

Annual Program Review Update

Submitted October 27, 2011

By

Dr. Karen Cowell and the Faculty and Staff

Of the Health Sciences Division

Annual Program Review Update Report

Program: Health Sciences Division

Academic Year Reviewed: 2011-12

Due: October 31, 2011

Area 3 Curriculum – 3.5 and 3.6 updated annually

3.5 Are all Course Outlines of Record (CORs) current?

Yes.

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

Department chairs and lead faculty share the CORs with adjunct faculty to ensure consistency in the course syllabi. In the MOA programs, which do not have a lead faculty member, the dean gives the COR to the adjunct faculty. Faculty members submit their syllabi to the division office within the first week of classes and the dean reviews the syllabi for consistency with the COR.

Area 5 Data Analysis and Environmental Scan – Updated annually

5.1 The program was provided with a substantial amount of data from the office of Institutional Research and Planning. Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Enrollment in the EMT course most closely reflects the diversity of the student population of the college with respect to age and ethnicity in programs. Programs that have prerequisites for enrollment, such as NS, RCP, and RADT, are more likely to have proportionately more females than males enrolled and the student population tends to be older than the AVC student population. Students in CFE courses tend to be female and multiethnic. See Table 1.

Table 1: Diversity of Student Population (fall 2010)

Program/Course	Age Distribution	Ethnicity	Gender Distribution
	AVC: under 20: 29.4% 21-24: 32.6% 25-29: 11.4% 30-34: 6.8% 35-39: 4.8% 40-49: 9.0% 50+: 6.1%	AVC: White, non Hispanic: 28.6% Hispanic: 31.8% African-American: 19.4% Asian: 2% Filipino: 2% Multiethnic: 1.8% Am.Indian/Alaska Native: 0.6% Pacific Islander: 0.4%	AVC: 49% female 40% male 1% unknown

		Unknown: 13.5%	
CFE	under 20: 11.4% 21-24: 29% 25-29: 12.4% 30-34: 10.1% 35-39: 10.9% 40-49: 15.7% 50+: 10.6%	White, non Hispanic: 14.6% Hispanic: 22.0% African-American: 15.7% Asian or Pacific Islander: 1.7% Am.Indian/Alaska Native: less than one percent Other/Unknown: 45.7%	Female: 94.2% Male: 4.8% Unknown: 1%
EMT	under 20: 28.1% 21-24: 38.0% 25-29: 22.5% 30-34: 2.8% 35-39: 1.4% 40-49: 9.8% 50+: 1.4%	White, non Hispanic: 14.6% Hispanic: 22.0% African-American: 15.7% Asian or Pacific Islander: 1.8% Am.Indian/Alaska Native: less than 1% Other/Unknown: 45.7%	Female: 49.2% Male: 49.2% Unknown: 0.1%
FACE	Not reported	Not reported	Not reported
MOA	under 20: 12.1% 21-24: 34.8% 25-29: 13.5% 30-34: 9.2% 35-39: 4.3% 40-49: 15.6% 50+: 10.6%	White, non Hispanic: 18.4% Hispanic: 10.6% African-American: 15.6% Asian or Pacific Islander: 1.4% Am.Indian/Alaska Native: 1.4% Other/Unknown: 52.5%	Female: 92.2% Male: 6.4% Unknown: 0.1%
NS	under 20: none 21-24: 31.0% 25-29: 28.4% 30-34: 16.1% 35-39: 9.2% 40-49: 14.2% 50+: 1.1%	White, non Hispanic: 31.4% Hispanic: 19.9% African-American: 6.5% Asian or Pacific Islander: 10.7% Am.Indian/Alaska Native: 1.1% Other/Unknown: 30.3%	Female: 83.9% Male: 15.3% Unknown: <1%
NF	under 20: 30.3% 21-24: 32.5% 25-29: 11.6% 30-34: 5.7% 35-39: 5.9% 40-49: 8.9% 50+: 5.2%	White, non Hispanic: 16.3% Hispanic: 14.5% African-American: 14.5% Asian or Pacific Islander: 3.9% Am.Indian/Alaska Native: >1% Other/Unknown: 23.4%	Female: 73.6% Male: 25.9% Unknown: <1%
RCP	under 20: none 21-24: 23.7% 25-29: 23.7% 30-34: 26.3% 35-39: 5.3% 40-49: 18.4% 50+: 2.6%	White, non Hispanic: 21% Hispanic: 15.8% African-American: 10.5% Asian or Pacific Islander: 13.2% Am.Indian/Alaska Native: none Other/Unknown: 6.3%	Female: 63.2% Male: 36.8%
RADT	under 20: none 21-24: 1.8% 25-29: 2.9% 30-34: 24% 35-39: 5.9%	White, non Hispanic: 41.2% Hispanic: 5.9% African-American: 5.9% Asian or Pacific Islander: 5.9%	Female: 52.9% Male: 47.1%

