**ANTELOPE VALLEY COLLEGE**

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health and Safety Sciences/Nursing | For Years: 2017-2018 |
|---|---|
| Name of person leading this review: Dr. Casey Scudmore RN,MSN | |
| Names of all participants in this review:<br>Vickie Beatty, RN, MSN<br>Yesenia Cota, RN, MSN<br>Bonnie Curry, RN, MSN<br>Debra Dickinson, RN, MN<br>Wendy Hardy, RN, MSN<br>Mary Jacobs, RN, MSN<br>Katherine Quesada<br>Casey Scudmore, RN, MSN, EdD<br>Susan Snyder, RN, MA<br>Elizabeth Sundberg, RN, MN<br>Denise Walker, RN, MSN<br>Courtney Whipple RN, MS | |
| Number of Degrees offered:  1 | Number of Certificates offered:  0 |
| Number of Full-time Faculty: 11 | Number of Part-time Faculty: 20 |

**Part 1. Program Overview**

| 1.1. | Briefly describe how the program contributes to the district <u>mission</u>:<br>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. |
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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 national average.
- Greater than 90% of our graduates are employed.
- Attrition is 9%.
- Simulation lab is state of the art.
- Completed full implementation of our new curriculum.

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

| ☒**Communication** | ☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒Demonstrates listening and speaking skills that result in focused and coherent communications |
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| ☒**Creative, Critical, and Analytical Thinking** | ☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.<br>☒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.<br>☒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. |

**Part 2. Data Analysis and Use**
**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: Nursing |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 293 | 302 | 288 | 283 | Decrease | |
| # of Sections offered | 75 | 71 | 70 | 67 | Decrease | |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | Future plans of offering the professional class (NS 205A) online. |

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| # of Face-to-Face Sections offered | 75 | 71 | 70 | 67 | Decrease | |
| # of Sections offered in Lancaster | 75 | 71 | 70 | 67 | Decrease | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | 0 | 0 | 0 | 0 | No Change | |
| # of Degrees awarded | 92 | 121 | 102 | 103 | Increase | Increase from last year. |
| Subject Success Rates | 92.6% | 94% | 94.7% | 94.1% | No Change | |
| Subject Retention Rates | 99.1% | 98.3% | 99% | 99.2% | No Change | |
| Full-time Load (Full-Time FTEF) | 15.52 | 14.49 | 13.55 | 12.46 | Decrease | **Overload hours for FT included.** |
| Part-time Load (Part-time FTEF) | 5.72 | 6.40 | 6.35 | 6.84 | Increase | |
| PT/FT FTEF Ratio | 36.9% | 44.2% | 46.9% | 54.9% | Increase | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | Katherine Quesada provides a multitude of services for the nursing students. She provides 31 hours per week of scheduled counseling appointments, 10 hours per week for walk-ins, and serviced a total of 3,254 students (Intersession 2015 to Spring 2018 semester). She provides counseling to help prepare students in the following manner:<br>• Education planning for graduation<br>• Study skills and test preparation<br>• Providing information for RN-BSN transition<br>• Assists LVN-RN students in obtaining pre-requisites and graduation requirements for smooth transition into practice<br>• Transcript evaluation<br>• Personal counseling and support to nursing students<br>• Mock interviewing to prepare for practice<br>• College activities such as division meetings, curriculum and faculty support |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps:<br>The number of males has increased from 50-58 from 2013-2017.<br>The race/ethnicity data demonstrates consistency over the last 4 years with very little increase or decrease in students.<br>Student success is currently well above the institutional standard: consistently above 90%. |
| Other trends | There is a dramatic increase in the number of adjunct faculty required to serve the current student |

| | population. This is due to a lack of hiring full-time faculty after retiring faculty leave. This can be detrimental to the program as evidenced by the number of sections offered and an increase in the PT/FT ratio. It is also difficult to recruit qualified faculty due to the rate of pay disparity between faculty and staff nurses.<br>According to the California Employment Development Department website: The median wage in 2017 for Registered Nurses in California was $101,730 annually, or $48.91 hourly (this is the equivalent of 11 years of service and a doctorate on the salary schedule at Antelope Valley College.) |
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| Analyze and summarize trends in student progression through basic skills courses, if applicable. | **N/A** |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:<br>Registered Nursing is listed as one of the top 100 fastest growing occupations from 2014-2024. In California, 25,000 more job openings for registered nurses are projected in 2016-2018.<br>Employment projections for the Los Angeles County, Long Beach, Glendale area, include a 1.6% increase annually. We need to offer more sections and hire more full-time faculty to accommodate the projected growth in the industry. |

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| Practice as a competent entry level nurse integrating professional standards and ethical and legal principles | Increase simulation, practice and standardized experience in the clinical area. | **Ongoing** | • All courses integrate simulation, both low and high fidelity. The earlier purchase of SIM man 3G facilitated increased experiences by students in the 2nd and 3rd semesters. The addition of the SIM baby brought infant care experiences to the Pediatrics course.<br>• A new simulation mom/baby are needed to replace a poorly functioning OB mannequin.<br>• Use of supplies and equipment has increased, supply costs have risen.<br>• It has been noted that a defibrillator with more realistic functionality will be needed in the future.<br>• Use of lab personnel time needs to be increased, including the addition of |

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| | | | • a lab technician. The prep and breakdown time in addition to regular lab maintenance/housekeeping has substantially increased.<br>• Use of the lab in fall, spring and summer (NS 200A) has placed a strain on supplies and staff year-round. |
| Incorporate critical thinking principles to make sound clinical judgements necessary for the provision of patient care and continuous quality improvement. | Education of the instructors to develop classroom practice and administer exams that reflect critical thinking responses. | **Ongoing** | • Conferences over the last 3 years have primarily focused on the changes in classroom delivery.  Several instructors have attended national conferences and brought back classroom techniques that were incorporated by some of the instructors.<br>• An onsite presentation on test item writing and ideas for content delivery was completed January of 2018 with attendance by most nursing faculty. This conference made very clear the distinction of critical-thinking style test item writing. |
| Provide quality, safe, patient-centered nursing care using evidence-based practices that result in high quality patient outcomes. | Instructor education ongoing to identify best practice for delivery of and examination of quality patient-centered care. | **Ongoing** | • Video usage continues to be challenging with the closed caption requirements. Use of the MedCom videos was not widespread among the students, as a result, Instructor created videos are now replacing many of the commercial products once used and have been closed captioned via 3C media. Videos have been purchased for skills lab that comply with closed captioning and current nursing information.<br>• Nursing lab computers were updated and new carts purchased to improve the care and charging of the laptops.  Purchased programs on the laptops were preserved. |

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:
- NCLEX test mapping is now advocated and to be in use across all courses in the ADN program.
- Testing for critical thinking and application is being developed by each instructor for each course.
- Maintenance of the SIM lab manikins will be an ongoing expense along with program updates.
- Online testing is being implemented in nursing courses.  The security of exams and ease of use is improving each semester. Software will be needed to improve exam uploads to the courses.

Please provide any additional comments for Part 3:

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Students | 2017 ADN Program Evaluation Student Survey had a total of 60 responses between fall and spring semesters. Of the responses, students felt satisfactory in most criteria surveyed, which included the ability to safely provide high quality patient care, participate in an interdisciplinary team, and be able to practice competently as an entry level nurse. However, there was one area that had varying results. Four students distinguished critical thinking to be partially understood.

Additionally, students noted areas of strengths in the ADN Program to be resources offered, hands on experiences, simulations, nursing instructors, clinical sites, and the level of professionalism expected and demonstrated. Contrary, students suggested improvements to be updating some course textbooks, more skills lab hours in the morning, offering evening classes, standardizing testing methods, improving test questions, more simulations, promoting active teaching, and to move the more sensitive/critical skills from independent self-studies to being taught in the classroom. | Nursing faculty will continue to offer resources to students. They can include but are not limited to: open skills lab, library tutorials, learning center workshops, and our Nursing Success Counselor, Katherine Quesada.

Faculty will work together to improve current simulations and consider offering more.

Critical thinking can be promoted by faculty challenging students in both theory and the clinical setting.

Faculty Professional Development workshop on interactive learning is requested for January 2019.

Faculty are currently exploring online testing via Secure Browser Proctorio. It will need to be discussed at a meeting if all exams will be standardized to either online or scantron.

Faculty Professional Development workshop: NurseTim was held January 2018. This seminar discussed exam writing and active teaching/learning methods.

The IV module will now be taught in NS102A, rather than as an independent self-study.

The Medical/Surgical textbook was replaced Spring 2018. |

| | | Recommendation: Continue skills lab with increasing hours available to students. Increasing hours will require additional staff. A skills laboratory technician is needed.<br>New textbooks that emphasize clinical reasoning and use of a variety of resources that promote critical thinking are needed. Adding and updating simulations is necessary. | |
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| Survey | Graduates | A total of nine graduates of Spring 2016 responded to the ADN Graduate Follow Up Survey. Eight graduates are currently employed as a Registered Nurse, with five of those nurses being located in the Antelope Valley. A total of 87.5% are employed at a full time status and are predominately in the acute hospital setting. The survey revealed that graduate RNs feel confident in meeting the program objectives.<br><br>The survey concluded graduates felt that IV therapy, skills lab, and simulations were the most essential to their success in the nursing program, which correlate into their careers. Furthermore, of those nine responses, four graduates are currently attending school for their BSN. The five graduates that answered no, stated that they wanted to gain experience first, but do have plans to further their education in the future.<br><br>Recommendations: Continue Simulation with updates and new scenarios and | Encourage a RN-BSN bridge program that makes continuing education obtainable and a seamless transition. |

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| | | equipment. Continue offering skills lab with increase hours, additional staff and lab assistant. | |
| Survey | Hospital Staff | For the 2017 Spring Semester, students were placed in clinical sites at both Palmdale Regional Medical Center (PRMC) and Antelope Valley Hospital (AVH). From those clinical rotations, a total of five exit interviews were collected from hospital staff that interacted with these students.<br><br>Results of the survey indicate that students were engaged and worked well with the staff. Further responses concluded that it was a pleasure to have students and instructors present that instill positive attitudes and willingness to participate in care. Suggestions include having smaller clinical groups and for students to obtain neonatal resuscitation certification. The rationale was that smaller groups of students will ensure that instructors are available for more procedures with students. Additionally, the schedule and coordination with other nursing school facilities were a challenge for these staff members. | Nursing faculty will continue to encourage students to answer call lights in a timely manner, and offer assistance to RN staff at clinical sites.<br><br>Coordination and scheduling with other nursing school facilities was addressed at the 2017 Spring Advisory Meeting. Nursing faculty will schedule clinical sites in a timely manner and keep open communication with clinical sites for future clinical needs. |
| Other: NCLEX (National RN Licensing Exam) | Graduates | NCLEX pass rates for graduates of registered nursing programs. AVC Associate Degree Nursing pass rate obtained from the Board of Registered Nursing site for 2016-2017 is 79.84% compared to 2015-2016 89.5%. Current data show 123 graduates from AVC | Actions planned to address NCLEX pass rates include faculty improving test writing ability. Workshops were offered to faculty regarding NCLEX test writing and blueprint writing. Also included in the workshops were test analysis. Faculty are and will continue to encourage students to use resources available to increase and strengthen their critical thinking skills. Faculty revised a |

| | | applied for licensure between March 2016 and March 2017. During that period AVC showed an 84% pass rate on the NCLEX compared to 83% of similar programs and 85% national all programs (including BSN). Between April and September of 2017 the pass rate dropped to 79%.<br><br>Recommendation: Faculty should encourage students to take the NCLEX as soon as possible after graduation. Faculty continue to stress the importance of students using available resources to strengthen test taking ability and clinical reasoning. Faculty to attend workshops that address the NCLEX and student success. Use of Nursing Success Counselor for study techniques and exam prep. | clinical assignment tool that fosters clinical reasoning. |
|---|---|---|---|
| Focus Group | Advisory Meeting (Community Partners) | Advisory meetings are held annually. Clinical partners meet with nursing faculty, Director of Nursing, the Dean of Health and Safety Sciences, and others such as the Nursing Success Counselor. Program updates are presented. Results of program evaluation are discussed. Community partners give updates from their respective clinical areas. Issues affecting student learning are also discussed. Clinical sites require competency certifications by the faculty and students. | Each community partner has a designated liaison so that communication between the nursing program and the community partners can be maintained. Advisory meetings will continue annually. Meetings with community partners can occur at any time if need be. Meeting each facility competency requirements are difficult for the faculty and students. These requirements are time consuming. Clinical time is spent for students to complete the requirements and faculty must find non-instructional time to complete the requirements. |

