% (60)	81.9% (149)

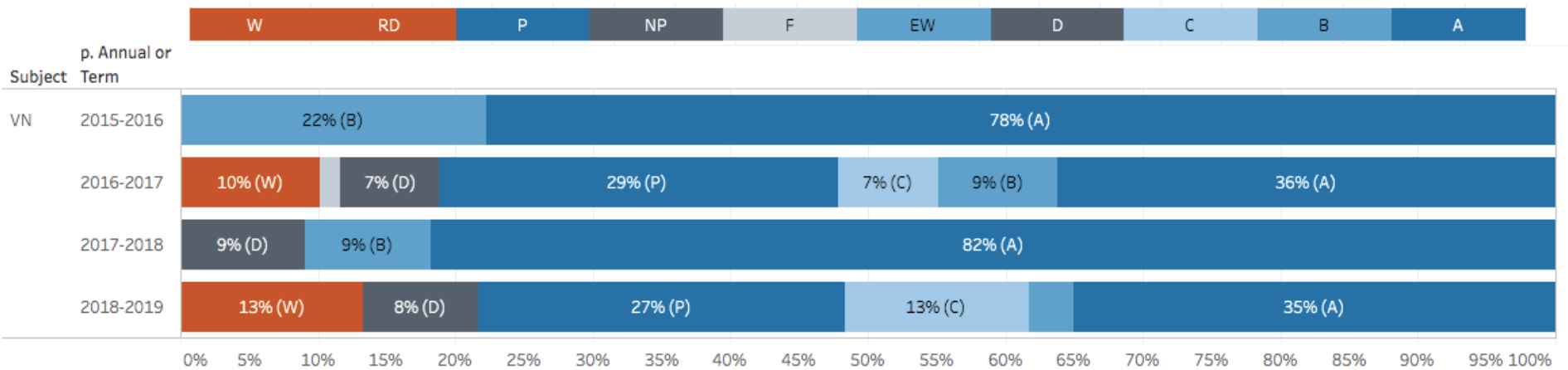
Annual or Term Selector

Annual

Term

(All)

Grade Distribution for VN



Success and Retention for Comprehensive Program Review



1. Select your view by **Subject, Division, or Department**.
2. Depending on your selection, choose your **Subject(s), Division or Department** among the filters.
3. To break by *Modality, Location or Time*, go to the **Break by..** to make your selection.

Subject/Division/Dept View Sele... **Division** **Department** **Subject** **Break by..** **Academic Year**

Division