	40-49: 11.8% 50+: 11.8%	Am.Indian/Alaska Native: none Other/Unknown: 41.1%	
VN	under 20: none 21-24: 23.1% 25-29: 23.1% 30-34: 26.9% 35-39: 11.5% 40-49: 7.7% 50+: 7.7%	White, non Hispanic: 23.1% Hispanic: 19.2% African-American: 23.1% Asian or Pacific Islander: 1.5% Am.Indian/Alaska Native: 1.5% Other/Unknown: 24.6%	Female: 96.2% Male: 3.8%

Table 1a: Enrollment in Foster and Kinship Care Education Programs and the Child Development Center (2010-11)

	FKCE	CDC	
		State Preschool	Tuition Based
White, non-Hispanic	34	35	25
Hispanic	106	45	14
African-American	216	35	7
Asian or Pacific Islander	0	0	0
American Indian/Alaska Native	0	0	0
Other/Unknown	99	7	6
Female	340	27	
Male	75	25	

Retention and attrition reflect rates in Division courses are favorable when compared to AVC statistics. Factors in the retention and completion rates for many division programs may be that students participate in cohorts via an enrollment process and they are required to take specific courses to progress in their programs. In NF courses retention issues tend to be related to lack of preparation for the courses. Faculty suggests that Supplemental Instruction be available for NF courses.

The college Fact Book reported a retention rate of 85.2% and a success rate of 67.5% for fall 2010.

Table 2: Course Completion—Fall 2010

Program/Course	Retention (Range)	Completion (Range)
CFE	50-100%	52.3-100%
EMT	95.8%	46.5%
FACE	Unknown	Unknown
MOA	81.9-94.4%	62.2-77.8%
NS	97.3-100%	86.5-100%
NF	86.2-98.5%	65.5-100%
RCP	95.8-100%	90-100%
RADT	100%	95.8-100%
VN	92.3-100%	88.5-100%

Table 3 shows the percent of degrees and certificates awarded in comparison to the degree or certificate awarded by number of degree. The percent was calculated by dividing the number of degrees or certificates in the discipline by the number of like degrees or certificates awarded by AVC in 2009-10. For example, 314 Associate in Science (AS) degrees were awarded by AVC in that time period and 133 of those AS degrees were in Nursing Science. Note that 42.3% of AS degrees awarded by AVC in 2010-11 were in the nursing science (registered nursing) discipline, which is also true statewide.

Table 3: Degrees and certificates awarded (2010-11)

Program	# of Degrees/Certificates	% of Degrees/Certificates Awarded by AVC
CFE (child & family certificate)	12	5.9%
CFE (school-aged child certificate)	1	5.9%
CFE (degree)	15	3.4%
CFE (school-aged child degree)	1	<1%
FACE: Clothing & Textiles	1	<1%
FACE: Nutrition & Foods	1	<1%
MOA—clinical (certificate)	3	1.5%
MOA—clinical (degree)	2	<1%
MOA—medical assistant (degree)	2	<1%
NS (AS degree)	133	42.3%
RCP (AS degree)	15	4.8%
RADT (AS degree)	7	2.3%
VN (certificate)	20	9.9%

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review.