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| Goal #1: Increase student success in the program and on the National Council Licensure Examination (NCLEX): | Ongoing | NCLEX pass rates for graduates of registered nursing programs. AVC Associate Degree Nursing pass rate obtained from the Board of Registered Nursing site for 2016-2017 is 79.84% compared to 2015-2016 89.5%. Current data show 123 graduates from AVC applied for licensure between March 2016 and March 2017. During that period AVC showed an 84% pass rate on the NCLEX compared to 83% of similar programs and 85% national all programs (including BSN). Between April and September of 2017 the pass rate dropped to 79%.<br>The attrition rate for the program (calculated as the percentage of students that do not complete the program in 4 semesters) is 9% which is consistent with the past year. |
| Goal #2: To increase technology in the classroom, and have student access to computers: | Ongoing | Technology has been provided but we are still having technological difficulties at times. This is an ongoing goal. |
| Goal #3 To Maintain BRN approval: | Ongoing | We had a visit from the Board of Registered Nursing Spring 2015. The ADN program is currently approved by the California Board of Registered Nursing. Maintaining approval is an ongoing goal. |

Briefly discuss your progress in achieving those goals:

1. Strategies to improve NCLEX pass rates discussed in the past comprehensive review have been implemented.

   a. The ADN program adopted an Integrated Testing Program and NCLEX-RN® Review. This program includes integrated testing with online remediation, case studies and NCLEX exam review.
   b. Textbooks were bundled with an online learning resource that corresponds with the textbook in first semester.
   c. Katherine Quesada, Nursing Success Counselor, met with all students to complete an educational plan and to stress to students the importance of completing their GE requirements so they can be eligible to take the RN licensing exam. The Nursing Success Counselor is funded by a nursing grant. This position is necessary for students who are struggling in classes to help them be successful. In addition to educational planning the Nursing Success Counselor meets with students for test taking strategies, stress reduction, time management skills and overall counseling. Funding needs to be ongoing at the district level. This is an ongoing goal.
   d. An electronic resource, vSim, has been added to assist students with clinical reasoning to become more successful in the passing of the NCLEX.
   e. In response to the April to December 2017 drop in NCLEX pass rate, the faculty revised implementation of the Integrated

Testing Program benchmarks and scoring, to be equivalent in all classes and established a standard for remediation program wide.

   f. Faculty attended a workshop to assist in developing test blueprints, test writing and test analysis. Furthermore, faculty have implemented peer review of exam questions to enhance appropriate NCLEX-like testing.

2. The students have access to the computers not only for electronic testing, but during lab hours for skills acquisition for computer testing to take place the computers require a lock down browser. Test security has been an issue. The issue has been discussed with faculty, members of the Office of Students with Disabilities, and IT.

3. Faculty meet regularly to look at curriculum. Data is collected routinely from students, community partners and graduates to continually evaluate the program. Biannually there is a program evaluation and planning meeting to look at program data to ensure the program is meeting student needs and BRN requirements.

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Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:  Seen in decrease attrition, improved Kaplan results, and increased assessment testing scores.

The resources provided allow the student to gain the skills and knowledge to practice as a competent entry level nurse.

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5.2. **2019-2023 Planning**
Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| 1. | Increase student success in the program and on the NCLEX. | 1. Commitment to strengthen Institutional Effectiveness measures and | -- Refer at risk students to meet with Nursing Success Counselor and utilize campus resources such as Learning Center, OSD and SI.<br>-- Maintain the Nursing Success Counselor position. | Yes |

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|---|---|---|---|---|
| | | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | -- New full-time faculty members need to remediate to specialty areas.<br>-- Encourage students to utilize instructor's office hours to review exams and develop an understanding of the concepts taught during lecture.<br>-- Apply for Perkins funding for faculty development.<br>-- Apply for the nursing enrollment grant.<br>-- Provide a faculty development presentation for nursing faculty to maintain consistency across the curriculum.<br>-Provide English dictionaries for students during test taking.<br>-Incorporate soft skills into classroom and clinical instruction. | |
| 2. | To Maintain BRN approval | 1. Commitment to strengthen Institutional Effectiveness measures and<br>5.Align instructional programs to the skills identified by the labor market | -- Comply with all requirements set forth in the California Nurse Practice Act and the Board of Registered Nursing.<br>-- Provide 15 LHE release time for the Director of Nursing.<br>-- Faculty need to remediate to specialty areas. We are required to have qualified faculty members to teach all areas of nursing including medical/surgical, pediatrics, women and infant health, mental health, and geriatrics. This process requires time and mentoring by current full-time faculty expert, adding to overloaded schedules. | Yes |
| 3. | Provide an open learning environment in the nursing skills lab for students to develop competency in nursing skills. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human | -- Provide funding for the current open skills lab hours and simulation coordinator.<br>-- Hire a full-time lab technician to assist in the operation and maintenance of the nursing skills laboratory.<br>-- Provide more academic and skills lab support for the LVN transition students. Expand skills lab check-offs for nursing skills. | Yes |

| | | Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | --Integrate multi-scenario simulations across the curriculum.<br>-- Ongoing development of skills lab courses and program. | |
|---|---|---|---|---|
| 4. | To increase technology in the classroom and increase computerized testing in the classroom and OSD. | *2.  Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | -- Apply for Perkins funding for a new OB SimMom high fidelity simulator.<br>-- Encourage Kaplan online resources starting at the beginning of the program and during the NS 200A course.<br>Partner with Staff Garden to allow students to create electronic resumes.<br>-- Increase use of online educational resources in all courses, vSim, CoursePoint, audience response system.<br>-- Increase use of Canvas for testing and course management.<br>-- Maintain electronic health record licensure for student simulation charting cart (KbPort).<br>-- Provide training for faculty and OSD personnel on computerized testing. | Yes |
| 5. | Serve our students better with consistent dedicated faculty. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable | -- Replace full-time and adjunct faculty positions.<br>-- It has become increasingly difficult to recruit adjunct faculty resulting in the full-time faculty taking on an ever-increasing load. Potential adjuncts are currently working at local hospitals which offer significantly more money in bonuses and overtime to the staff to work extra shifts.  An adjunct can exceed their AVC earning with much less work and time | Yes |

| | | intellectual skills *4. Advance more students to college-level coursework. | commitment. The full-time faculty have all been assigned significant overload and some of the adjuncts (especially retired faculty now working as adjunct) have been extremely important in filling in the vacant assignments over the last 2 academic years.<br>-- Encourage faculty to participate in the mentorship program. | |
| 6. | Provide a safe environment for student learning. | 1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills | -- Expand funding for biohazard waste materials.<br>-- Re-engineer electrical outlets. The issue of electrical outlets not being completed during constructions continues to be problematic. The main lecture room, HS 217 has one wall outlet behind the instructor and one in the podium.<br>-- Follow up with engineering as the problem with the outlet covers failing and been discussed with the safety officer as the outlets are missing, broken or creating a tripping hazard. No action has been taken as of this time.<br>-- Educate students and faculty to not prop open fire doors. | Yes |

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| 1, 3 | Technology | New | Closed-captioned DVDs for all courses | $5000 | One-time | |
| 1 | Physical | New | English Dictionary, count 12 | $120 | One-time | |

| 1 | Personnel | Repeat | Nursing Success Counselor | $85000 | Recurring | |
|---|---|---|---|---|---|---|
| 1, 2 | Professional Development | New | Consultant on active learning styles | $4000 | One-time | |
| 2 | Personnel | Repeat | Maintain LHE release for Director of Nursing | Dependent on salary schedule | Recurring | |
| 3 | Personnel | Repeat | Funding for hours for open skills laboratory and simulation coordinator | Dependent on salary schedule | Recurring | |
| 3 | Personnel | New | Hire a full-time laboratory technician | Dependent on salary schedule | Recurring | |
| 3 | Personnel | New | Open skills laboratory hours for LVN-transition course (12 hours) | $1000 | Recurring | |
| 3 | Professional Development | New | Professional development simulation skills | $2000 | Recurring | |
| 4 | Technology | New | Funding for new OB SimMom high fidelity simulation | $80000 | One-time | |
| 4 | Technology | Repeat | Maintain online electronic health record annual licensure (KbPort) | $3348 | Recurring | |
| 4 | Technology | New | vSim, audience response system | $5000 | Recurring | |
| 2, 5 | Personnel | Repeat | Replace full-time faculty | Dependent on salary schedule | Recurring | |
| 5 | Personnel | New | Replace adjunct faculty | Dependent on salary schedule | Recurring | |
| 6 | Physical | Repeat | Expand funding for biohazard waste materials | $1000 | Recurring | |
| 6 | Physical | Repeat | Re-engineering electrical outlet | Estimate required | One-time | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.

[2]List needed technology resources in priority order.

