ANTELOPE
VALLEY
COLLEGE

2020-2021 Program Review Report

Division/Area Name: Health and Safety Sciences / EMT	For Planning Years: 2022-2023
Name of person leading this review: Wendy Stout	
Names of all participants in this review: Casey Scudmore	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The EMT course strives to train students in the knowledge and skills needed to work as an EMT. Throughout the course students are given the knowledge to enhance their personal development and improve the employment opportunities through practice with problem-solving skills, oral and written communication, critical thinking, and decision-making. Students are exposed to a wide range of knowledge as well as real-world examples of EMS practice. Good citizenship, ethics, and personal responsibility along with self-reliance and teamwork are stressed. Students will learn about issues of diversity and culture to prepare them for the wide-range of people they will interact with as an EMT. Students learn and develop problem-solving skills and improve their communication skills through realistic scenario practice. Successful students are prepared to contribute to the well-being of their community through employment as an EMT.

1.2.State briefly program highlights and accomplishments
Many of our students will find employment with ambulance companies locally and throughout the greater Los Angeles area. As nationally registered EMTs our students can work anywhere in the country. Some students will work in the hospital environment as "Emergency Room Technicians" and many will find employment with fire departments or go on to continue they education in nursing, as physician assistants, or other medical fields.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	☐ 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
X Creative, Critical, and Analytical Thinking	X 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.

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

☐ **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.

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

☐ **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.

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.:

California-National Registry EMT Pass Rate	2017	2018	2019	2020
Number Taken	21	17	12	4
Percent	70	67	67	100
Enrolled	76	93	94	67

Geographic Area	Projected Employment (2018-2028)	Growth (2016-2026)	Annual Job Openings Reported (2018-2028)
California	1800	20%	2790

California Accredited Programs	Number of Graduates Estimated (24 students =Mean)	Job Short Fall
36	864	-66%

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	We always have full enrollment with large numbers of students attempting to add the class the first day. There is a 20% growth in job openings in the field.
Weaknesses	For the 2020-201 school year the course success rate is only 4.5%
Opportunities	With the growth in the job market and the high demand for the course there is room to add more sections and to revise the course to improve student success
Threats	With low outcomes students may not want to take the course here when near by programs such as UAV and the high school ROTC program have better completion rates. With the development of Covid-19 there is a lack of opportunities for students to complete required filed experiences.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

The SLO for this Course is Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. In the 2020-2021 school year 51.85% of those students who completed the course met the SLO, 33.33% failed, and 14.81 did not take the assessment.

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

1. Improve student classroom skill experiences. Funding was received to improve and maintain classroom supplies and equipment. Equipment has begun to be purchased.
2. Increase enrollment capability to meet labor market demands- It has been considered adding courses to Palmdale campus no further progress has been made.
3. Improve student success- No progress has been made in this area.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
1. 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.	1. Implement changes to curriculum that have been identified in area or content deficiencies. 2. Secure clinical experiences 3. Use of EMT tutor in addition to demonstration, review, internet

			4. Maintain Course durable supplies budget 5. Request SWF for replacing broken or outdated lab simulation equipment.
2. Increase enrollment capability to meet labor market demands.	ILO 2 + 4 educational master plan goal 4	Add additional sections to the program to meet the needs of the labor market	1. Higher instructor to teach additional sections 2. Increase number of sections offered.
3. Maintain course accreditation with the Los Angeles County Emergency Services Agency	Educational Master Plan (EMP)/Strategic Plan Goal 4, SLO1, ILO 2 + 4	Continue with LA County EMS curriculum requirements so that course completers can sit for examinations.	Continue with LA County EMS curriculum requirements to meet all competencies and maintain accreditation.

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	Adjunct Instructor	New	40,000 Annually	Recurring	Wend Stout
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Replace worn equipment and purchase new items such as motorized gurney and full-body CPR manikin/and durable goods	Repeat-Annual New - equipment	$4,000 100,000	Recurring Cost One Time	Wendy Stout
Professional Development					
Other					

**REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview

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
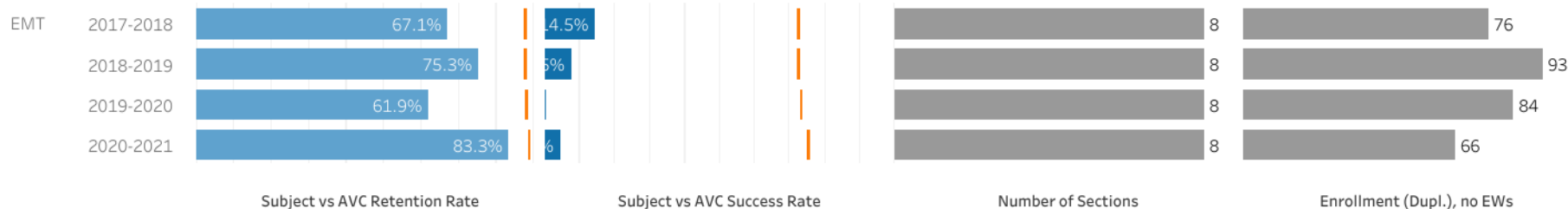**Program Major(s)** to get your data --->

Select Subject	Select Subject again	Select Program Major(s)	Academic Year	
EMT	EMT	None	Multiple values	ⓘ

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

EMT

	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2017-2018	67.1%	4.5%	8	76
2018-2019	75.3%	6%	8	93
2019-2020	61.9%		8	84
2020-2021	83.3%	%	8	66

Enrollment and Number of Sections by *Modality* in EMT

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	8	8	8	8
Enrollment	Traditional	76	93	94	67

Enrollment and Number of Sections by *Location* in EMT

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	8	8	8	8
Enrollment	Lancaster	76	93	94	67

Number of Degrees/Certificates Awarded in None

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FT (Regular) FTEF	1.1	1.1	1.1	1.1
TOTAL FTEF	1.1	1.1	1.1	1.1
PT/FT FTEF Ratio	0.0	0.0	0.0	0.0
FTES	11.4	14.0	12.2	9.6
FTES/FTEF Ratio	10.7	13.1	11.5	8.7
WSCH/FTEF Ratio	319.8	393.5	344.3	262.1

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ANTELOPE VALLEY COLLEGE

Division/Area Name: Health and Safety Sciences / Fire Technology	For Years: 2022-2023
Name of person leading this review: Mark Gilman	
Names of all participants in this review: Lori Gilroy	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
The Fire Technology Program supports the district's Mission by providing technical certificates and degrees that are designed to enhance the students' knowledge and skills leading them to gainful employment.

1.2.State briefly program highlights and accomplishments
During the 2020 - 2021 school year, the Fire Technology was not in operation due to the pandemic along with retirements of previous staff. Two new, full-time faculty have been hired to handle both the structural based fire technology (FTEC) and wildland fire (FTW) courses. As of August 2021, the fall semester, the program is up and running. We are currently operating 10 semester courses. The new staff is currently evaluating what has been done in the past and is planning for the future. We have started a student club to increase participation in the program.   During the last year, Instructor Gilroy continued to remain in contact with students from 19-20 and provided job counseling. As a result, 19 students were hired by wildland agencies with 2 students being offered full time permanent employment.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X 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

X 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.
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 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.
☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **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.:
For the 2020-2021 academic year, there have not been any changes from the 2019 - 2020 program review, due to inactivity. There are plans to reactivate advisory groups for the program. This has been difficult due to the pandemic and a busy fire season. There was an internal student survey that was given earlier in the year. The main takeaway from the survey is that 93% of our current students are planning on taking more classes in the spring. We still need to address the changes in the California state fire training requirements that were mentioned in the last program review. We also anticipate changes to the contract with the Los Angeles County Fire Department for use of their training facility.   (I have included last year's information for reference) *19-20 Goals: 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 receives entry level positions in the Fire Protection and/or the Emergency Medical Services industry with in 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, where as 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	The program is basically a clean slate, with new faculty. The program still has a good reputation to build upon.
Weaknesses	Currently we have low enrollment due to the program being dormant last year.
Opportunities	To create new program goals and build relationships with partner agencies. Use of SWF grant.
Threats	Need to hire new adjunct faculty. Meet the new requirements of SFT, including accreditation of the Firefighter 1 Academy. Changes to contract with LAcoFD. Requirements to meet NWCG and USFS.