Child and Family Education

Program recommendations are unchanged from the last report. Faculty reports that accomplishment of goals remains "challenging."

Child Development Center

In 2009/10, a goal was set to improve children's competency in these areas. Promoting literacy was also strengthened through Book Fairs and the Literacy Nights (conducted by Child and Family Education students). Staff also participated in workshops on teaching children with limited English proficiency and how to promote acquisition of English language and literacy of these children. These two areas continue to need constant attention since each year we are getting children with lower and lower competencies in these two areas.

Desired Results Parent Survey was administered twice in 2009/10 (state requires once a year). Two areas needed attention. In 2008/09 14% of parents were not satisfied with interaction with other parents and 12% were dissatisfied with parent involvement opportunities. To improve this, we organized several family events in 2009/10: Open House in September 2009 offered multiple opportunities for the parents to get involved and learn about the program. Two Literacy Nights invited the whole family to the story telling events. Kindergarten Readiness and Discipline workshops provided parents with information on the topics. Consequently, the 2009/10 survey indicated that 62% of parents were very satisfied with opportunities for parent involvement and 38 % were satisfied. No parents were dissatisfied.

Emergency Medical Technology

The course continues to experience a high drop rate.

Due to budgetary constraints, the number of sections offered has not met student demand.

Medical Office Assisting

The goal of determining the viability of the program was met. In March 2010, the division faculty stated that there is a community need for the program and that the program should be continued.

Nursing Science (ADN)

The goal to increase simulation in the curriculum was met. A full-time faculty member has reassigned time to assist with the simulations.

The goal to maintain approval of the program was met. Activities that are required for approval have been ongoing.

The goal to increase student success was not met. The pass rate on the NCLEX-RN declined and attrition in the program remained above the state average. The faculty will continue to work on this goal.

The goal to continue funding for open skills lab hours, student success advisor and simulation coordinator has been met for 2011-12. However, the funding is categorical and will end on June 30, 2012. Faculty have taken measures to attempt to make funding for these activities permanently funded from the District budget and will continue to do so.

The goals to establish online classes and use of technology and replace full-time faculty positions that were vacated due to a retirement and cessation of

categorical funding were not met. Technology use in the classroom (simulation and internet usage) has been integrated into the curriculum.

The goal to assess SLOs and PLOs was met. Compliance rate of 100% has been achieved.

Nutrition and Foods

The goal of improving completion and retention rates remain a challenge. There is no prerequisite required to take NF 100. Although it is advised to students that they should be eligible for READ 099 and ENGL 099 before taking NF 100, some students who are not eligible for those classes take NF 100. To assist students in being successful, Supplemental Instruction is available for NF 100. Faculty members also refer students through the "Early Alert" program through the Learning Center.

Radiologic Technology

The program met its outcome measures. However, additional adjunct faculty and a maintenance contract on expensive equipment need to be addressed so that the program can continue to meet its outcomes.

Respiratory Care

Program surveys indicated a need for increased physician interaction with students. To attempt to accomplish this a new medical director has been hired as a consultant.

The response rate on the graduate survey does not meet the CoARC benchmark of 50%, as 31% of graduates responded.

Vocational Nursing

Goals that were met: VN 110 was filled with 30 students. SLOs and PLOs were assessed.

Goals that were not met: Improve the NCLEX-PN pass rate to over 90%. Incorporate 24 hours into each VN course. Hire a third full-time instructor. Hire a part-time technician for the computer lab and computer equipment.

A goal to develop resources for professional development for faculty was clarified, as faculty members were not aware that they are eligible for Perkins professional development funding for conferences and workshops.