[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

**Part 7. Comments**

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☒ | ☐ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☒ | ☐ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

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|---|---|
| Division/Area Name: Athletic Training - ATH | For Years: 2019-2023 |
| Name of person leading this review: Dr. Glenn Haller | |
| Names of all participants in this review: Kevin Simpson | |
| Number of Degrees offered:  0 | Number of Certificates offered:  0 |
| Number of Full-time Faculty : 0 | Number of Part-time Faculty: 2 |

**Part 1. Program Overview**

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| 1.2.　　　Briefly describe how the program contributes to the district <u>mission</u>:<br><br>　The Department has two primary goals completely in line with the mission.  The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics.  Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs.<br><br>　Our classes serve a diverse student population, enrolling students from high school age to active senior citizens.  Our primary focus in activity classes is to create an environment where our students learn to value regular physical activity and exercise as a method to achieve life long physical fitness.  Our classes provide activities that allow our students to demonstrate increased cardio-respiratory endurance, strength, balance, coordination and flexibility.  Our activity classes also allow our students the opportunity to demonstrate the ability to function positively in group settings.  By achieving this our students develop self-awareness, have the opportunity to learn to value and apply lifelong learning skills required for employment, transfer education and personal development. |
| 1.3. State briefly program highlights and accomplishments: |
| |

| 1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. | |
|---|---|
| ☒**Communication** | ☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒Demonstrates listening and speaking skills that result in focused and coherent communications |
| ☒**Creative, Critical, and** | ☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of |

| Analytical Thinking | 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. |

**Part 2.  Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 69 | 73 | 69 | 43 | Decrease | |
| # of Sections offered | 6 | 6 | 6 | 6 | No Change | |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 6 | 6 | 6 | 6 | No Change | |
| # of Sections offered in Lancaster | 6 | 6 | 6 | 6 | No Change | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | 0 | 0 | 0 | 0 | No Change | |
| # of Degrees awarded | 0 | 0 | 0 | 0 | No Change | |
| Subject Success Rates | 85.5 | 90.4 | 81.2 | 76.7 | Decrease | |
| Subject Retention Rates | 95.7 | 94.5 | 95.7 | 90.7 | Decrease | |
| Full-time Load (Full-Time FTEF) | .93 | 1.46 | .27 | 0 | Decrease | Full time instructor retired |
| Part-time Load (Part-time FTEF) | 0 | 0 | .47 | 1.26 | Increase | Replaced by adjunct |
| PT/FT  FTEF Ratio | 0/.93 | 0/1.46 | .47/.27 | 1.26/0 | Increase | Full time instructor retired |
| Other measure | | | | | | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of | |

| | |
|---|---|
| services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps: All groups are well above the 69.1 percent for the four years of the review. |
| Other trends | Comment on any other important trends you noticed |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program: |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: |

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| **None** | **See section 5.1** | | |
| | | | |
| | | | |
| | | | |
| **Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: None | | | |
| Please provide any additional comments for Part 3: | | | |

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Other (Please specify) | Student anecdotal | Better facilities | See Goal 1 |
|  |  |  |  |
|  |  |  |  |

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| **None** |  |  |
|  |  |  |
|  |  |  |
| Briefly discuss your progress in achieving those goals: | | |
| Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or         other program improvements: | | |

5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by**

**an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| 1 | Serve our students better by providing a quality learning environment. | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services - Supporting PLO(s), SLO(s), OO(s), ILO(s) | Work with Division Dean and Administration to secure a dedicated Athletic Training classroom containing proper and necessary materials and technologies. | Yes |

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| 1 | Technology | New | Proper and necessary materials and technologies | $10,000 | Recurring | |
| 1 | Physical | New | Dedicated Athletic Training classroom | | One-time | |

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

## Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health & Safety Sciences/ Emergency Medical Technology | For Years: 2019-2023 |
|---|---|
| Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC | |
| Names of all participants in this review: Jeff Stephens, Lance Hodge | |

| Number of Degrees offered:  0 | Number of Certificates offered:  1 |
|---|---|
| Number of Full-time Faculty : 1 | Number of Part-time Faculty: 0 |

**Part 1. Program Overview**

| 1.4. Briefly describe how the program contributes to the district mission: |
|---|
| The EMT course contributes to the College's mission by providing a career pathway toward national certification as an emergency medical technician. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in emergency medicine; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing emergency treatment to patients with life-threatening disease or injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large. |
| 1.5. State briefly program highlights and accomplishments: |
| The EMT course an accredited certificated course that teaches **knowledge** of principles in providing customer service, and medicine, English language, public safety and security, and education and training; **skills** of critical thinking, active listening, coordination, speaking and service orientation; **abilities** to include problem sensitivity, deductive reasoning, inductive reasoning, oral comprehension, oral expression; and **work activities** which include assisting and caring for others, documenting and recording information, decision making and problem solving, and performing for or working directly with the public.  The EMT course was originally started in 1992.  It has maintained accreditation by the Los Angeles County Emergency Medical Services Agency and offers graduate students the ability to sit for a national EMT examination for certification to practice. |

| 1.3. Check each Institutional Learning Outcome (ILO) supported by the program. | |
|---|---|
| ☒**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. |
|---|---|

**Part 2.  Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: Emergency Medical Technician TOP Code: 125000 |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 98 | 97 | 86 | 82 | No Change | The EMT program continues to consistently show maximum enrollment in all sections. From 2008-2009 to 2016-2017 the EMT course dropped from 206 students to only 74 students, a decrease of 64%. This course has consistently demonstrated maximum enrollment numbers since 1992, even when several other sections were available and five adjunct instructors were teaching. |
| # of Sections offered | 8 | 8 | 8 | 8 | No Change | |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 8 | 8 | 8 | 8 | No Change | |
| # of Sections offered in Lancaster | 8 | 8 | 8 | 8 | No Change | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | 38 | 27 | 28 | 32 | No Change | Certificates awarded are not solely based on course completion but require off site clinical hours |
| # of Degrees awarded | 0 | 0 | 0 | 0 | No Change | |
| Subject Success Rates | 38.8% | 27.8% | 32.5% | 39.0% | No Change | |
| Subject Retention Rates | 78.6% | 80.4% | 80.2% | 77% | No Change | |
| Full-time Load (Full-Time FTEF) | 1 | 1 | 1 | 1 | No Change | |

| Part-time Load (Part-time FTEF) | 0 | 0 | 0 | 0 | | N/A |
|---|---|---|---|---|---|---|
| PT/FT  FTEF Ratio | | | | | No Change | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | For the past five years AVC has shown a 29.1% decrease in overall headcount, while the EMT program enrollment has maintained maximum enrollment. The EMT course continues to be a high demand course offering rapid employment opportunities for students in the Antelope Valley. The continued cut back to EMT course enrollment, despite a budget that has moved toward normalcy, has now caused a significant loss of our dedicated and experienced adjunct faculty pool. EMT sections should be added and the adjunct pool reestablished. |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps:<br>Success by race in the district is above the institutional standard at 69.8% for 2013-2017. From 2013-2017 over-all success for EMT students remains at 31.4% with NO race meeting the institutional standards of 69.1% except Pacific Islander.<br><br>Student success in the EMT course have been historically low compared to general success statistics. 2013-2017 56% of female students in the district were successful compared to male counterparts at 28%. For the same period the EMT course showed an enrollment of 38.7% female and 52.2% male. While changing, it is important to note that traditionally the EMT role has been held by a larger male population. No gender-specific adjustments have been made or are anticipated in the EMT course. |
| Other trends | Comment on any other important trends you noticed<br>Student success in this course is largely a factor of preparation prior to entering the college environment (study skills), maturity, self-motivation, and critical thinking skills. It is rare for successful students in this course to receive a grade of 'C', as those students are most often unable to achieve a passing score on the final exam. Because this course has a job-training focus, and the role of the EMT is one where maturity, self-motivation, and critical thinking skills are essential, the low success rate has the effect of filtering out those students who cannot demonstrate those qualities in the application of their course work. Steps toward improving success rates with variations in teaching methods and strategies and the incorporation of innovative approaches will ultimately fall short when dealing with students who don't possess the maturity to appreciate long-term career goals, the self-motivation to push themselves beyond their expectations of the amount of study time required in this course, and the critical-thinking skills that allow them to synthesize information useful in scenario type questions and skills scenario practice. Although success rates are |

| | |
|---|---|
| | anticipated to continue reflecting the trends we have seen for many years, actions are taken each semester to help students better succeed.<br>With the Fall 2013 semester we have incorporated the use of 'student notebooks' that are checked weekly in which students create a chapter-by-chapter summary of important topics and data from their textbooks. This notebook is designed to encourage the regular and scheduled reading of the textbook as well as to serve as a study guide when reviewing for exams. This Fall semester we have also encouraged and expanded the use of YouTube to review EMT skills procedures. We are continuing and expanding the requirement of 'return demonstrations' of lecture and skills topics in both the lecture and lab classes to encourage students to better develop their speaking and presentation skills and to work on those important principles of maturity, self-motivation, and critical thinking, especially under the pressure of a group setting. At some point a 'standard' for student success set too high may not reflect the reality of what is possible when put in practice. A significant and sustainable increase in student success rates would most likely require a significant change in the student population entering the class, through the development of course prerequisites. In our last review we considered the prerequisite of a 'Medical Terminology' course to change our student population and perhaps increase student success. My personal experience reflects my ability to enter a community college EMT course without such prerequisites, which served as the beginning of a long and successful career in Emergency Medicine. This experience causes me to hesitate on the implementation of such prerequisites that could ultimately eliminate students such as myself early on who might have never entered the field if such prerequisites were in place. I continue to believe that it is important to have this course open to the general student population, allowing access to this important job training opportunity to all, even though that approach will open us to the fluctuations in success we have experienced. Our final exam, and its emphasis on scenario based questions, requires a significant synthesis of course material into real-life critical thinking skills, which further eliminates students unable to rise to that level. Again, this job-training course seeks to discover those students who demonstrate maturity, self-motivation, and honed critical thinking skills for the important job of Emergency Medical Technician. |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program:<br>Not Applicable |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:<br><br>| Geographic Area | 2014-2024 Employment SOC Code 29-2041/CIP Code 125100 | Projected Employment (2014-2024) | Growth (2014-2024) | Annual Job Openings Reported (2014-2024) |<br>|---|---|---|---|---| |

| | | Emergency Medical Technicians | | | |
|---|---|---|---|---|---|
| California | 16,600 | 20,600 | +24% | 4,000 | |

EMT job growth is expected to continue with population growth. The 2014-2024 projections show an expected 24% increase in employment opportunities for EMT's, with annual job openings of 670 new positions.