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

There's been little progress towards any goals due to inactivity of the program.

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

There's been little progress towards any goals due to inactivity of the program.

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.	Obtain external funding for the purchase of additional/replacement tools and equipment needed to complete Firefighter training	Submit a strong workforce grant and/or Perkins grant proposal for the finances to purchase, Line Packs, Hand tools, Power saws, and updated course materials.

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					
	Adjunct Faculty members (Numbers TBD)	Repeat	$1,234 to $1,486 per LHE (per Adjunct)	Recurring	Mark Gilman Lori Gilroy
Classified Staff					
Technology	Vehicles for training	New	$300,000	One Time	Mark Gilman
Physical/Facilities	Training props such as a training building.	New	$400,000		Mark Gilman
Supplies	Fire Behavior Flow Path demonstrator	New	$10,000	One-time	Mark Gilman
	Fire Extinguisher trainer	New	$6000	One-time	Mark Gilman
	Various tools and equipment for moth FTEC and FTW	Repeat	$10,000	Recurring	Mark Gilman Lori Gilroy
Professional Development					

Other					

REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview

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

FTEC Program Review Data

	Retention rate		Success Rate		Number of Sections	Student enrollment	FTEC		FTW	
	FTEC	All AVC	FTEC	All AVC			Degrees	Cert	Degree	Cert
2015-2016	86.7%	86.8%	72.9%	69.8%	27	209	7	14	1	0
2016-2017	93.9%	87.4%	73.9%	70.7%	29	191	12	12	2	1
2017-2018	92.0%	87.6%	71.5%	72.4%	22	202	6	6	0	0
2018-2019	91.5%	87.6%	78.2%	72.2%	22	213	8	8	2	0

Internal data

Academic Year	Duplicated enrollment	Degrees/Certs awarded
2018-2019	470	45
2019-2020	343	14 (not including FF1A)

CA EDD LMI Data

Industry that employes firefighters	2016	2026	Numeric change	Precentage 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.				

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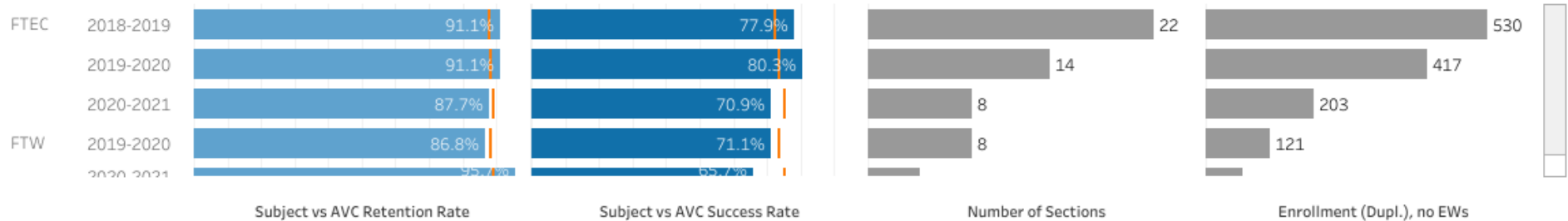**Program** Major(s) to get your data --->

Select Subject Multiple values	Select Subject again Multiple values	Select Program Major(s) Multiple values	Academic Year Multiple values

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

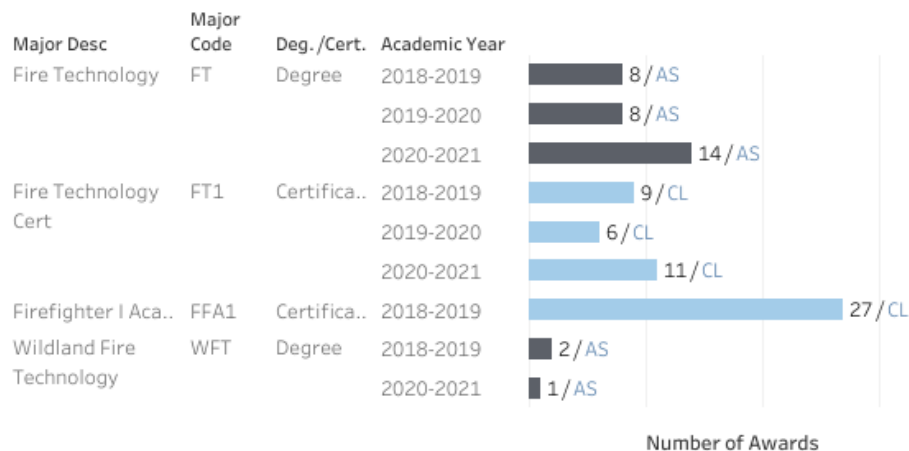|		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
FTEC	2018-2019	91.1%	77.9%	22	530
	2019-2020	91.1%	80.3%	14	417
	2020-2021	87.7%	70.9%	8	203
FTW	2019-2020	86.8%	71.1%	8	121
	2020-2021	95.7%	65.7%		

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2018-2019	2019-2020		2020-2021	
Number of Sections	Other Indep Study					1
	Traditional	22	13	8	8	3
	Work Experience		1			
Enrollment	Other Indep Study					3
	Traditional	530	418	124	203	67
	Work Experience		1			

Enrollment and Number of Sections by *Location* in All

	Location	2018-2019	2019-2020		2020-2021	
Number of Sections	Lancaster	20	12	8	8	4
	Lancaster ..	2	2			
Enrollment	Lancaster	470	343	124	203	70
	Lancaster ..	60	76			

Number of Degrees/Certificates Awarded in Fire Technology (FT), Fire Technology Cert (FT1), Firefighter I Academy Cert (FFA1) and 3 more

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Fire Technology	FT	Degree	2018-2019	8/AS
			2019-2020	8/AS
			2020-2021	14/AS
Fire Technology Cert	FT1	Certifica..	2018-2019	9/CL
			2019-2020	6/CL
			2020-2021	11/CL
Firefighter I Aca..	FFA1	Certifica..	2018-2019	27/CL
Wildland Fire Technology	WFT	Degree	2018-2019	2/AS
			2020-2021	1/AS

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.2	1.0	1.3	0.2		
FT (Regular) FTEF	2.1	2.1	1.9	0.8	0.2	0.2
FT (Overload) FTEF	0.1	0.2		0.2		
TOTAL FTEF	3.3	3.2	3.1	1.2	0.2	0.2
PT/FT FTEF Ratio	0.6	0.5	0.7	0.3	0.0	0.0
FTES	26.2	34.9	38.0	16.0	2.2	2.4
FTES/FTEF Ratio	8.0	10.9	12.1	13.3	10.9	11.9
WSCH/FTEF Ratio	239.8	325.7	364.2	399.0	327.0	357.0

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2020-2021 Program Review Report

Division/Area Name: Health & Safety Sciences/ Medical Office Assisting	For Planning Years: 2022-2023
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 mission
The MOA program contributes to the College's mission by providing a career pathway toward California State certification as a medical office assistant. The program 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
Covid-19 affected the program this year and our number of graduates did decrease. The program however was able to make a few of the required changes to start the process of getting the program accredited by the American Association of Medical Assistants.

1.3. Check each *Institutional Learning Outcome (ILO)* supported by the program. *Type an "X" if checkbox is unavailable.*	
☒ **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
☒ **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.
☒ **Community/Global Consciousness**	☒ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. ☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

☒ **Career and Specialized Knowledge**	☒ 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.*
☐ **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.
☐ **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.

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 2020-2021 MOA retention rate was 93% vs AVC's 83%. The success rate is 83% vs the AVC's 74.8%. The total enrolment was 304 in 16 sections. 19 Clinical MOA certificates, 15 AS in Clinical MOA, 10 AS in Medical Assistant, and 12 Medical Assistant Certifications were awarded.

2. Student Survey's respondents continue to expressed confusion regarding MOA program areas of concentration in addition to the lack of practical clinical experiences within the program.