Area 6 Student and Program Learning Outcomes Assessment – Updated annually

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

In 2010-11, all Student Learning Outcomes for disciplines and Operational Outcomes (for the Child Development Center) were assessed. Action plans were reported in a few disciplines. The action plans consisted of “continue to monitor” and need further development. Only one action plan was linked with budget: A \$150 need for updated DVD/electronic resources for the CFE 201 Practicum course. The action plans for the Child Development Center included identification of the need for staff training and identified “professional development funding” as the budgetary source. The CDC staff also noted the need to improve “children’s positive social interaction and problem solving in a socially acceptable manner...” and identified funding for a consultant as a budgetary need. The NS 111 faculty identified the need to “continue to refer students to math specialist at learning center, continue to encourage students to take the math for nursing course and dosage calculation course.” No budgetary implications were identified. Faculty for RCP 103, RCP 104, RCP 105 and RCP 204 identified that the “instructor will add additional critical-thinking scenarios” in the course [RCP 103], “cumulative course review to include study questions and additional critical-thinking examples” [RCP 104], “increase clinical scenarios...that require immediate intervention with mechanically ventilated patients. [RCP 105], and “increase CRT content review by sponsoring annual Kettering review course” [RCP 204]. Clearly more thought needs to be given to this area, as faculty identified far more needs that are identified in this program review than were identified in SLO assessment.

Program Learning Outcomes were assessed for all programs except Family and Consumer Education. One action plan was generated by the CFE faculty; it did not require additional resources.

The SLOs document student learning appropriately in all disciplines except EMT. The department chair for EMT has a plan to revise the SLO(s) for the course to be a more accurate measure of student learning.

The challenges in establishing a curriculum map and PLOs for Family and Consumer Education persist. The curriculum is multidisciplinary and requires collaboration and input from faculty in four disciplines spread among three divisions. One of the disciplines (Clothing and Textiles) does not have any full-time faculty. Who will take the lead in this discipline remains to be determined.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess SLOs and PLOs and been included in assessment activities?

Adjunct faculty members in all disciplines have been made aware of the need to assess SLOs and PLOs by full-time faculty or the dean. Data collection has been done by full-time faculty and/or the dean.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

Faculty in all disciplines have committed to assessing SLOs and PLOs on the college assessment schedule. As mentioned briefly in section 6.1, one program has not had PLOs submitted to the SLO Committee: Family and Consumer Education. This multidisciplinary program has challenges. Faculty are spread in three divisions: Health Sciences (nutrition), Technical Education (Clothing and Textiles, Interior Design), and Business and Computer Studies (Consumer Education). All faculty in the Clothing and Textiles discipline are adjunct faculty. The dean of Health Sciences is arranging with the dean of Technical Education and the dean of Business and Computer Studies to meet with faculty who will take the lead in assessing the PLOs for FACE and doing the curriculum mapping. The Family and Kinship Care Education program will be developing Operational Outcomes in fall 2011 semester.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

- Provide funding for professional training for the CDC teachers.
- Student Success Advisor, open skills lab instructor(s), simulation coordinator (see section 10.1)

Area 9 Goals and Objectives – Updated annually

List the goals and objectives the program has for the next four years.

1. Maintain or gain accreditation or approval for programs that require it.
 - Objective #1: Request funding for student success advisor, open skills lab instructor and simulation coordinator.
 - Time Frame: Before Fall 2012
 - Justification: The associate degree nursing program was identified as “noncompliant” in the area of staffing for skills lab and simulation. If the area of noncompliance is not remediated before the next program approval visit by the