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| **SLO 1** | Review curriculum and lab practicum for changes in LACo EMT Core requirements to identify deficiencies | **Ongoing** | SLO data as a measure to determine improvements in student success is of limited value in this course. The assumption is that higher and higher student success goals can be reached. This assumption has the natural flaw of assuming we can change those factors that contribute to student success, many of which occur prior to the student entering the college environment. As an example, this EMT course could achieve higher success rates if we manipulated course prerequisites to filter out, or filter in, certain students. Students who have taken more and higher academic courses have most likely developed better study skills, and those with a specific introduction to biology or medical terminology will have an advantage over those who have not. Students who are better readers will most likely have an easier time studying for the EMT course. If our goal is simply higher student success numbers, such changes to the student population through implementation of prerequisites could most likely achieve some improvement in those success numbers. But, I believe there is great value in offering a course like the EMT course where virtually ANY student has the opportunity to complete career-track training in just one semester. Many of our students are desperate to improve their employment situation for themselves and their families and to enter a career they can be proud of. Even though many of our students will not successfully complete the course, they are introduced to the reality of a college-level learning environment and are reminded of the importance of maturity and self-motivation during their training. Students who repeat the course often show drastic improvements in both levels of maturity and self-motivation. I believe the value in such an open student population for this course outweighs the disadvantage of low student success data. |

| Part 3 Summary. Briefly describe what changes have been made (or need to be taken) to the program based on findings: |
|---|
| The lead instructor has indicated that he intends to survey 3 State of California's Colleges who have the highest successful completion rates by 6/1/2018 to determine if changes can be made to improve success rates. |
| Please provide any additional comments for Part 3:<br>**None** |

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Students | Students universally say that EMT Tutor computer application has helped significantly in their ability to retain information and to perform on exams. | Continue to have students utilize the application |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| *Goal 1-5* | Ongoing | Goals for this course are centered on envisioning and implementing new ways to motivate students and to make lecture and lab topics impactful, memorable, and educational. A major problem in the EMT program is in motivating students to do the required work. A detailed course schedule lays out the student study regime but the majority of students fail to follow it.<br>Goals 1, 3, 4, and 5 were implemented 2012-2013 and are being continued and expanded. We did |

| | | achieve a pass rate that exceeded previous semesters by several percentage points but it is not clear yet if this success rate was an anomaly or if it may be related to past goals.<br>1. Return demonstrations of EMT skills learned the prior week have been increased.<br>2. Students are now required to maintain a student notebook to help encourage and check on student reading assignments.<br>3. Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class.<br>4. Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building.<br>5. Greater emphasis on test taking skills and understanding of scenario-based test questions. This is being accomplished through the use of EMT National Registry study guides and review of practice final exams in such publications as well as those available on the internet. |
|---|---|---|

Briefly discuss your progress in achieving those goals:

A majority of students have been using an EMT study app (EMT Tutor) since Spring. 2017.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

The EMT budget is currently funded by Proposition 20 and a limited supply budget. As an isolated entity without an advisory committee, or Program status is not eligible for Perkins funding. Previous budgets were used to replace less costly supplies limited to the cap provided. 2017 2018 proposals have been generated through action plans and resource allocation requests to replace non-functioning mannequins and costly supplies.

## 5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| *Goals 1-5* | 1. Return demonstrations of EMT skills learned the prior week have been increased.<br>2. Students are now required to maintain a student notebook to help encourage and check on student reading assignments. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual | Continue with the use of EMT tutor in addition to demonstration, review, internet learning resources and test taking skills. | No |

| | | | | |
|---|---|---|---|---|
| | 3. Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class.<br>4. Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building.<br>5. Greater emphasis on test taking skills and understanding of scenario-based test questions. This is being accomplished through the use of EMT National Registry study guides and review of practice final exams in such publications as well as those available on the internet. | skills<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>5.Align instructional programs to the skills identified by the labor market | | |
| *Goal 6* | Improve student success | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | 1. Survey 3 California Community College EMT programs (UCLA, East L.A. College, and Glendale Community College) that have the highest student success rates.<br>2. Monitor student success on exit examinations and national certification examinations to identify content area deficiencies.<br>3. Implement changes to curriculum that have been identified in area or content deficiencies.<br>4. Implement new study guide/curriculum summary to use as a class text, to address students with difficulty reading, studying, and comprehending the course material in the textbook and workbook. This new book will synthesize important course information, in an easy to understand and learn compact format. This should be available to students beginning next semester.<br>5. Maintain, replace or repair durable supplies and mannequins. | Yes |
| *Goal 7* | Maintain course accreditation with the Los Angeles County Emergency Services Agency | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the | Continue with LA County EMS curriculum requirements to meet all competencies and maintain accreditation. | Yes |

| | | labor market | | |
|---|---|---|---|---|

**Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| Goals 6 & 7 | Technology | Repeat | Additional funding to replace damaged or non-function mannequins | $25,000.00 | One-time | Jeff Stephens or Lance Hodge |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

## Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☒ | ☐ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☒ | ☐ | ☐ | ☐ | ☐ |

Comments:

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health & Safety Sciences/ Fire Technology | For Years: 2019-2023 |
|---|---|
| Name of person leading this review:  Michael Hutchison | |
| Names of all participants in this review: Bill Bailey | |

| Number of Degrees offered:  2 | Number of Certificates offered:  4 |
|---|---|
| Number of Full-time Faculty :  2 | Number of Part-time Faculty:  12 |

**Part 1. Program Overview**

| 1.1.  Briefly describe how the program contributes to the district mission: |
|---|
| The Fire Technology programs supports the district mission by providing Technical certificates and degrees that are designed to enhance students' knowledge and skills leading to employment. |

| 1.2.State briefly program highlights and accomplishments: |
|---|
| Since the last comprehensive program review the 214 degrees and certificates were awarded for all the Fire Technology programs. Additionally, the program faculty members were informed of 140 individuals who obtained employment working as a Firefighter or related emergency responder field, such as Emergency Medical Technician, fire protection systems inspector, and wildland firefighter.  The Firefighter 1 academy renewed their state accreditation in the spring of 2015 and will not need to complete the accreditation process with the state for 7 years from date of the last review (2022).  The summer wildland firefighter academy was reorganized and updated to reflect the most current standards from the National Wildfire Coordination Group, and the State Chancellors office.  Finally, since the last comprehensive program review the Student Type 2 IA Wildland Handcrew, sponsored through the Inyo National Forest, completed over 25 assignments accounting for 370 days or over 5,250 hours of work experience in fire suppression, fuels treatment, and forest health management working for 9 of the 17 national forest in California. |

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

| ☒**Communication** | ☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒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** | ☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well |
| **Consciousness** | 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. |

**Part 2.  Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

Discipline: Fire Technology (All)

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
| --- | --- | --- | --- | --- | --- | --- |
| Enrollment # | 943 | 856 | 560 | 532 | Decrease | Decrease believed to be due to increased employment in the fire protection industry, when cycles in response to economic climate. |
| # of Sections offered | 35 | 33 | 29 | 27 | Decrease | See above (enrollment comment) |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | FTEC does not offer courses online due to the current COR, and manipulative nature of some courses. |
| # of Face-to-Face Sections offered | 35 | 33 | 29 | 27 | Decrease | See above (enrollment comment) |
| # of Sections offered in Lancaster | 35 | 33 | 29 | 27 | Decrease | See above (enrollment comment) |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | FTEC requires the use of specialized equipment stored on the Lancaster campus. |
| # of Certificates awarded | 41 | 41 | 36 | 35 | Decrease | See above (enrollment comment) |

| # of Degrees awarded | 25 | 15 | 9 | 12 | Decrease | See above (enrollment comment) |
|---|---|---|---|---|---|---|
| Subject Success Rates | 73.6% | 72.1% | 72.9% | 73.9% | No Change | FTEC meets or exceeds AVC Average Success rates. |
| Subject Retention Rates | 93.6% | 89.4% | 86.7% | 93.9% | No Change | FTE meets or exceeds AVC Average Retention rates |
| Full-time Load (Full-Time FTEF) | 2.11 | 2.11 | 2.16 | 2.08 | No Change | No change due to contractual obligations. |
| Part-time Load (Part-time FTEF) | 2.23 | 2.21 | 1.41 | 1.51 | Decrease | With the decrease of enrollment believed to be in response to increased employment, adjunct faculty courses have been reduced to |

| | | | | | | accommodate full time contractual obligations. |
|---|---|---|---|---|---|---|
| PT/FT  FTEF Ratio | 1.0 | 1.1 | 0.7 | 0.7 | Decrease | See above |
| Other measure | | | | | Choose an item. | |
| **Indicator** | **Comments and Trend Analysis** | | | | | |
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served) | | | | | | |

| | |
|---|---|
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps:<br><br>Reviewing the subject data by race/ethnicity reveals the majority of race/ethnicities meet or exceed the institutional standard for student success.  The only exception to this is with those who identify as African American/Black with a 42.8% success rate over the last four years.  There has been a slight increase in the African American/Black success rate within the last 4 years, though an achievement gap is still present.  To help close this achievement gap the program faculty will increase the awareness of on campus assistance and tutoring programs through their syllabus.  The faculty members have been in contact with the learning center and are in the process of developing a set of materials specific to fire technology for the learning center to utilize for peer-tutoring.  Additionally, the fire tech faculty will be conducting informal outreach for adjuncts to join the faculty.  After seeing improvements in female success/retention and enrollments sense a female instructor was hired, the Fire tech faculty would like to hire an African American firefighter as a member of the adjunct pool.<br><br>Reviewing the subject data by gender reveals there is no achievement gap between male and female students to the identified institutional standard.  Additionally, there is only a 1.2% difference between the successes of female student to male students.  While the male students are more numerous the female students, on average, are just as successful as males in all FTEC courses. |
| Other trends | Comment on any other important trends you noticed<br><br>Within the last four years there has been more outreach and recruitment from Fire Protection agencies/departments.  With this increase in outreach and hiring of students into the professional workforce has resulted in a decline in enrollment to Fire Technology courses.  Current industry standards state |
| | possession of a High school diploma or GED represents sufficient education to begin a career as a Firefighter.  With the lack of a required postsecondary degree students who are offered full time employment typically begin their career and do not complete their Associates Degree. |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program:<br><br>N/A |

| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: |
|---|---|
| | According to the California Employment Development Department labor market projection are estimated based on a ten year projection. See attached Table for most recent estimates and projections for 2014-2024.

## Labor Market Information

| | Estimated Year-Projected year | Employment Estimated | Employment Projected | Employment change Number | Employment change Percent | Annual Avg. Opening |
|---|---|---|---|---|---|---|
| California | 2014-2024 | 33,200 | 35,600 | 2,400 | 7.2 | 1,210 |
| United States | 2014-2024 | 327,300 | 344,700 | 17,400 | 5 | 11,230 |

Projections for were also provided for the United States for the training many students receive, specifically wildland fire will allow for employment with in all 50 states within the U.S. Based on these projections as well as the employment data stated above the need for increased outreach and recruitment will be more necessary for the successful management of all fire technology programs. The Fire technology faculty are expanding the forums for recruitment into social media, the FTEC website, local high schools, LA County FD Fire service day and local job fairs held by the Angeles National Forests. As additional forums present themselves the FTEC faculty will not hesitate to present information regarding AVC fire Tech programs. |

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| **SLO/PLO** | Creation of a sophomore level of courses | **Ongoing** | Upon review SLO and PLO data the program faculty have identified 2 courses for each degree/certificate pathway where students historical perform lower than expected. During the next Title V course update, 2018 calendar year, classes will be updated and renumbered to create a sophomore level of courses within the required core curricula. |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

A curricula matrix was developed displaying the current required curricula and the proposed changes based on the SLO data, PLO data, and institutional best practices. This matrix was presented to the FTEC advisory committee meeting in December of 2017. The committee held a discussion regarding the changes and approved the proposed changes with full support of the members present. The next step is for the FTEC program faculty lead to make the proposed changes using the approved AP&P curricula review process. All FTEC courses are due for review per Title V during the 2018-2019 Academic year. FTEC faculty will submit the updates and changes during the 2018 spring semester, and help ensure the courses are moving through the approval process. Data will be collected and compared upon the next Comprehensive Program Review to assess the impact or influence these changes have on the success, retention, and completion rates of students.