3. Employment in the MOA field is growing in both the local area as well as in the state of California.

Geographic Area	Employment SOC Code CIP Code 510801 Medical Office Assistant	Projected Employment (2018-2028)	Growth (2020-2028)	Annual Job Openings Reported
Los Angeles County	319092	29,980	23.9%	35,630
California		126,500	24.5%	150,551

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 program is needed as shown by the number of annual job openings that there are in the area.
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.

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	2) The HSS MOA courses only have three adjunct faculty and has been unsuccessful at coordinating different courses thought out the different divisions to make the program more successful.
	3) A lack of clinical experiences places students at a disadvantage within the hiring pool.
	4) Kaiser as well as other local employers have offered to help with clinical locations for students however with no full-time instructor to coordinate and design the course work these offers have been passed by.
Opportunities	1)Hire/convert an adjunct position to FT faculty in order to coordinate the MOA so that it can get accredited my the AAMA 2) Add clinical experiences to provide the necessary clinical time of 160. 3)Kaiser as well as other local employers have offered to help with clinical locations for students.
Threats	1)This program in its current state is obsolete. Employers want graduates with clinical experiences that can function at a higher level and who have taken certification examinations. Only those graduates who complete the program with an AS (and with in one year of taking MOA11) can sit for the California state certification. No graduate can sit for the AAMA examination because we do not offer 160 of clinical experience.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

2019-2020: The outcomes analysis was: 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.

Progress: Progress that has been made to date is that as of Fall 2021 MOA 101 and 102 have English 101 as a prerequisite and MOA 110 and 111 have English 101 and completion of Math 102 or higher as a prerequisite.

2020-2021: While some course outcomes have been met to continue to achieve these outcomes 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.

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 taken to achieve 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	The supply budget and Prop 20 funding was restored and necessary materials for the classroom are being purchased.
#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.	No progress has been made in this area.

#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.	No progress has been made in this area because we still do not have a full-time instructor.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve 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)	Continue to provide student necessary learning material in the classroom. Such as durable medical equipment.	Maintain the supply budget and Prop 20 funding.
#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) as well as align with outside HSS division required courses into one cohesive program and gain accreditation by CAAHEP.	The addition of a full-time instructor is required for accreditation by CAAHEP which will allow students to take AAMA examinations and be more employable. A full-time instructor would all allow for the coordination of the program courses within and outside of the division. By having the CAAHEP accreditation graduates can sit for the AAMA national Registry or Certification examinations which most employers now require. Currently our graduate's barley qualifies for the state examinations because they are not taking courses in to correct manor.

			Steps. 1. Hire a Full time MOA staff member that meets accreditation requirements. 2. Create one cohesive program that meet the requirements for accreditation. 3. Apply for accreditation ($1500 fee) With an annual fee of 2100. 4. Have a site VISIT (2700 fee) 5. Reevaluate
#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.	1. Hire instructor to teach and organize clinical Rotations 2. Gain Clinical Sites and work on MOU.

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	Full-time MOA Instructor	Repeated	150,000	Recurring	Wendy Stout
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Recurring Durable medical equipment supplies	Repeated	6000	Recurring	Wendy Stout
Professional Development					
Other	Accreditation fees (if we get to this stage)	Repeated	4200 2100	One-time Recurring	Wendy Stout

==**REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**==

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

Select Subject	Select Subject again	Select Program Major(s)	Academic Year
MOA	MOA	Multiple values	Multiple values

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

MOA				
2019-2020	87.7%	76.1%	17	397
2020-2021	93.0%	83.0%	16	401
	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs

Enrollment and Number of Sections by *Modality* in MOA

	Instr. Method	2019-2020	2020-2021
Number of Sections	Online	7	7
	Traditional	10	9
Enrollment	Online	207	202
	Traditional	195	199

Enrollment and Number of Sections by *Location* in MOA

	Location	2019-2020	2020-2021
Number of Sections	Lancaster	7	7
	Palmdale	10	9
Enrollment	Lancaster	145	153
	Palmdale	257	248

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

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Clinical Medical Assist Cert	MAC1	Certifica..	2019-2020	25 / CL
			2020-2021	19 / CL
Clinical Medical Assistant	MAC	Degree	2019-2020	19 / AS
			2020-2021	15 / AS
Medical Assistant	MA	Degree	2019-2020	13 / AS
			2020-2021	10 / AS
Medical Assistant Cert	MA1	Certifica..	2019-2020	12 / CT
			2020-2021	12 / CT

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.8	1.8	1.6	1.4
FT (Regular) FTEF				0.4
TOTAL FTEF	1.8	1.8	1.6	1.8
PT/FT FTEF Ratio				3.5
FTES	19.4	24.1	22.7	22.0
FTES/FTEF Ratio	10.8	13.4	14.2	12.2
WSCH/FTEF Ratio	323.7	401.7	425.6	366.3

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2020-2021 Program Review Report

Division/Area Name: Health & Safety Sciences / Nutrition & Foods	For Planning Years: 2022-2023
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 mission
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. NF 110 (Sports Nutrition) and NF 102 are currently in the process of being approved as a Distance Education course.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
☐ **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
☐ **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.
☐ **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.

☐ **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.

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.:
Per the U.S. Bureau of Labor Statistics, the career field of Dietitians and Nutritionists is expected to grow 11%, which is faster than average, from 2020-2030. The Nutrition and Foods classes here at AVC provide a pathway into these careers.

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 rates for 2020-2021 improved to 85.8% from 81.6% for 2019-2020. Success rate also improved. For 2020-2021 it was 68.8% which was an increase from 62.2% for the previous year.
Weaknesses	Enrollment numbers dropped to 371 from 435. Previously, 21 sections were offered, but was only 17 sections for 2020-2021. Enrollment had been consistent at 435 for the previous two years prior to the COVID pandemic.
Opportunities	NF 110 – Sports Nutrition and NF 102 – Nutrition for Children is in the process to be approved for Distance Ed class, as well as being taught in the traditional manner
Threats	The ongoing COVID pandemic has negatively impacted enrollment numbers. This is evident in the reduced sections taught which then resulted in the overall drop in enrollment numbers. Also, some classes are more effective if taught in-person, but were forced to be taught via remote method. For example, NF 102 allows students to interact with the children of the Child Development Center and the opportunity to apply their knowledge in presenting a nutrition lesson, NF 103 has a lab component so students have the opportunity to use equipment they don't have access to at home, and NF 150 allows students to experience and taste foods from other cultures.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):
Progress toward the Action Plans for the NF areas has been made. Specifically, SLOs have been met for NF 100, 102, 110 and 150. NF 103 SLO was not met, however, this may be due to the reasons noted above (remote vs in-person teaching).

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

Previous goal of making NF 150 Area E eligible has been met. Success and retention rates have improved.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1	ILO # 1, 3	Improve success rates	Faculty will meet to discuss the projects assigned and grading rubric if need arises. We have a tutor this term for Nutrition which should help students successfully complete the assignments and quizzes. Improving the technology/equipment for teaching HyFlex classes, specifically equipment to improve audio so students can clearly hear the instructor via Zoom, may improve learning. Continue to use Canvas
#2			
#3			

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	N/A				

Classified Staff	N/A				
Technology	Wireless microphone for instructors teaching HyFlex classes	new	$250	One time	Ann Volk
Physical/Facilities	N/A				
Supplies	Ongoing supply fund	repeat	$300/yr	recurring	Ann Volk
Professional Development	N/A				
Other	N/A				

==**REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**==

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	Select Subject again	Select Program Major(s)	Academic Year
NF	NF	FCE: Nutrition & Foods (FCEN)	Multiple values