- Board of Registered Nursing in Fall 2012, the “noncompliance” will become a “deficiency,” and the program will be required to have the two positions in place within the following semester. The student success advisor has taken some of the workload of academic and personal counseling from the faculty and provided individual and group counseling to students in the AD nursing program.
- Objective #2: Contract with a physician who is willing to act as the medical director for the office assisting programs.
 - Time Frame: By June 30, 2012
 - Justification: A medical director is required for the program. Having one would be the first step in seeking accreditation for the office assisting programs.
2. Assess SLOs and PLOs on time per the college schedule. Update action plans and support them with evidence.
- Objective #1: Complete the PLOs for the Family and Consumer Education degree options.
 - Time Frame: By December 2011
 - Justification: This is a college accreditation requirement.
 - Objective #2: Assure that all SLOs and PLOs in all disciplines are assessed on time using WEAVE online. Assure that action plans are incorporated with assessment and linked to evidence and budget.
 - Time Frame: When grades are due, every semester and session.
 - Justification: This is a college accreditation issue.
3. Restore or increase faculty in areas in which additional full-time faculty and adjunct faculty are needed.
- Objective #1: Request full-time faculty positions in the following areas: CFE (2 positions), NS, RADT, VN. Note that positions are not in order of priority within the division.
 - Time Frame: By December 2011
 - Justification: One vacancy that was created as a result of retirement in the NS discipline has not been filled. Two full-time categorically-funded positions in the NS discipline were not continued as District funded positions. Filling this position is critical, as the Board of Registered Nursing is moving towards a requirement of external programmatic accreditation similar to the external accreditation achieved by the respiratory care and radiologic technology programs. RADT needs another full-time faculty member to expand the program. Adjunct faculty members are very difficult to hire in these disciplines.
 - Objective #2: Increase the adjunct faculty pool in all division disciplines.

- Time Frame: By end of spring 2012 semester
 - Justification: CFE, NS, NF, RADT, RCP, and VN have small pools or no pool of adjunct faculty.
- 4. Increase course scheduling to pre-2010 levels in all disciplines if funded by the state.
 - Objective: Restore the 2009 scheduling levels of courses.
 - Time Frame: By Fall 2013
 - Justification: Student demand for division programs has been strong, as many of the programs lead to employment. The NF discipline includes two courses that are included in General Education Area E (Additional Breadth).
- 5. Develop additional online course offerings in CFE.
 - Objective: Consider submitting CFE 107, 109, 110, 211, and 212 as online courses.
 - Time Frame: By Fall 2013
 - Justification: Increase accessibility to CFE classes.
- 6. Strengthen pathways for program completion in CFE.
 - Objective #1: Identify a suggested sequence of courses for CFE majors that will be included in the CFE program handbook.
 - Time Frame: by end of spring 2012
 - Justification: Students need a clear pathway in CFE that will lead to seamless transfer to a CSU early childhood program. Students need advanced notification of the requirements for employment in early childhood programs, including tuberculosis screening and background screening.
 - Objective #2: Outline the requirements to complete the CFE degrees and certificates which will be included in the CFE program handbook.
 - Time frame: by end of spring 2012
 - Justification: Students need clear information that will guide them to certificate or degree completion and employment in an expeditious time frame.
- 7. Restore discipline budgets that were cut 10% in 2010-11 and an additional 10% in 2011-12.
 - Objective #1: Increase budgets by 20% for programs that were cut. Include budgets for accreditation fees for NS, RCP, and RADT programs. Institute a supply budget for MOA. . Institute a budget for NF supplies for the lab in the new Health and Science building.
 - Time Frame: For inclusion in the 2012-13 budget.
 - Justification: The supply budgets for division programs are piteously small compared to need. In allied health programs, the Education Code forbids instituting instructional materials fees for medical supplies. Accreditation fees are mandatory. NF supplies for a food preparation course could be funded by an instructional materials fee or donations through the AVC Foundation.