Please provide any additional comments for Part 3:

### Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Focus group | FTEC Advisory Committee | The current required curricula for the Wildland Fire Tech degree does not include the basic firefighter training course. | Modifications are planned to reorganize the wildland fire tech degree's required courses to include the basic wildland firefighter training course. |
| Focus group | FTEC Advisory Committee | Many of the courses currently taught are using outdated curricula. One example is incident command system or ICS. ICS training is now sponsored through FEMA's online training section. One committee member suggested that even though it is | Some of the current FTEC courses updated the delivery method to accommodate the updated command and control curricula from FEMA. Additionally the current incident command course will be restructured using the course materials/tool kits available through FEMA.gov to create a full semester course on the Incident Command System, ICS. Upon |

| | | online some of his firefighters found it difficult to navigate and suggested using the class lecture material available from FEMA to keep a traditional lecture style course. | completion students would receive FEMA certificates for the first three ICS courses (ICS-100, ICS-200, ICS-300) |
|---|---|---|---|
| Choose an item. | | | |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| Increase number of degrees awarded | Ongoing | Degree completion data was used to evaluate the impact of this goal |
| Hire Female adjunct faculty member | Completed | Adjunct Hiring, Success and retention, and enrollment Data was used assess the impact of this goal. |
| Identify Facility and equipment needs | Ongoing | Carl D. Perkins Act and subsequent grants have been instrumental to the updating and purchasing of equipment necessary for instruction. SLO/PLO data has been utilized to identify needs. Local Measure AV from the 2016 election has provided funding for several new structures to replace aging facilities on the main campus, Fire tech is scheduled to be housed in the new Discovery Lab build scheduled for construction. |

Briefly discuss your progress in achieving those goals:

From the previous comprehensive program review the goal was identified to increase the number of degrees by 100% to a total of 6.  As per the data available the lowest number graduated during the four years was 9 the average degrees awarded was 15.  Continual effort will be made to maintain and/or increase the number of FTEC degrees awarded.

Since the last comprehensive program review the FTEC faculty have hired and retained one female adjunct instructor.  The female student population is now maintaining similar success and retention percentages as the male students.

Currently the Firefighter 1 academy and Wildland fire Academy has access to a shower and locker room.  With upcoming campus changes the

locker room is schedule to be moved and the academies will be using the facilities in the Gym.  Carl D. Perkins grants have been utilized to obtain/ update technology and equipment vital to curricula instruction, including but not limited to; Ladders, Personal Protective equipment, Power Saws, Wildland firefighting line gear, Self-Contained Breathing Apparatus, and Fire Hose.  The Program faculty have been involved with the programming and planning of a new classroom for Fire Technology to be housed in the Discovery lab scheduled for construction.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

Resources provided in support of the previous program reviews have assisted the fire technology program to update equipment, instructional tools, personal protective equipment, and increase the success and retention of female students within the program.  Maintaining current technologies and equipment is a challenge for any fire tech program, many technologies are costly to purchase.  The ability for the Fire Technology programs to obtain funding and resources through program review and Perkins grants allows faculty to keep costs down for student's thus increasing access for the local population who wish to matriculate into the Fire Tech program here at AVC.

5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|

| 1 | Reorganize the required core curricula for the Wildland Fire Technology degree/certificate to include the basic wildland Firefighter course | 1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market | Program faculty will complete the reorganization during the 2018 calendar year, using the approved AP&P guidelines. In 2018 all FTEC courses and programs are due for their update required by Title V. The proposed changes have been approved by the FTEC Advisory committee and approving vote is captured within the meeting minutes. | No |
| 2 | The creation of a sophomore level of courses | 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services | Upon review SLO and PLO data the program faculty have identified 2 courses for each degree/certificate pathway where students historical perform lower than expected. During the next Title V course update, 2018 calendar year, these 2 courses will be updated and renumbered to create a sophomore level of courses within the required core curricula. | No |
| 3 | Creation of a Wildland Fire Prefix | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills - Supporting PLO(s), SLO(s), OO(s), ILO(s) | Currently all courses are cataloged as FTEC courses. The data shows there are far more completions for Fire Technology degrees/certificates as compared to Wildland fire Technology degrees/certificates. The faculty believe by differentiating between the two types of courses should help guide students along their chosen pathway. Additionally, the Chancellor's office has assigned separate TOP codes to Fire Tech and Wildland Fire Tech, thus these changes will reflect this taxonomy. | No |

| | | Choose an item.<br>Choose an item.<br>Choose an item.<br>Choose an item. | | Choose an item. |
| | | Choose an item.<br>Choose an item.<br>Choose an item.<br>Choose an item. | | Choose an item. |
| | | Choose an item.<br>Choose an item.<br>Choose an item.<br>Choose an item. | | Choose an item. |

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide | Type of Request (Personnel[1], Technology[2], Physical[3], | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| this need | Professional development[4], Other[5]) | | | | | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

[1] List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

[2] List needed technology resources in priority order.

[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

[4] List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

[5] List any other needed resources in priority order.

**Part 7. Comments**

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☒ | ☐ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☒ | ☐ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| | |
|---|---|
| Division/Area Name: Health and Safety Sciences/Kinesiology and Athletics/Health Education | For Years: 2019-2023 |
| Name of person leading this review: Mark Covert and Cindy Vargas | |
| Names of all participants in this review: Kathy Bingham, Joe Watts, Tim Atkerson, John Taylor, Perry Jehlicka, Barry Green, Glenn Haller, Deanna Butler, Edward Eaton, Carrie Miller, Murphy Davis, George Fetters | |
| Number of Degrees offered:  0 | Number of Certificates offered:  0 |
| Number of Full-time Faculty: 10 | Number of Part-time Faculty: 14 |

**Part 1. Program Overview**

| |
|---|
| 1.6.      Briefly describe how the program contributes to the district mission: Our health education courses contribute to a quality, comprehensive education to a diverse population of learners.<br>    The Department has two primary goals completely in line with the mission.  The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics<br>    Our health education classes allow our students to describe and understand common causes and preventative measures for cardiovascular disease, cancer and infectious disease, as well as analyze the roll that risk reduction plays in protecting and improving health. |
| 1.7.  State briefly program highlights and accomplishments: Distance education courses have been expanded with the offering of more online sections, which are all currently offered as 8-week courses. |

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

| | |
|---|---|
| ☒**Communication** | ☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒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.<br>☒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.<br>☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. |
| ☒ **Career and Specialized** | ☒Demonstrate knowledge, skills and abilities related to student educational goals, including career, transfer and personal |

| Knowledge | enrichment. |
|---|---|

**Part 2.  Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: Health Education |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 2863 | 2747 | 2388 | 2087 | Decrease | |
| # of Sections offered | 73 | 73 | 70 | 68 | Decrease | |
| # of Online Sections offered | 14 | 16 | 19 | 21 | Increase | |
| # of Face-to-Face Sections offered | 59 | 57 | 51 | 47 | Decrease | |
| # of Sections offered in Lancaster | 65 | 65 | 50 | 49 | Decrease | |
| # of Sections in other locations | 8 | 8 | 20 | 19 | Increase | |
| # of Certificates awarded | 0 | 0 | 0 | 0 | No Change | |
| # of Degrees awarded | 0 | 0 | 0 | 0 | No Change | |
| Subject Success Rates | 70.1 | 68.9 | 68.7 | 67.7 | Decrease | |
| Subject Retention Rates | 88.5 | 88.9 | 89.2 | 87.9 | No Change | |
| Full-time Load (Full-Time FTEF) | 7.4 | 7.8 | 8.2 | 8.0 | Increase | |
| Part-time Load (Part-time FTEF) | 2.4 | 1.6 | 1.8 | 1.4 | Decrease | |
| PT/FT  FTEF Ratio | 2.4/7.4 | 1.6/7.8 | 1.8/8.2 | 1.4/8.0 | Decrease | |
| Other measure | | | | | | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | N/A |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement |

| | |
|---|---|
| | gaps: The success rate for African American students was 51.7%, far below the 69.1% Institutional standard. The success rate of male students was 65.8%, also below the standard.  The faculty will continue to look for ways, including teaching materials and other resources, to reach the diverse population of students. |
| Other trends | Comment on any other important trends you noticed: The number of online sections offered increased 50% while the number of face-to-face sections dropped approximately 20%. Also, the number of sections offered in other locations increased 137.5%. |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program: N/A |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: N/A |

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| At least one SLO in each of the HE designated courses | Goal 1: Increase student success by bringing HE classes to pre-fiscal crisis levels. | Ongoing | Has been some movement with online offerings. |
| At least one SLO in each of the HE designated courses as well as KIN PLO 2 | Goal 2: Increase student success by relocating HE courses to state of the art classrooms, specifically the Health and Science's building, and bring current classrooms to modern technology | Ongoing | Has been some movement with online offerings, however the physical classrooms, etc. are not even planned. |

| | standards | | |
|---|---|---|---|

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: Really, none.  It gives us some data-based "ammunition," but for the most part this has been ignored.

Please provide any additional comments for Part 3: Outcomes and action plans for this discipline have shown stabilization at a high level. Therefore, the discipline faculty has determined that we continue to monitor the data and action plans.

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Other (Please specify) | Analysis | Change all on-line classes to eight week classes to improve student success | Several classes will be tested and monitored, along with 16 week classes and the reanalyzed. |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| Goal 1: Increase student success by bringing HE classes to pre-fiscal crisis levels. | Ongoing | While we have not yet brought back classes to the previous levels, we are indeed adding different offerings, as well as placing most of our offerings online to allow more students greater access. |
| Goal 2: Increase student success by relocating HE courses to state of the art classrooms, specifically the Health and Science's building, and bring current classrooms to modern technology standards | Ongoing | Some of this has been accomplished by online presence, however we are still in need of face to face dedicated classrooms. (See Goal 1 in 5.2) |
| Briefly discuss your progress in achieving those goals: For reasons including a significantly changing dynamic in our administration (three Deans in four years) as well as losing | | |

| full time positions which have not been filled, this goal has "slipped through the cracks." |
| :--- |
| Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: |

### 5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
| :--- | :--- | :--- | :--- | :--- |
| 1 | Serve our students better by providing a quality learning environment. | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills | Move to a dedicated classroom which includes adequate technology necessary for student success | Yes |
| 2 | Increasing success rates among all populations | 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. | Continue to scour additional resources more inclusive to underachieving populations. | Yes |
| 3 | Develop and implement blended, hybrid, OER and OEI courses for this discipline. | 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human | Create new and effective online offerings and have them properly approved and implemented.<br><br>Continue working with OER to expand lower, no cost materials for student success in this discipline.<br>Become involved in the OEI program working with DETC. | No |

| | | Resources, Business Services | | |
|---|---|---|---|---|

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| 1,2 | Physical | New | A dedicated classroom with necessary technology for this discipline | | One-time | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

## Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Kinesiology and Athletics - KIN | For Years: 2019-2023 |
|---|---|
| Name of person leading this review: Dr. Glenn Haller | |
| Names of all participants in this review: Kathy Bingham, Joe Watts, Tim Atkerson, John Taylor, Perry Jehlicka, Barry Green, Deanna Butler, Edward Eaton, Carrie Miller, Mark Cruz, Jerry Stupar, Cindy Vargas, Mark Covert | |

| Number of Degrees offered:  1 | Number of Certificates offered:  1 |
|---|---|
| Number of Full-time Faculty : 10 | Number of Part-time Faculty: 14 |

**Part 1. Program Overview**

1.8.      Briefly describe how the program contributes to the district <u>mission</u>:

   The Department has two primary goals completely in line with the mission.  The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics.  Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs.