Retention, Success, Number of Sections, & Enrollment in NF (Total AVC rates are shown as | *hover over to see data*)
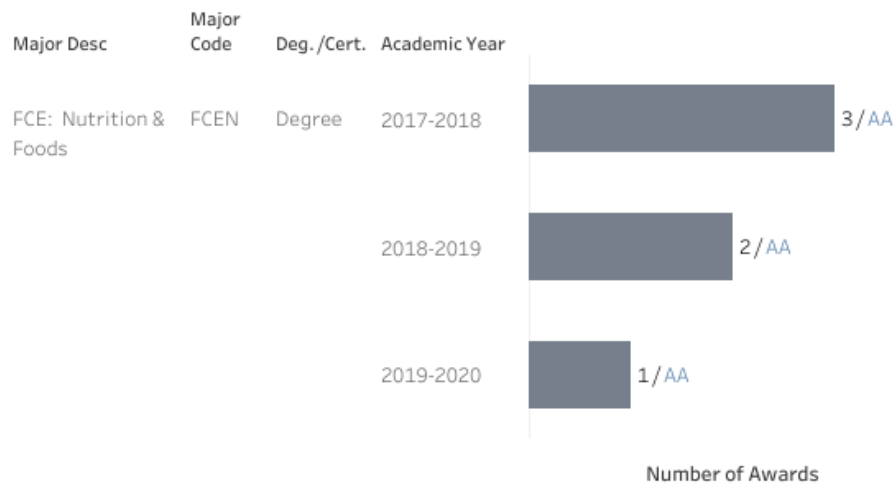
NF	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2017-2018	82.3%	59.7%	35	1,066
2018-2019	88.4%	66.6%	34	977
2019-2020	81.6%	62.2%	34	992
2020-2021	85.8%	68.8%	28	831
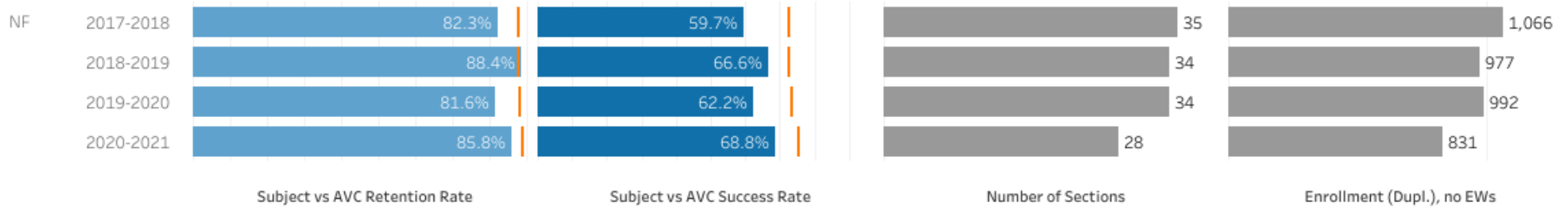
Enrollment and Number of Sections by *Modality* in NF

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	13	13	13	11
	Traditional	22	21	21	17
Enrollment	Online	450	435	435	371
	Traditional	616	542	588	461

Enrollment and Number of Sections by *Location* in NF

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	19	19	19	14
	Palmdale	16	15	15	14
Enrollment	Lancaster	553	505	554	392
	Palmdale	513	472	469	440

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

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
FCE: Nutrition & Foods	FCEN	Degree	2017-2018	3 / AA
			2018-2019	2 / AA
			2019-2020	1 / AA

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	0.8	0.7	0.7	0.3
FT (Regular) FTEF	2.2	2.0	2.0	2.0
FT (Overload) FTEF	0.6	0.6	0.6	0.4
TOTAL FTEF	3.5	3.3	3.3	2.7
PT/FT FTEF Ratio	0.4	0.4	0.4	0.2
FTES	52.2	44.9	44.8	35.7
FTES/FTEF Ratio	14.8	13.6	13.6	13.2
WSCH/FTEF Ratio	443.2	407.9	406.9	396.4

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Division/Area Name: Health & Safety Sciences / Radiologic Technology Program	For Years: 2022-2023
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 benchmarks and has a five year average 97% 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.*	
☒ **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

☒ **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.
☒ **Community/Global Consciousness**	Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	☒ 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.
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.
☒ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☒ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☒ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2021-2022

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 as the past year. Program surveys concerning students and employers have provided high scores in all areas and have remained high for the past 7 years. Students pass rate concerning national and state testing is above average with 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 comments 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 40 hours of fluoroscopy labs making it very difficult to meet the 40 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 3 Kaiser Permanente sites in the Lancaster and Palmdale area. The students have been providing positive feedback and find the training most helpful.

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%	None
2018	9	9	90%	100%
2019	10	10	100%	None
2020	10	10	100%	None
2021	10	9	90%	1

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 4-year average (2018-2021)

Retention	Job Placement	On-Time Graduation	Employer Satisfaction	Graduate Satisfaction
95%	100%	100%	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	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.
	3) In 2020-2021 program retention rate was 90% vs AVC at 87.9% from previous year. Success rate is 90%. There were 19 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 2019-2020 reporting data 100% of graduates are employed. The 2021 job placement data is still pending as it is too soon to collect the data.

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 to the program to help provide expanded training sites. In the future this will provide the program an added outpatient base training site. There have been 3 Kaiser sites added to the program from 2019-2021.

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). The program is still waiting on funding to purchase the new lab equipment.

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

Discipline	SLO	Assessment Methods	Achievement Target	Action Plans	2020 DATA	

RADT 101	Students will demonstrate skills.	True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on written communication 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	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%
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%

Course	Outcome	Assessment Method	Target	Action	Result
RADT 106	Students will apply positioning skills.	Demonstration procedure	Target: class average of all forms, 3/5 likert forms: positioning criteria, scale.	Assess action plan to maintain compliance	9/9=100%
	Students will select technical factors/Manual Techniques	Demonstration procedure	Target: class average of all forms, 3/5 likert forms: positioning criteria, scale.	Assess action plan to maintain compliance	9/9=100%
	Students will utilize radiation protection.	Demonstration procedure	Target: class average of all forms, 3/5 likert forms: positioning criteria, scale.	Assess action plan to maintain compliance	9/9-100%
RADT 107	Students will apply positioning skills.	Demonstration procedure	Target: class average of all forms, 3/5 likert forms: positioning criteria, scale.	Assess action plan to maintain compliance	9/9=100%
	Students will select technical factors/Manual Techniques	Demonstration procedure	Target: class average of all forms, 3/5 likert forms: positioning criteria, scale.	Assess action plan to maintain compliance	9/9=100%
	Students will utilize radiation protection.	Demonstration procedure	Target: class average of all forms, 3/5 likert forms: positioning criteria, scale.		9/9=100%
				Assess action plan to maintain compliance	
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 involved in the production of the radiographic image.	Essay	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%
	Diagram the components of the fluoroscopic image intensifiers and recording devices.	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	9/9=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	9/9=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	9/9=100%
	Students will adapt standard procedures for non-routine patients.	Technologist Evaluation, Problem solving/judgment criteria:	Class average of all forms, all students, average of 7.5/10 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will critique images to determine diagnostic quality.	Image evaluation form, image critique criteria	Class average of all forms, all students, 90%	Assess action plan to maintain compliance	9/9=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	9/9=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	9/9=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	9/9=100% 9/9=100%

Course	Outcome	Assessment Method	Benchmark	Action	Results
RADT 205	Students will apply positioning skills.	Project: Ratio score: 4/5	75%	Assess action plan to maintain compliance	9/9=100%
	Students will select technical factors/Manual Techniques	Project: Ratio score: 4/5	75%	Assess action plan to maintain compliance	9/9=100%
RADT 207	Students will utilize radiation protection.	Project: Ratio score: 4/5	75%	Assess action plan to maintain compliance	9/9=100% 9/9=100%
	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	9/9=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	9/9=100%
	Students will utilize radiation protection.	Competency form: radiation protection criteria	Class average of all forms, all students, average of 3/5 likert scale.	Assess action plan to maintain compliance	9/9=100%
	Students will demonstrate oral communication skills.	Competency form: effective communication/approach to patient criteria	Class average of all forms, all students average 5/5 likert scale.	Assess action plan to maintain compliance	9/9=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	9/9=100%
	Students will summarize the value of like-long learning.	Essay	Class average of all papers, 90%	Assess action plan to maintain compliance	9/9=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	9/9=100%

RADT 210	Demonstrate venipuncture	True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Assess action plan to maintain compliance	9/9=100%

Action Plan 1: (2021 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 2020-2021.