- Objective #2: Include budget for a maintenance agreement for the x-ray equipment in APL 119 lab.
 - Time Frame: For inclusion in the 2012-13 budget.
 - Justification: The x-ray equipment must be operational at all times so that students can complete the labs that are required by the state. When the machine was down in January/February 2011 due to power surges in APL 119, students could not complete some labs and their academic progress in a RADT course was delayed. A major problem with the machine may cost as much as the entire machine: Approximately \$55,000.
- 8. Provide support to the teachers in the Child Development Center.
 - Objective #1: Hire a part-time early childhood specialist support coordinator.
 - Time Frame: By Spring 2013
 - Justification: This individual would release the early childhood specialist from teaching once per week for half day so that teachers can complete out of classroom assignments during working hours.
 - Replace furniture and carpet in the CDC.
 - Time Frame: By Spring 2013
 - Justification: The carpet is worn and has become a safety issue. Furniture is worn and needs to be modernized for safety.
- 9. Develop an associate degree in nutrition, NF 103 (Preparation of Food), and an honors NF 100 course.
 - Objective #1: Research requirements of other colleges to determine what an associate degree in nutrition would consist of.
 - Time Frame: By Spring 2013
 - Justification: The need for an Associate Degree in Nutrition has been supported by the great number of students interested in a career in nutrition. This interest is also supported by the increasing trend for prevention of chronic diseases and management through lifestyle changes such as diet.
 - Objective #2: Develop and implement an honors course in nutrition (NF 100)
 - Time Frame: By Spring 2013
 - Justification: An Honors course in Nutrition will prepare students who are entering the vocational nursing program offered at AVC and students wanting to transfer to a college or university to major in any health related field.

Area 10 Long Term Resource Planning – Updated annually

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

NOTE: *These positions are not ranked in order of priority.*

- Part-time Early Childhood Specialist Support Coordinator (NEW). This individual would release the early childhood specialist from teaching once per week for half day so that teachers can complete out of classroom assignments during working hours.
- Two new full-time faculty positions in CFE (NEW) to meet student demand for classes.
- Recruit a medical director for the MOA program (NEW). This would be a necessity if the program is to become accredited.
- Funding for faculty in CFE (2), NS, MOA, RADT, VN (to increase program capacity—NEW except for NS position, which is a REPLACEMENT)
- Funding for open skills lab hours that can be used by both the RN and VN students (NEW DISTRICT POSITION to replace categorically funded position). This position supports skill development by students.
- Funding for a part-time student success advisor for the health professions programs (NEW DISTRICT POSITION to replace categorically funded position). This position supports student retention and reduces attrition in the programs in which students have high stress/high stakes yet attempt to balance their personal lives and needs with demanding professional curricula.
- Funding for a simulation coordinator or technician who can provide technical support for instructors in the NS, VN and RCP programs. This is a program approval issue for the RN program; will result in a deficiency in the program approval if not accomplished by fall 2012. (NEW DISTRICT POSITION to replace categorically funded position)

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years.

Place items on list in order (rank) of importance.

Emergency Medical Technology, Nutrition and Foods, Nursing Science, Respiratory Care, and Vocational Nursing will move into the new Health and Science Building in Fall 2012.

- Internet access for APL 119
- Replace classroom furniture in the CDC
- Replace carpet in CDC classrooms with vinyl flooring.

- Purchase another computer radiography reader and picture and archiving communication system for the RADT students.
- Develop additional clinical sites for RADT students and for RCP students (who need pediatric intensive care unit experience included in their curriculum).
- Purchase of a maintenance agreement for the energized x-ray laboratory and imaging equipment to avoid a situation in which equipment is severely damaged by power surges, as occurred in winter 2010-11.
- Purchase equipment for the nutrition lab in the Health and Science building.

10.3 Identify funding needed to support student learning.

- District supply budgets need to be restored to pre-2009 levels for all disciplines. District supply budget needs to be increased to \$6000 for the RADT program.
- District budget need to be established for RADT mandated accreditation fees and activities.
- Funding for accreditation of the MOA program.
- Funding for faculty positions, student success advisor, simulation coordinator/technician, open skills lab position.
- Funding for Supplemental Instruction leaders
- Funding through the AVC Foundation for nutrition lab supplies.