   Our classes serve a diverse student population, enrolling students from high school age to active senior citizens.  Our primary focus in activity classes is to create an environment where our students learn to value regular physical activity and exercise as a method to achieve life long physical fitness.  Our classes provide activities that allow our students to demonstrate increased cardio-respiratory endurance, strength, balance, coordination and flexibility.  Our activity classes also allow our students the opportunity to demonstrate the ability to function positively in group settings.  By achieving this our students develop self-awareness, have the opportunity to learn to value and apply lifelong learning skills required for employment, transfer education and personal development.

   Our health education classes allow our students to describe and understand common causes and preventative measures for cardiovascular disease, cancer and infectious disease, as well as analyze the roll that risk reduction plays in protecting and improving health.

   Lastly our intercollegiate athletics classes allow AVC to partner with the community in the true spirit of the mission of the college.  Our athletics program seeks to promote and generate community interest in the department programs and student athletes through activities and events which allows community participation.  Our student athletes demonstrate the value of teamwork to achieving team goals.

1.9. State briefly program highlights and accomplishments:

Since the last program review, the Department has developed, had approved and has begun giving and AA-T degree in Kinesiology and a Certificate

| of Achievement in Yoga Trainer. |
| --- |

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

| ☒Communication | ☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒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.<br>☒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.<br>☒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. |

**Part 2.  Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: |
| --- |

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
| --- | --- | --- | --- | --- | --- | --- |
| Enrollment # | 4184 | 3927 | 3235 | 3426 | Increase | |
| # of Sections offered | 195 | 192 | 175 | 177 | Decrease | For most of the decreases, the loss of repeatability has had a major effect on class offerings. |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 195 | 192 | 175 | 177 | Decrease | |
| # of Sections offered in Lancaster | 192 | 189 | 172 | 175 | Decrease | |
| # of Sections in other locations | 3 | 3 | 3 | 2 | No Change | |
| # of Certificates awarded | | | | 12 | Increase | Yoga Trainer |
| # of Degrees awarded | 36 | 64 | 78 | 91 | Increase | AA-T Kinesiology |
| Subject Success Rates | 84.6 | 86.2 | 86.9 | 88.3 | Increase | |
| Subject Retention Rates | 89.0 | 90.7 | 91.0 | 92.7 | Increase | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Full-time Load (Full-Time FTEF) | 11.4 | 10.24 | 7.59 | 7.52 | Decrease | |
| Part-time Load (Part-time FTEF) | 7.78 | 8.25 | 7.59 | 7.52 | No Change | |
| PT/FT  FTEF Ratio | 11.4/7.78 | 10.24/8.25 | 7.59/7.59 | 7.52/7.52 | No Change | |
| Other measure | | | | | Choose an item. | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps: All groups are well above the 69.1 percent, with most in the high 80's. |
| Other trends | Comment on any other important trends you noticed |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program: |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: |

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| This goal is supported by the | Improve our existing | Ongoing | There has been some discussion of improving or creation of new facilities, however, there has been little or nothing concrete or set into motion. |

| | | | |
|---|---|---|---|
| action plans in nearly 60 percent of the courses in this Department which call for the need.. | facilities, especially the creation of a fitness center, human performance lab and larger central athletic training facility. | | |

| |
|---|
| **Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: See action plan (which is actually goal. |
| Please provide any additional comments for Part 3: |

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Other (Please specify) | Advisory Committee | The need for certificates in Coaching, Personal Fitness Trainer and Aquatics | The department is in the process of creating and having approved curriculum as well as other necessary measures. |
| Survey | Students | Need for new and better facilities | Continue to attempt to gain these necessary facilities |
| Choose an item. | | | |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| Promote Kinesiology, Recreation and Leisure Studies and Athletic Training as local major and certificate programs. | Ongoing | |
| Improve our existing facilities, especially the creation of a fitness center, human performance lab and larger central athletic training facility. | Ongoing | |
| Hire full-time faculty members who are also head coaches. | Completed | Too early to determine impact – all hirings in last year. |
| Hire an Athletic Director | Completed | Too early to determine impact – all hirings in last year. |
| Hire a Clerical II position to assist the Administrative Assistant | Completed | Too early to determine impact – all hirings in last year. |
| Increase student success in the Department's offerings by creating new degree and certificate programs to better serve the kinesiological aspects of our students. | Ongoing | |
| | Choose an item. | |
| | | |
| | | |

Briefly discuss your progress in achieving those goals: With regard to athletics, we have fulfilled all the goals – we have hired an athletic director, obtained the services of a clerical assistant and all the full-time instructors hired during this period have been head coaches.  On the Kinesiology side, there has been no progress whatever.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or

| other program improvements: |
| --- |

### 5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
| --- | --- | --- | --- | --- |
| 1 | Promote Kinesiology as local degrees and certificate programs. | 1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s) *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services | Have faculty continue working on various local degree and certificate programs, as well as the accompanying curriculum. Over 60 percent of classes have action plans which call for the need for more certificate and major offerings. Additionally, student surveys consistently bear this out need, along with Community Advisory Committees. Increase personnel as necessary. | Yes |
| 2 | Serve our Kinesiology students better by providing a quality learning environment. | 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services - Supporting PLO(s), SLO(s), OO(s), ILO(s) Choose an item. | Work with Division Dean and Administration improve our existing facilities, especially the creation of a fitness center, human performance lab and larger central athletic training facility. Over 80 percent of classes have action plans which call for the need for better and dedicated facilities. Additionally, student surveys consistently bear this out need, along with Community Advisory Committees. | Yes |
| 3 | Increase sections of Yoga classes KIN 106 and KIN 107 | 1. Commitment to strengthen Institutional Effectiveness measures and - Supporting PLO(s), SLO(s), | The Yoga classes at AVC have not suffered a decrease in enrollment due to a lack of repeatability. These classes remain extremely popular. Current data shows yoga students have a higher rate of success than the general rate | Yes |

| | | OO(s), ILO(s)<br>Choose an item.<br>Choose an item. | overall. We need to have use of the current studio space--Gym 140-- in order to increase sections. Qualified faculty must also be recruited and hired. | |
|---|---|---|---|---|
| 4 | Increase Yoga Curriculum | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>Choose an item. | Faculty need to develop courses that take current KIN 107 (Intermediate/Advanced Yoga) and create 2 courses—one Intermediate Yoga and one Advanced Yoga. A gentle yoga class should also be developed for students that have limitations and need a gentle, supported class. Qualified faculty must also be recruited and hired. | Yes |
| 5 | Serve our yoga students better by providing a quality learning environment. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>Choose an item. | Gym 140 is now used primarily to offer dance courses from Fine Arts. A dance studio is not ideal for yoga classes as Yoga requires open wall space to teach the curriculum rather than mirrors and ballet barres that now limit the ability of instructors to teach using the wall for support (which is standard in yoga classes). | Yes |
| 6 | Increase Adapted PE Curriculum | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>Choose an item. | Have faculty create curriculum to better serve the community by going from one "catch-all" class to a full set of curriculum so the adapted students can have specialized classes to better their physical education in consideration with their various needs and requirements. Increase personnel as necessary. | Yes |
| 7 | Have new adapted pool built as part of phase 1 of facilities improvement. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>- Supporting PLO(s), SLO(s), | Work with Division Dean and Administration to have Adapted Pool facility currently in phase 1 of facilities improvement which contain proper and necessary materials and technologies. | Yes |

| | | OO(s), ILO(s)<br>Choose an item. | | |
|---|---|---|---|---|
| 8 | Dedicated First Aid and CPR classroom. | *2.  Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>- Other Reasons<br>Choose an item. | Work with Division Dean and Administration to secure a dedicated First Aid and CPR classroom containing proper and necessary materials and technologies. | Yes |
| 9 | Hire Full-time Kinesiology-only instructors, especially in Yoga and Adapted PE | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market<br>- Other Reasons | Work with Dean, Administration and other Department Chairs to hire new full-time, non-coaches for the department.  Over the last four years there have been three retirements and there two more which have announced their retirement in 2019.  This will leave only one full-time non-head coach Kinesiology instructor. | Yes |

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs
Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| 2 | Physical | Repeat | Modern and proper fitness facilities | | One-time | |
| 8 | Physical | New | Dedicated First Aid and CPR classroom | | One-time | |
| 7 | Physical | New | Dedicated Adapted PE pool and classroom facilities | | One-time | |
| 1,3,4,6,9 | Personnel | Repeat | Full-time Kinesiology-only instructors, especially in Yoga and Adapted PE | | Recurring | |
| 5 | Physical | New | Dedicated Yoga studio | | One-time | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.

[2]List needed technology resources in priority order.

[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

**Part 7. Comments**

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health & Safety Sciences/ Medical Office Assisting | For Years: 2019-2023 |
|---|---|
| Name of person leading this review:  Jeff Stephens RRT, RN, MSN, FNP BC | |
| Names of all participants in this review: Jeff Stephens | |

| | |
|---|---|
| Number of Degrees offered:  1 | Number of Certificates offered:  1 |
| Number of Full-time Faculty : 0 | Number of Part-time Faculty: 4 |

**Part 1. Program Overview**

| 1.10. Briefly describe how the program contributes to the district mission: |
|---|
| The MOA course contributes to the College's mission by providing a career pathway toward California State certification as a medical office assistant. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in medical office assisting; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing patient care; and 4) requires ethical behavior and promotes lifelong learning within the community at large. |

| 1.11. State briefly program highlights and accomplishments: |
|---|
| Medical assisting program involves academic courses as well as practical experiences in a health care provider's office. Coursework covers basic biology, office administration and clinical training topics relevant to medical assisting, including: Anatomy and physiology, Medical terminology, Computer applications, Accounting, Insurance processing, Medical ethics, and Pharmaceutical principles. The program offers students who complete the degree eligibility to sit for the American Association of Medical Assistants national examination. |

| 1.3. Check each Institutional Learning Outcome (ILO) supported by the program. | |
|---|---|
| ☒**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. |
|---|---|