Action Plan 2: (2021 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) same as past year. **Progress:**
At this time the program director has requested funding and purchasing of the needed lab equipment. The chair / dean of the department is currently looking into funding the requested needed lab equipment. There is a good chance that the funding will be available for the 2021-2022 school year. (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)	1st and 2nd 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)	1st 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)	1st and 2nd 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.	1st 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.	1st and 2nd 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)	1st 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)	1st and 2nd 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)	1st snd 2nd 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)	1st and 2nd 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)	1st and 2nd 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	3rd 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)	1st and 2nd 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)	2nd 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)	2nd 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)	4th 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)	1st and 2nd 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%)	1st 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 1st 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 1st 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

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 qualitative evaluation and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications. **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. **PLO:** Practice as a radiologic technologist within legal,	*Fulfill the need for Radiologic Technology Program in our community.*	These goals are ongoing and reflect student success, curriculum advancement, certification and employment. Provide one time funding to maintain state-of-the-art training through up-todate equipment for laboratory experiments hand on training. Increase current budget structure due to increase cost of supplies.

	ethical, professional, and regulatory standards of radiologic technologist practice.		
Goal #2		*Maintain program faculty and hold to a high quality while maintaining accreditation standards for radiologic technology*	Provide funding to maintain faculty and equipment
Goal #3	**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. **ILO: Career and Specialized Knowledge** • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. **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,	*Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.*	Continue to utilize the ARRT portal to access national board examinations data. To monitor graduate progress, implement an electronic survey

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	complexity, patient positioning and varied cultural expressions		

| Goal # 4 | **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. **ILO: Career and Specialized Knowledge** • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. **PLO:** Practice as a radiologic technologist within legal, ethical, professional, and regulatory standards of radiologic technology. | *Provide educational activates which support technical, communication and patient care skills* | Acquire funding and equipment to support educational activities in radiology procedures and concepts |

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	1,000	Recurring	Robert Desch
Supplies	PEE Covid-19 supplies	New	1,000	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   **School ID:**   7586

ANTELOPE VALLEY COLLEGE   **Date Generated:**   11 /2/2020

 ROBERT J DESCH

 3041 W AVENUE K

 LANCASTER, CA 93536-5402

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 2021
PROGRAM REVIEW DATA REPORT
PASS RATE 2021

Content Specification starting on 01/2017

Rank** Grad Date	Exam Date	**Scaled Scores***									Total Scaled Percentile	Pass/Fail
		1	2	3	4	5	6	7	8			
05/2021	05/2021	8.6	7.9	9.0	9.2	8.1	7.4	7.8	7.8	83	45	Pass
05/2021	06/2021	8.1	7.9	7.2	8.1	6.8	9.1	8.5	8.7	79	24	Pass
05/2021	05/2021	8.1	8.2	8.5	7.0	8.1	8.7	8.5	9.3	78	20	Pass

05/2021	05/2021	8.8	9.3	7.3	7.1	6.0	8.3	7.8	7.8	83	45	Pass
05/2021	05/2021	7.2	7.2	7.5	7.4	8.4	6.6	7.4	9.0	92	96	Pass
05/2021	06/2021	8.8	9.3	8.2	8.5	8.1	9.1	9.6	9.0	64	1	Fail
05/2021	06/2021	8.1	8.6	9.2	7.0	7.1	9.5	8.9	9.3	82	38	Pass
05/2021	05/2021	8.8	8.9	9.0	7.4	7.1	8.7	8.5	8.4	89	84	Pass
05/2021	05/2021	9.3	7.9	9.5	7.4	7.6	8.7	9.6	8.1	77	18	Pass
05/2021	05/2021	8.6	9.9	9.5	8.9	9.2	9.9	9.6	9.6	78	20	Pass
09/2020	09/2021	8.8	9.9	9.2	9.6	9.4	9.1	9.9	9.9	84	46- RETAKE	Pass

100% PASS RATE

FIRST TIME TEST PASS RATE 90%

Program Review Data Report	2017	2018	2019	2020	2021	Recent trends?	Comment
Enrollment Retention	100%	100%	90%	100%	100%	No Change	
# of Sections offered	15	15	15	15	15	No Change	
# of Online Sections offered	0	0	0	0	0	No Change	
# of Face-to-Face Sections offered	15	15	15	15	15	No Change	

# of Sections offered in Lancaster	15	15	15	15	15	No Change	
# of Sections in other locations	0	0	0	0	0	No Change	
# of Certificates awarded	10	10	9	10	10	No Change	
# of Degrees awarded	10	10	9	10	10	No Change	
Subject Success Rates	100%	100%	90%	100%	90%	No Change	
Subject Retention Rates	100%	100%	90%	100%	90%	No Change	
Full-time Load (Full-Time FTEF)	2	2	2	2	2	No Change	
Part-time Load (Part-time FTEF)	3	3	3	3	3	No Change	
PT/FT FTEF Ratio	3:2	3:2	3:2	3:2	3:2	No Change	

Annual Program
Summary Report

RADIOLOGIC TECHNOLOGY PROGRAM   **School ID:**   7586

ANTELOPE VALLEY COLLEGE   **Date** 10/08/2021
                                              Generated:

ROBERT J DESCH

3041 W AVENUE K

LANCASTER, CA 93536-5402

Section Content	Number Of Questions	Mean Scaled Score	Section
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

2020-2021 Program Review Report

Division/Area Name: Health & Safety Sciences / Respiratory Care	**For Planning Years: 2022-2023**
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 mission
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.
1.2.State briefly program highlights and accomplishments

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. Antelope Valley College is going recognized as a Best Respiratory Therapy Degree Programs for 2022 by Intelligent. All graduates from the prior two years are employed.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
x **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
x **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.
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 Educational Master Plan (EMP)/Strategic Plan Goal 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.	
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.	

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.:
4.   Employment in the respiratory Care field is growing in both the local area as well as in the state of California.

Geographic Area	Employment SOC Code 29-1126	Projected Employment (2018-2028)	Growth (2020-2028)	Annual Job Openings Reported
Los Angeles County		69290	26.1%	4,280
California		22,500	47.8%	15,490

5. **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.

6. **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.

7. 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).

8. **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. Data shown below.

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 %
2018	10	90	90	0
2019	14	92.9	57.1	35.7
2020	15	86.7	86.7	0
2021	10	10	100	0

Clinical Simulation (CSE)

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2018	9	100	77	22.2
2019	13	92.3	53.8	38.5
2020	12	100	75	25
2021	10	90	80	10

TMC All Candidate Summary High Cut Score	Program Pass %	National Pass%	% of National Pass
2019-2021	52.94	48.67	108.79

CSE All Candidate Summary	Program Pass %	National Pass%	% of National Pass
2019-2021	62.5	58.98	105.97

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 (2018-2020)

Retention	Job Placement	Employer Satisfaction	Graduate Satisfaction
77%	82%	100%	100%

9. Looking at SLO outcomes.
    A. In RCP 105 students were not able to analyze patient response to and interactions with mechanical ventilation modes
    B. In RCP 204 the students are meeting the SLO requirements however when looking at the CSE and TMC examinations there are content areas which fallow below 90% of the national average. On the CSE those areas are 2B (Ensure Infection Prevention), 3A (. Maintain a Patent Airway Including the Care of Artificial Airways) and 3B (Perform Airway Clearance and Lung Expansion Techniques). On the TMC they are content areas 3A (Maintain a Patent Airway Including the Care of Artificial Airways) and 3I (. Conduct Patient and Family Education).

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	1. Antelope Valley College is going recognized as a Best Respiratory Therapy Degree Programs for 2022 by Intelligent. All graduates from the prior two years are employed. 2. 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
Weaknesses	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	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	1. For the last reporting cycle, the program was below the benchmark for on-time graduation 2. When looking at the CSE and TMC examinations there are content areas which fallow below 95% of the national average. Which COARC requires the program to address. On the CSE those areas are: 2B (Ensure Infection Prevention), 3A (. Maintain a Patent Airway Including the Care of Artificial Airways) and 3B (Perform Airway Clearance and Lung Expansion Techniques). On the TMC they are content areas 3A (Maintain a Patent Airway Including the Care of Artificial Airways) and 3I (. Conduct Patient and Family Education). 3. The program is still needed hands on training with neonatal and pediatric patients 4. The program size and has increased however our equipment and computers available to the program have not increase. 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. 5. CoARC accreditation fees continue to increase and the budget for this has not increased.
Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):	

(**2020 Outcomes Analysis**) 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 been funded by 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, 5. Updated computers.