**Part 2. Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: Medical Office Assisting  TOP Code 120800 |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 438 | 402 | 365 | 323 | Decrease | 2 sections of MOA clinical courses were cancelled in 2015-2016 due to low enrollment. |
| # of Sections offered | 15 | 15 | 13 | 15 | No Change | |
| # of Online Sections offered | 3 | 3 | 3 | 3 | No Change | |
| # of Face-to-Face Sections offered | 12 | 12 | 10 | 12 | No Change | |
| # of Sections offered in Lancaster | 12 | 12 | 10 | 12 | No Change | |
| # of Sections in other locations | 3 | 3 | 3 | 3 | No Change | |
| # of Certificates awarded | 11 | 10 | 9 | 4 | Decrease | |
| # of Degrees awarded | 11 | 10 | 9 | 4 | Decrease | |
| Subject Success Rates | 81.1% | 77.9% | 74.1% | 79.5% | No Change | |
| Subject Retention Rates | 87.9% | 86.8% | 86.3% | 88.2% | No Change | |
| Full-time Load (Full-Time FTEF) | 0 | 0 | 0 | 0 | No Change | |
| Part-time Load (Part-time FTEF) | 5 | 5 | 5 | 4 | Decrease | |
| PT/FT  FTEF Ratio | 0 | 0 | 0 | 0 | No Change | |
| Other measure | | | | | Choose an item. | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | The section count in the MOA discipline followed the budget crisis pattern. The peak in section count occurred in 2008-09 when 15 sections of MOA courses were offered. Then the number of sections declined in 2009-10 when the MOA skills courses were not offered. The number of section increased in 2010-11 and in 2011-12 when the MOA skills courses were offered and then the number of sections declined in 2012-13 when the skills courses were not offered. 2014-2015 and 2015-2016 (2) clinical courses have been dropped due to low enrollment.  However, consideration should be given to program over hall by providing industry |

| | |
|---|---|
| | standards such as accreditation and adding specialty training such as limited x-ray licensure to the MOA program. This is what the industry needs and therefore boost desirability and student enrollment. |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps:<br>2013-2017 Overall retention and success data shows 87.9% and 79.5% respectively which reflective of 26.3% attrition within the division.<br><br>Student success for Hispanic and Non-Hispanic students has exceeded the institutional standard every year for the past five years at 71.3%% and retention of 87.6% 5 year average. African-American students show a 66.7% success rate Students whose ethnicity is "unreported" do not succeed at the level of the institutional standard. Without more information about the students in this category, more action cannot be taken for individuals. However, the faculty is committed to the success of every student who enrolls in the MOA courses.<br><br>The success of female and male students is fairly equal. Student success in MOA courses has been above the institutional standard for the past five years and it has increased, reaching 66.5% for females and 85.2% for males in Fall of 2015. |
| Other trends | Comment on any other important trends you noticed<br>None noted |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program:<br>Students who are American Indian/Alaska Natives, African American or Pacific Islanders have had comparable success rate at 83%. Tutoring and basic skills courses would probably assist students with low success rates, according to the instructors in the discipline.<br><br>When analyzed by ethnicity, students who are Hispanic had a higher retention rate than non-Hispanic students in 2013-2017. In other years included in this report, student retention of Hispanic students was approximately the rate of success in non-Hispanic students. Male students had a retention rate of 94% in 2012-13, which was higher than the retention rate for females (89%). Retention of both male and female students exceeded the institutional standard of 60%. Retention at Palmdale lagged retention at the Lancaster campus until 2012-13 when the retention rate was equal and remains equal through this 5 year cycle.<br><br>Retention in the online classes in MOA has been in the 87 to 96th percentile, much higher than the District's |

| | retention rate of 79%.<br><br>Term to term persistence of students in MOA has varied. The variance probably is due to the course offering pattern, as the skills courses in the discipline have only been offered every other year. |
|---|---|
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: |

| Geographic Area | 2014 Employment SOC Code 31-9092/CIP Code 510801 Medical Office Assistant | Projected Employment (2014-2024) | Growth (2014-2024) | Annual Job Openings Reported (2014-2024) |
|---|---|---|---|---|
| California | 80,900 | 103,300 | 22.4% | 3,920 |

Comment: Based on the above statistics and projections industry needs are unchanged (23.2% - 22.4%).

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| **SLO's**<br>**MOA 101**<br>**MOA 102**<br>**MOA 110**<br>**MOA 111** | Action plans reflect specific program competencies required by the industry | Ongoing | Over the last 5 years the 3 SLOs for all MOA clinical courses have been met above the 70% target. PLOs have been achieved at the 100% level, which is higher than the target. |

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:
Annually the courses' SLO's are evaluated to determine the course content success. Teaching strategies and curriculum are adapted to the student needs in successful completion of industry standard competencies.

Please provide any additional comments for Part 3:
**None**

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Students | Expressed confusion regarding MOA program areas of concentration in addition to the lack of practical clinical experiences within the program | Actions Needed: 1) Incorporate clinical experiences in addition to didactic training. 2) Strongly consider combining both areas of study into 1 division for continuity. |
| Choose an item. | | | |
| Choose an item. | | | |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| **Goal 1** Reassess the viability of the Medical Office Assisting courses 110 and 111 and the program as a college level program using the Educational Program Evaluation and Discontinuance Procedure in | Completed | **Completion Status:** Consensus of the faculty was to continue the program in the new Health Science Building. |

| | | |
|---|---|---|
| conjunction with the Academic Senate.<br>**Objective:** Determine whether the program is viable or whether students would be served better by having the clinical medical assisting program offered in Corporate and Community Services or in the Health Sciences Division | | |
| **Goal 2** Restore discipline budget that was cut in 2010-2011.<br>**Objective**: To restore a supply budget for the MOA program of $1000. | Ongoing | The program has a higher requirement for durable medical supplies and has been funded using Proposition 20 money 2015-2016 $5,600.00 and no supply budget |
| | Choose an item. | |

| |
|---|
| Briefly discuss your progress in achieving those goals: |
| MOA struggles with a limited supply budget as they are not eligible for Perkins grants.  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. |
| Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: |
| Proposition 20 funding continues to provide durable medical supplies that enable the students to successfully complete industry standard competencies. |

5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| *Goal 1* | Improve student success by providing necessary learning material in the classroom | *3. Focus on utilizing proven instructional strategies that will | Restore annual 1,000.00 supply budget and maintain Prop | Yes |

| | | fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s)<br>Choose an item. | 20 funding. Added budgetary allowance will enable program to maintain training equipment and simulation supplies. | |
|---|---|---|---|---|
| *Goal 2* | Combine both areas of study (back and front office) into 1 cohesive program.<br><br>To increase the FTEF for the discipline (MOA 110 and 111) with full-time instructor in the discipline and maintain adjunct faculty improve skill competency. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>5.Align instructional programs to the skills identified by the labor market<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s) | Addition of one full-time faculty for program coordination and increase community partnerships by the addition of clinical experiences. This would allow for program expansion by complying with State requirements and allow for program accreditation with certification of graduates. | Yes |
| *Goal 3* | Improve stakeholder relationship | 1. Commitment to strengthen Institutional Effectiveness measures and<br>5.Align instructional programs to the skills identified by the labor market<br>Choose an item.<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s) | To truly strengthen institutional effectiveness within the community it serves the program needs to conform/re-engineer to the industry standards and provide graduates a pathway to employment. | No |

**Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| Goal 1 | Physical | Repeat | Restoration supply budget | $1,000.00 | Recurring | Jeff Stephens |
| Goal 2 | Personnel | Repeat | Addition of FTEF | | Recurring | Jeff Stephens |

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

[2]List needed technology resources in priority order.

[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4] List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5] List any other needed resources in priority order.

**Part 7. Comments**

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☒ | ☐ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☒ | ☐ | ☐ | ☐ | ☐ |
| Comments:<br>None noted | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health & Safety Sciences/ Nutrition & Foods | For Years: 2016-2017 |
|---|---|
| Name of person leading this review: Ann Volk, Rona Brynin | |
| Names of all participants in this review: Ann Volk, Rona Brynin | |
| Number of Degrees offered:  N/A | Number of Certificates offered:  N/A |
| Number of Full-time Faculty : 2 | Number of Part-time Faculty:  3 |

**Part 1. Program Overview**

| 1.12.    Briefly describe how the program contributes to the district <u>mission</u>:  Nutrition and Food courses provide health and wellness education that assists students in preparing for the workforce, personal development and community service. |
|---|
| 1.13.    State briefly program highlights and accomplishments:  The Honors option is offered in certain NF 100 sections. Since it was first offered, enrollment of Honors students has steadily increased. A variety of Nutrition and Food courses are offered at the Palmdale campus. |

| 1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. | |
|---|---|
| X  **Communication** | X  Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☐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.<br>X  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.<br>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. |
|---|---|

**Part 2. Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: Nutrition and Foods |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 1,128 | 1,179 | 1,133 | 1,022 | Decrease | |
| # of Sections offered | 32 | 36 | 36 | 36 | No Change | Increase in one year, but stable since |
| # of Online Sections offered | 8 | 8 | 8 | 9 | Increase | On-line section added due to late start/opening of Palmdale campus in fall 2017 |
| # of Face-to-Face Sections offered | 24 | 24 | 24 | 23 | Decrease | The added on-line section took the place of a face-to-face section. |
| # of Sections offered in Lancaster | 18 | 18 | 18 | 18 | No Change | |
| # of Sections in other locations | 6 | 6 | 6 | 5 | Decrease | |
| # of Certificates awarded | N/A | N/A | N/A | N/A | Choose an item. | |
| # of Degrees awarded | N/A | N/A | N/A | N/A | Choose an item. | |
| Subject Success Rates | 58.1 | 55.3 | 56.3 | 56.5 | No Change | |
| Subject Retention Rates | 85.1 | 83.3 | 82.6 | 83.5 | No Change | |
| Full-time Load (Full-Time FTEF) | 2 | 2.03 | 2.17 | 2.15 | No Change | Slight change though may not be considered as a significant increase |
| Part-time Load (Part-time FTEF) | .8 | 1 | .8 | .8 | No Change | |
| PT/FT  FTEF Ratio | .4 | .49 | .37 | .37 | Decrease | |
| Other measure | | | | | Choose an item. | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of | N/A |

| | |
|---|---|
| services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps:   Review of data indicates students that identify as Asian have the highest success rate of 77%, followed by those who identify as White at 73%, Other 71%, Hispanic 61%, and those who identify as African-American 36%. These trends were consistent with previous data from other years. Campus wide there has been action taken to address this disparity. Many programs are now available for students to help them succeed, such as First year experience, Umoja conferences, Learning Center workshops and Mentor Mondays. In addition, a tutor is available for Nutrition and Foods students. Faculty encourage students to utilize these resources. |
| Other trends | Comment on any other important trends you noticed |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program: N/A |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:  N/A |

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |

| | | Choose an item. | |
|---|---|---|---|

| **Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:<br>**During the last 4 years, the achievement target had not been met for the SLO related to the case study project. Faculty addressed this by meeting and reviewing the rubric, guidelines and due date of the project to all be aligned with one another. As a result, achievement results have increased.** |
|---|
| Please provide any additional comments for Part 3:<br>**A student tutor has been available for the NF 100 courses and continues to be a resource for those students.** |

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Choose an item. | | | |
| Choose an item. | | | |
| Choose an item. | | | |

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| **Implement Associate Degree in Nutrition** | Ongoing | **Better prepare students for career as a Registered Dietitian Nutritionist (RDN) and/or work in the Food Service industry as a Dietary supervisor or in the culinary field.  Data can be collected by local hospitals and related hiring agencies** |
| **Develop and Implement Honors course for NF100** | Completed | **Will advance students' education in the course to better prepare them for advanced degree and related career** |
| | Choose an item. | |
| Briefly discuss your progress in achieving those goals: **AS Degree:**  Need to complete the Transfer Degree program before the AS Degree can be | | |

implemented.  NF 103 has a C-ID designation and NF 100 has been conditionally approved. Requested changes were implemented into the NF 100 curriculum and currently awaiting final approval. **Honors:** A goal stated in the last Comprehensive review was to offer the Honors option for NF 100. This has been accomplished and the number of students successfully completing the Honors Option has steadily increased.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