(2021 Outcomes Analysis)

1. **RCP 105.** In RCP 105 students were not able to analyze patient response to and interactions with mechanical ventilation. This was believed due to the lack of time in the LAB due to COVID-19. To improve this SLO increased lab time to provide more hands-on simulations with the mechanical ventilators.

2. The SLO data in RCP 204, and PLOs data from the 2020-2021 school year identified weaknesses when looking at the CSE and TMC examinations there are content areas which fallow below 90% of the national average. On the CSE those areas are 2B (Ensure Infection Prevention), 3A (. Maintain a Patent Airway Including the Care of Artificial Airways) and 3B (Perform Airway Clearance and Lung Expansion Techniques). On the TMC they are content areas 3A (Maintain a Patent Airway Including the Care of Artificial Airways) and 3I (. Conduct Patient and Family Education). To correct these deficits simulations will be added to the curriculum. In RCP 101 to increase knowledge of infection control. In RCP 101 and 105 additional airway simulations will be provided. In RCP 204 expansion of patient and family education project will be now include a lecture.

Progress: At this point faculty have discussed ways to incorporate new simulations and course lectures to improve performance.

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 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 qualitative evaluation and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications. **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. **PLO:** Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice. | *Fulfill the need for Advanced Respiratory Care Practitioners in our community.* | 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).

 Funding has been received though Strong Workforce funds to update the lab to include computer charting and pediatric and neonatal clinical simulation. To include training for instructors. | |
| Goal #2 | | *Maintain program faculty and hold to a high quality while maintaining accreditation* | We have had some training for faculty. However, the program needs to continue to provide funding for reoccurring inter-relator instructor training. | |

		standards for respiratory care.	The temporary position for the Director of clinical education that the program has been changed into a full-time position. We must still maintain the budgets and position to meet accreditation standards.
Goal #3	**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. **ILO: Career and Specialized Knowledge** • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. **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	*Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.*	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 better number of surveys this year and have decided to continue electronic surveys moving forward.
Goal # 4	**Creative, Critical, and Analytical Thinking** • Uses intellectual curiosity, judgment and analytical decision making in	*Provide educational activates which support technical,*	The program has acquire funding and equipment to support educational activates in computer-based charting, communication and pediatric and neonatal patient care skills. The program is

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| | the acquisition, integration and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. **ILO: Career and Specialized Knowledge** • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. **PLO:** Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice. | *communication and patient care skills* | going through the process of purchasing that equipment now. |

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:			
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 qualitative evaluation and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications.	*Fulfill the need for Advanced Respiratory Care Practitioners in our community.*	These goals are ongoing and reflect student success, curriculum advancement, licensure and employment. Increase supply budget structure due to increase cost of supplies.

	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. **PLO:** Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice.		Increase Accreditation Fees to 2300 from 1900. This increase to place over the last two year. Continue to work with Local employers to meet the needs of the community.
Goal #2		*Maintain program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.*	Provide funding for reoccurring inter-relator instructor training.
Goal #3	**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. **ILO: Career and Specialized Knowledge** • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. **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	*Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.*	Continue to utilize the NBRC portal to access national board examinations data. To monitor graduate progress, continue to utilize electronic survey.
Goal # 4	**Creative, Critical, and Analytical Thinking** • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and	*Provide educational activates which support technical,*	Now that funding has been acquired the next step is purchase the necessary equipment to update

	application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. **ILO: Career and Specialized Knowledge** • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. **PLO:** Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice.	*communication and patient care skills*	the respiratory care lab. Once the equipment is purchased the next steps will be to train faculty and integrate the use of simulators into the courses.

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					
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Program Supply budget	Repeat	6, 000	Recurring	Wendy Stout
Professional Development					
Other	Increasing CoARC fees	New	2300	Recurring	Wendy Stout
Other	Maintain Medical Director Stipend	Repeat	3000	Recurring	Wendy Stout

<mark>****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview**</mark>

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
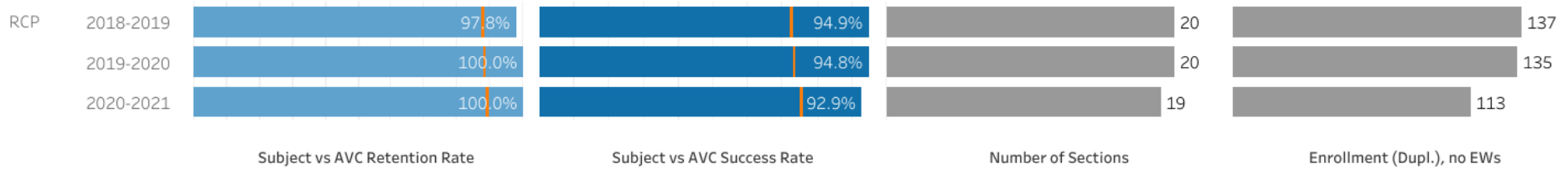**Program** Major(s) to get your data --->

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*)
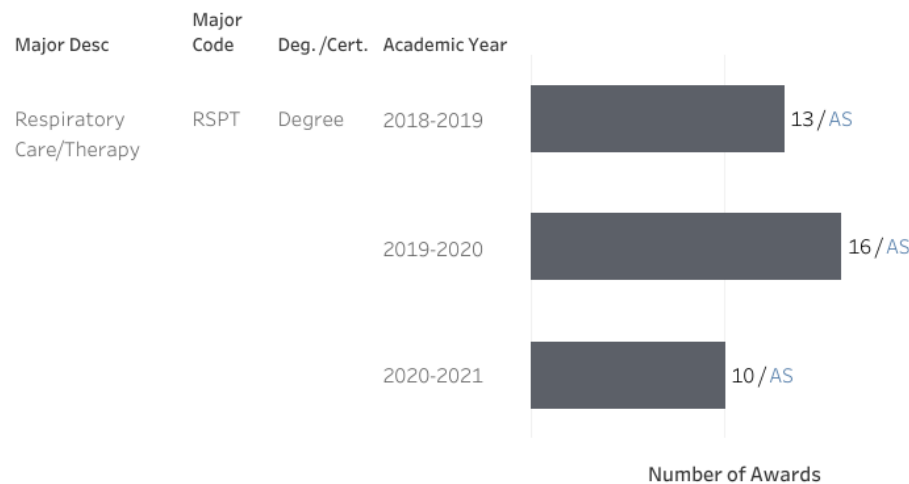
		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
RCP	2018-2019	97.8%	94.9%	20	137
	2019-2020	100.0%	94.8%	20	135
	2020-2021	100.0%	92.9%	19	113

Enrollment and Number of Sections by *Modality* in RCP

	Instr. Method	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	20	20	19
Enrollment	Traditional	137	135	113

Enrollment and Number of Sections by *Location* in RCP

	Location	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	20	20	19
Enrollment	Lancaster	137	135	113

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

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Respiratory Care/Therapy	RSPT	Degree	2018-2019	13 / AS
			2019-2020	16 / AS
			2020-2021	10 / AS

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.0	2.0	2.7	1.9
FT (Regular) FTEF	1.9	1.9	1.5	1.6
FT (Overload) FTEF	0.3	0.3	0.6	0.7
TOTAL FTEF	3.3	4.2	4.8	4.2
PT/FT FTEF Ratio	0.5	1.0	1.8	1.2
FTES	14.7	19.5	17.8	15.0
FTES/FTEF Ratio	4.5	4.6	3.7	3.6
WSCH/FTEF Ratio	134.4	138.1	110.0	106.8

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2020-2021 Program Review Report

Division/Area Name: Registered Nursing	**For Planning Years: 2022-2023**
Name of person leading this review: Dr. Casey Scudmore MSN, RN	

Names of all participants in this review:
Yesenia Cota, MSN, RN
Debra Dickinson, MN, RN
Aharon Groveman MSN, RN
Mary Jacobs, MSN, RN
Maria Kilayko, MSN, RN
Maria Latuno, MSN, RN
Katherine Quesada
Casey Scudmore, MSN, EdD, RN
Kim Smith, MSN, RN
Susan Snyder, MA, RN

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, currently above 93%.   - Greater than 90% of our graduates are employed.   - Attrition less than 10%.   - Simulation lab is state of the art with 3 hospital rooms for ages across the lifespan.   - Added a clinical site which focuses on community health and primary care   - All of our students are on track to graduate by maintaining 100% face to face skills lab, and last fall 50% of clinicals were direct patient

care, with support of I Human and other virtual and back to clinicals 100% in the spring 2021.

1.3. Check each _Institutional Learning Outcome (ILO)_ supported by the program. _Type an "X" if checkbox is unavailable._	
X 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
X 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.
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 _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.	

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.:
- NCLEX scores are at or above the national average. 2020-2021 NCLEX pass rate is 94.39% 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. Equipment aligns with industry standards and the equipment used in the community, including same brands and manufacturers.

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	• High success and retention rate, greater than 91% • Number of sections increased from 86-88 • Many applicants for the nursing program both traditional and LVN – RN. • 2019-2020 NCLEX pass rate is 94.39% on the BRN website.
Weaknesses	• Lab tech needed for support of simulation equipment
Opportunities	• NEXT Gen NCLEX to be implemented in 2024 and will affect current students • Purchase ATI resources for creating new test items
Threats	•

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):

Positive Progress:
- Simulation is integrated into every course
- Strong Workforce money to fund new mannequins, including SimMan 3G and EHR
- ACUE Training for new faculty
- All media is now closed captioned

Needs:
- Defibrillator (deactivated) or comparable computer program
- Need lab tech
- Professional development for new faculty
- Lab computers still not updated routinely and do not have consistent IT support

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

- NCLEX pass rates have been maintained from previous report
- Passed BRN approval visit
- Hired full time and adjunct faculty
- Release time provided to assistant director to maintain program

- Technology in the classroom is an ongoing goal
  - All faculty are using Canvas
  - Computers in the lab for electronic charting to mimic the hospital
  - Continue to encourage Kaplan resources
- 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 2021-2022:

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 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 board exams.	-- Refer at risk students to meet with Nursing Success Counselor and utilize campus resources such as Learning Center, OSD, health services and SI. -- Encourage students to utilize the instructor's office hours to review exams and develop an understanding of the concepts taught during lecture. -- Apply for the nursing program support grant. -- Provide faculty development presentations for nursing faculty to maintain consistency across the curriculum. -Incorporate soft skills into classroom and clinical instruction.
#2 To Maintain BRN approval	-Commitment to strengthening Institutional Effectiveness. -Align instructional programs to the skills identified by the labor market.	Maintain BRN approval.	-- Comply with all requirements set forth in the California Nurse Practice Act and the Board of Registered Nursing.
#3 Provide an open learning environment in the nursing skills lab	-Commitment to strengthening Institutional Effectiveness.	Increase availability and hours in the skills lab.	-- Hire a full-time lab technician to assist in the operation and maintenance of the nursing skills laboratory.

for students to develop competency in nursing skills.	-Increase efficient and effective use of all resources. -Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.		-- 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.
#4 Provide a safe environment for student learning.	-Commitment to strengthening Institutional Effectiveness. -Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Maintain and improve environmental conditions for students.	-- Maintain funding for biohazard waste materials. -- Need more electrical outlets in all of the classrooms.
#5 Continue to use technology in the classroom and computerized testing.	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. Align instructional programs to the skills identified by the labor market.	Increase the use of current technological resources available to students.	-- Encourage Kaplan online resources starting at the beginning of the program and during the NS 200A course. -- Increase use of online educational resources in all courses, online simulation programs, CoursePoint, Davis Advantage, ATI -- Maintain electronic health record licensure for student simulation charting cart (KbPort). -- Provide ongoing training for faculty and OSD personnel on computerized testing. --Purchase EHR --Purchase ATI exam program --Update student laptops

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	Continue to hire adjunct faculty to support clinical instruction in all areas.	Repeat			
Classified Staff	Lab tech-support simulation program and troubleshooting	Repeat			
Technology					

Physical/Facilities	More dedicated rooms for nursing instruction to improve student success and to enroll more students-need large lecture hall to accommodate at least 60 students.	Repeat			
Supplies					
Professional Development	Teaching strategies and instructional support for new faculty Bring in consultant to teach a seminar	Repeat	$12000	Recurring	
Other	Pre-nursing workshop to increase student success BRN approval costs	Repeat	$15000	Recurring	
Supplies	Supply budget for lab	Repeat	$30000	Recurring	

REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: https://www.surveymonkey.com/r/20-21ProgramReview

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	Select Subject again	Select Program Major(s)	Academic Year
NS	NS	Registered Nursing (RN)	2020-2021

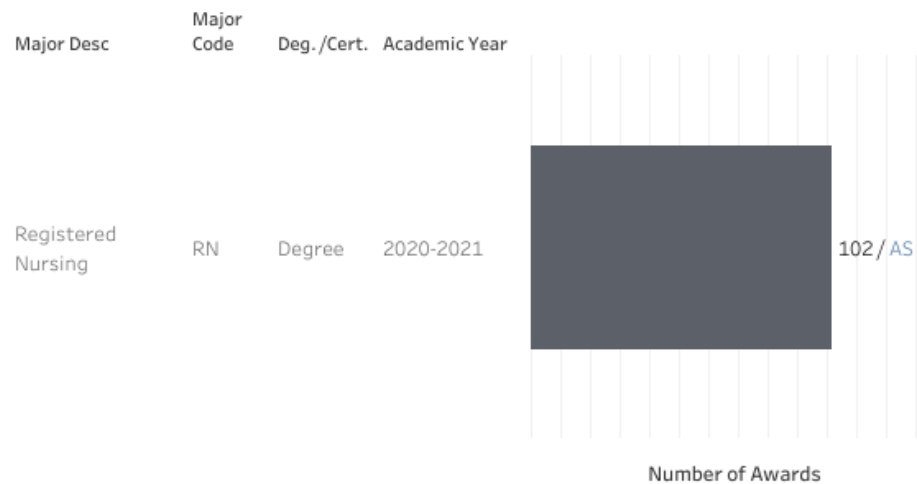Retention, Success, Number of Sections, & Enrollment in NS (Total AVC rates are shown as | *hover over to see data*)

NS	2020-2021	98.0%	92.5%	86	1,153

Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs

Enrollment and Number of Sections by *Modality* in NS

	Instr. Method	2020-2021
Number of Sections	Traditional	86
Enrollment	Traditional	1,154

Enrollment and Number of Sections by *Location* in NS

	Location	2020-2021
Number of Sections	Lancaster	86
Enrollment	Lancaster	1,154

Number of Degrees/Certificates Awarded in Registered Nursing (RN)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Registered Nursing	RN	Degree	2020-2021	102 / AS

Number of Awards

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	7.5	6.8	10.8	11.6
FT (Regular) FTEF	10.6	11.5	10.5	9.5
FT (Overload) FTEF	0.9	1.6	3.3	3.2
TOTAL FTEF	19.0	20.0	24.5	24.3
PT/FT FTEF Ratio	0.7	0.6	1.0	1.2
FTES	121.9	127.3	129.2	115.3
FTES/FTEF Ratio	6.4	6.4	5.3	4.7
WSCH/FTEF Ratio	192.5	191.3	158.0	142.3

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2020-2021 Program Review Report

Division/Area Name: Health and Safety Sciences / Vocational Nursing	For Years: 2022-2023
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 (100% in 2018, 50% in 2019 [only two testers], and 100% in 2020) of the NCLEX. (NCLEX pass rates for 2020 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.*	
☐X **Communication**	☐ 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

☐X **Creative, Critical, and**
  Analytical Thinking
	X☐ Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of
	   knowledge and skills.

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	□ 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 _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.	
□ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
□ **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.:	
According to the Sunset Report published by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), the number of Vocational Nurses in California is expected to grow much faster than average growth rate for all occupations. Jobs for vocational nurses are expected to increase by 25.3 percent, or 4,300 jobs between 2020 and 2026. In addition, projected planning includes marketing to potential students outside of Southern California where programs are very few or non-existent. According to the Bureau of Labor Statistics, employment rates for LPN/LVN in the years between 2020 and 2030 is expected to increase by 9% in the US. Number of jobs currently available in the United States is 688,100 and the employment change is expected to increase by 63,800 more jobs by 2030.	
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	For the 2020-2021 year, 81 percent of the students who complete the first semester (VN 110) went on to complete the program. The VN Program (VNP) is an academically solid program that leads to passage of the NCLEX. Changes have been made to reflect the weaknesses from the 2019-2020 Program Review. The screening tool continues to be implemented which gives admission priority to those best prepared to succeed in the program. This tool has proven to be effective in increasing successful completion of the first semester, thereby resulting in a higher number of graduating students.
Weaknesses	The major weakness in the VNP is lack of adequate faculty. As of 2021, there are 2 full-time faculty and 2 adjunct faculty to meet the demands of a 30 student starting cohort. Two sections are accommodated by one full-time faculty member per clinic group.

	The remaining clinic group must be split in half between 2 adjunct faculty members. This creates increased confusion and opportunity for breakdown in communication. Additionally, faculty absences are often unable to be covered.
Opportunities	Job opportunities for LVNs are 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 COVID-19. There is a maximum number of hours that students may miss. Additionally, hours missed must be made up in order to continue in the VNP. Many students have had to exceed the number of hours allowed to be missed related to quarantine mandates or infection with COVID-19.

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 *Sherpath (*substituted for *Virtual Clinical Excursions)* continues to have a positive impact on student success. It is an excellent resource to the students with regards to lecture content.
- Students continue to utilize on-campus resources such as OSD, the Learning Center, and workshops. We continue to utilize Zoom to record our lectures so that students may review the lectures. Attendance in lecture and clinical is 100% face to face as of Fall 2021.

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

- The multi-criteria screening tool has proven to be effective in decreasing the attrition rate for the first semester. Twenty-one out of 26 students were successful in completing VN 110, resulting in an attrition rate of 19%. This is a significant improvement from previous attrition rates, which were between 40 and 50%. The attached data sheet was not usable as it did not accurately reflect the number of students in each cohort. Contributors to this document discussed accurate percentages for inclusion in this report.
- The VN program was approved for another four-year cycle.
- A third full-time instructor has not been hired. Again, the attached data sheet did not reflect the correct FTEF for full-time, overload, and adjunct instructors. Typically, two sections were taught by full-time faculty which included overload. A third section was taught by an adjunct instructor. However, because the adjunct instructor taught so many hours, the hours were restricted for this instructor for the current cohort, resulting in one section having two different instructors.
- 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.	Continue to 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. The next approval will be completed Spring 2024.
#3 Hire a third full-time instructor	ILO 4	LVN and RN employment positions are in high demand. Student applications to the VNP are excessive. Expanding the program by hiring a third full time VN instructor would serve both students and the community.	Achieve approval from AVC administration.
#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					
Physical/Facilities					
Supplies	Repair and replace broken equipment. Perkins Grant request includes: Sara Stedy, WOW, 10 new manikins, 5 PAPR masks, 2 new wall-mounted vital sign machines.	Repeat	$10,000 and Perkins Grant to be completed by Dr. Scudmore	Recurring ($10,000) and One-Time Cost (Perkins)	Candace Martin and Elinda Parkinson
Professional Development					

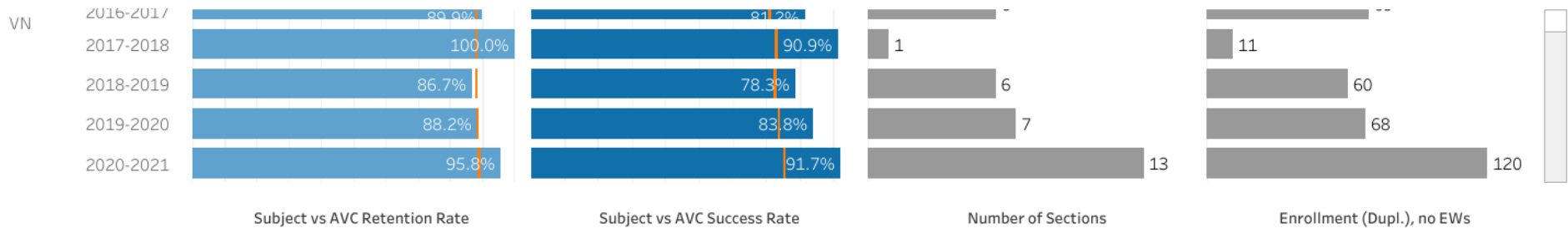|					
Other					

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 --->

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

VN	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	89.9%	81.2%	-	-
2017-2018	100.0%	90.9%	1	11
2018-2019	86.7%	78.3%	6	60
2019-2020	88.2%	83.8%	7	68
2020-2021	95.8%	91.7%	13	120

Enrollment and Number of Sections by *Modality* in VN

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Traditional	6	1	6	7	13
Enrollment	Traditional	69	11	60	70	120

Enrollment and Number of Sections by *Location* in VN

	Location	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	6	1	6	7	13
Enrollment	Lancaster	69	11	60	70	120

Number of Degrees/Certificates Awarded in Professional Bookkeeping (BOK), Professional Bookkeeping Cert (BOK1), Vocational Nursing Cert (LVN)

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Professional Bookkeeping	BOK	Degree	2016-2017	8 / AS
			2017-2018	
			2018-2019	16 / AS
			2019-2020	10 / AS
			2020-2021	
Professional Bookkeeping Cert	BOK1	Certifica..	2016-2017	
			2017-2018	
			2018-2019	5 / CT 11 / CL
			2019-2020	4 / CL
			2020-2021	9 / CT
Vocational Nursing Cert	LVN	Certifica..	2017-2018	10 / CT
			2019-2020	
			2020-2021	9 / CT

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in VN
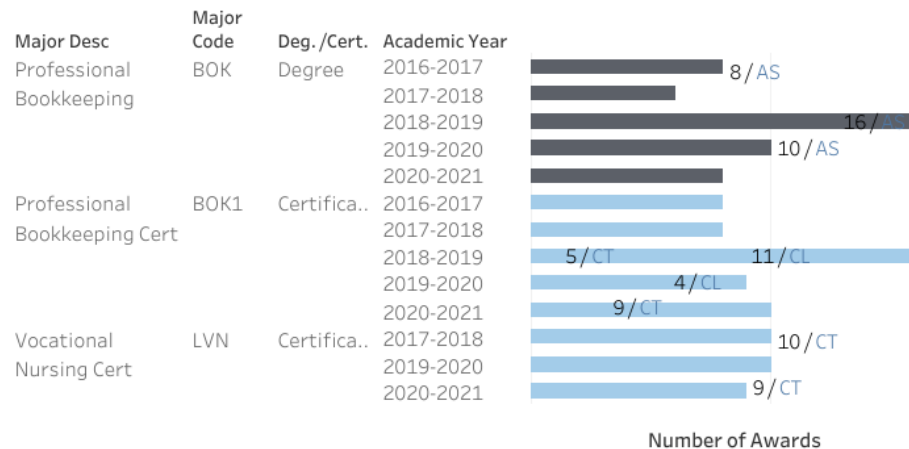
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF		1.1		1.3
FT (Regular) FTEF	0.9	1.2	2.1	4.1
FT (Overload) FTEF		0.4	1.6	1.6
TOTAL FTEF	0.9	2.7	3.7	7.0
PT/FT FTEF Ratio	0.0	0.9	0.0	0.3
FTES	5.6	20.3	20.0	35.2
FTES/FTEF Ratio	6.3	7.6	5.5	5.0
WSCH/FTEF Ratio	187.7	226.5	163.9	150.8

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