### 5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | Choose an item. |

| | | Choose an item.<br>Choose an item.<br>Choose an item.<br>Choose an item. | | Choose an item. |
|---|---|---|---|---|

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

## Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | X | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | X | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health & Safety Sciences/ Radiological Technology | | For Years: 2019-2023 |
|---|---|---|
| Name of person leading this review: Robert Desch, MA, CRT, RT (R) | | |
| Names of all participants in this review: Robert Desch, MA, CRT, RT(R) | | |
| Number of Degrees offered:  1 | Number of Certificates offered:  0 | |
| Number of Full-time Faculty : 2 | Number of Part-time Faculty:     3 | |

**Part 1. Program Overview**

| 1.14.    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 Certification and National credentialing as a Registered Radiologic Technologist. The course incorporates: 1) specialized knowledge, skills, and abilities related to students educational goals and entry level career in radiologic technology; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing radiological care to patients with medical disease or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community. |

| 1.15.    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 in Education Radiologic Technology (JRCERT) and the California Department of Radiation Health Branch, (RHB). The program has maintain and exceeds national performance on board examination and has maintain a 100% pass rate sense 2008. The program currently has the highest national accreditation of 8 years and has just submitted it interim report for 2017 and was accepted by the JRCERT to continue the 8 year accreditation level. The program has maintain 100% job placement sense 2008 post graduate 12 months. |

| 1.3. Check each Institutional Learning Outcome (ILO) supported by the program. | |
|---|---|
| ☒**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** | ☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of |

| Analytical Thinking | knowledge and skills.<br>☒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.<br>☒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. |

**Part 2.  Data Analysis and Use**
**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

Discipline: Radiologic Technology

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 15 | 24 | 34 | 44 | Increase | Offered sections vary based on enrollment/retention and accreditation standards for clinical rotation sites levels per facility. |
| # of Sections offered | 15 | 15 | 15 | 15 | No Change | |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 15 | 15 | 15 | 15 | No Change | |
| # of Sections offered in Lancaster | 15 | 15 | 15 | 15 | No Change | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | N/A | 9 | 10 | 10 | No Change | N/A program graduation every other year |
| # of Degrees awarded | N/A | 9 | 10 | 10 | No Change | N/A program graduation every other year |
| Subject Success Rates | N/A | 90% | 100% | 100% | No Change | N/A program graduation every other year |
| Subject Retention Rates | N/A | 90% | 100% | 100% | No Change | N/A program graduation every other year |
| Full-time Load (Full-Time FTEF) | 1 | 2 | 2 | 2 | No Change | |
| Part-time Load (Part-time FTEF) | 2 | 3 | 3 | 3 | No Change | |

| PT/FT  FTEF Ratio | 2 | 1.5 | 1.5 | 1.5 | No Change | |
|---|---|---|---|---|---|---|
| Other measure | | | | | Choose an item. | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | The program capacity is at 20 students. We have expanded our enrollment to 20 from 10 in 2014 due to increased funding in addition to increased market demand and national accreditation recommendations. |
| Student success and retention rates by equity groups within discipline | The Radiologic Technology Program trends (2013-2017) show a course success rate average 97% an increase of 10% form 2013 comprehensive program review. (Age) 90% 21-29 years;  1% 49 years +. (Gender) male/female average is 47% both male and female. ( Ethnicity/Race) African-American 5% Asian 11%, Hispanic 37%, White Non-Hispanic 59%. |
| Other trends | The Radiologic Technology Program graduate certification success over the past 5 years has increased 75% to 100% ( Note: this is for both national and state certification in radiologic technology) |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program:<br>Not Applicable |

| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | | | | | |
|---|---|---|---|---|---|
| | Geographic Area | 2012 Employment SOC Code 29-2034/CIP Code 510911 Radiologic Technologist | Projected Employment (2013-2023) | Growth (2013-2023) | Annual Job Openings Reported (2013-2023) |
| | California | 14,100 | 15,490 | 13% | 470 |
| | California Accredited Programs | | Number of Graduates Estimated (17 students =Mean) | | Job Short Fall |
| | 25 | | 425 | | 45 |

Based on the labor market data available there is projected 0.98% state wide job market growth 2012-2023.

| | The estimated growth is potentially slightly more than students currently in programs. Currently most of the potential jobs will come from out of the Antelope Valley area and most of our students will have to travel outside the area for employment. The Radiologic Technology Program has double the size of the amount of students attending from previous years adding to meet potential future shortfall in the job market. (Some data taken from national data sources). |
|---|---|

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| PLO 1,2,3,4, & 5 | 2013-2014 | Completed | 2015-2017 cohort 100% graduate students who took the national examinations passed and obtained a California State Certification. 100% satisfactorily passed program cumulative competencies 100% (3 year average) positive placement based on returned surveys. |
| | 2014-2015 | Completed | |
| | 2015-2016 | Completed | |
| | 2016-2017 | Ongoing | |

**Part 3 Summary.**

SLO's ( all RADT courses)

| |
|---|

SLO's identified additional areas in (critical thinking). Additional changes made in competencies in American Registry of Radiologic Technology (ARRT). The competency have been changed to manual techniques for all ARRT competency for national accreditation requirements. All courses in the RADT program have continued to meet requirements in the current SLO to date.
Program learning outcomes have not been changed to reflect National Board Radiologic Technology standards. The current program learning outcomes are in compliance.

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Program Personnel, Students, & Employers | *Program Personnel & Student Survey Findings* - personnel resources, program 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 RADT program excellent to good. *Recommendations include*: provision of additional learning resources and up-to-date equipment in RADT laboratory. Employer and Graduate Survey Findings: over the past 5 years have rated the program excellent to good.  *Recommendations include*: continue curriculum that meet industry standards. | Actions taken:  1) within the last 4 years the program has continued to lobby hospitals for radiology equipment. The program has acquired 3 portable x-ray machines and 2 computer radiography readers from Palmdale Regional Medical Center. 2)  Proposition 20 funds and yearly allocations allow the program to maintain additional durable medical supplies for student learning.<br><br>Plans:  Continue to monitor annually |
| Focus group | Advisory Committee | Maintain accreditation standards and continue to provide industry standard training and supplies. Continued accreditation from JRCERT, CDPH (RHB) for radiologic technology. | Actions taken: the radiology program currently meets or exceeds standards set for by the accreditation body. No action needed at this time all accreditation is current till 2021. |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| **Goals 1-3** | Ongoing | These goals are ongoing and reflect student's success, curriculum advancement, certification, and employment. |
| | Choose an item. | |
| | Choose an item. | |
| Briefly discuss your progress in achieving those goals: | | |
| Goals: 1-3 Students success continues to exceed the national average with a continuing 100% first time pass rate. The program over the past 3 years has a 100% graduation rate. The program will continue to meet these goals. | | |

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

2013-2017: By continuing to collect data on student learning outcomes, and program learning outcomes we have been able to acquire some updated equipment from donations in the community, and adjust curriculum to meet the needs of the students for success in addition to meeting the student's cognitive, affective, and psychomotor needs required by the employers.

5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by <u>district Strategic Goals</u> in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| *Goal 1:* | *Fulfill the need for entry level Radiologic Technology Program in our community.* | 5.Align instructional programs to the skills identified by the labor market<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services | The Radiologic Technology Program has to date filled open positions at both area hospitals. In addition, our students have expanded outward into other communities as well as additional states. The program continues to measure the graduate and employer surveys The program currently reveal a 100% satisfaction in knowledge base training in the program. | No |
| *Goal 2:* | *Increase program faculty and hold to a high quality while maintaining accreditation standards for the radiology* | Choose an item.<br>1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven | In order to achieve reliability and consistency in clinical teaching and evaluation, the radiology program has continued to look for additional clinical sites to meet student's needs concerning clinical training. | Yes |

| | | | | |
|---|---|---|---|---|
| | *program* | instructional strategies that will fostertransferable intellectual skills<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s) | | |
| ***Goal 3:*** | *Continue monitoring student progress by utilizing data from standardized testing and national board examinations.* | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*4. Advance more students to college-level coursework.<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills | Student success is measured on performance of course competencies, written self-assessment exit examinations, and national board testing annually. These results are utilized by the program director to meet the needs of students and maintain standards of practice within the radiology community. | No |
| | | | | |

**Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| 2 | Technology | Repeat | Provide funding to update the radiology laboratory equipment and simulated positioning mannequin | $60,000.00 | One-time | Robert Desch |
| 2 | Technology | Repeat | Maintain maintenance agreement on x-ray machine in laboratory with General Electric (GE) | $21,000 | Recurring | Robert Desch |
| 2 | Personnel | Repeat | New Faculty | | Recurring | Robert Desch |
| | Choose an item. | Choose an item. | | | Choose an item. | |

| | Choose an item. | Choose an item. | | | Choose an item. | |
|---|---|---|---|---|---|---|
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

## Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Health & Safety Sciences/ Respiratory Care | For Years: 2019-2023 |
|---|---|
| Name of person leading this review:  Jeff Stephens RRT, RN, MSN, FNP-BC | |
| Names of all participants in this review: Jeff Stephens, Wendy Stout | |

| Number of Degrees offered:  1 | Number of Certificates offered:  0 |
|---|---|
| Number of Full-time Faculty : 2 | Number of Part-time Faculty: 5 |

**Part 1. Program Overview**

| 1.16.    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. |

| 1.17.    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 in addition to exceeding national performance on board examinations.  The program is currently seeking accreditation by the National Institute for Occupational Health (NIOSH) and will become the only college in the State of California to award national certification in occupational screening of pulmonary function to its students. This task should be accomplished by September 2018. |

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

| ☒**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. |
|---|---|

**Part 2. Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: Respiratory Care/Therapy TOP Code: 121000 |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 96 | 126 | 114 | 109 | No Change | |
| # of Sections offered | 14 | 15 | 15 | 18 | No Change | Offered sections vary based on enrollment/retention and accreditation standards for mandated 1:6 instructor/student ratio in clinical courses. |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 14 | 15 | 15 | 18 | No Change | |
| # of Sections offered in Lancaster | 14 | 15 | 15 | 18 | No Change | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | 0 | 0 | 0 | 0 | No Change | |
| # of Degrees awarded | 11 | 13 | 11 | 10 | No Change | |
| Subject Success Rates | 94.8% | 96.0% | 94.7% | 88.1% | No Change | |
| Subject Retention Rates | 100% | 98.4% | 96.5% | 97.2% | No Change | |
| Full-time Load (Full-Time FTEF) | 2 | 2 | 2 | 2 | No Change | |
| Part-time Load (Part-time FTEF) | 5 | 5 | 4 | 4 | Decrease | |
| PT/FT FTEF Ratio | 1:2.5 | 1:2.5 | 1:2 | 1:2 | Decrease | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | Program capacity is approved at 24 students. 2011-2012 State budgetary constraints limited enrollment to 12. We have expanded our enrollment to 18 (2014-2015) due to increased funding in addition to increased market demand. |

| | |
|---|---|
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps:<br>The Respiratory Care Program trends (2013-2017) show a course completion rate average of **93.4%** an increase of 6% from 2013 comprehensive program review. (Age) 19% are 20-24 years, 79% between the ages of 25-49 years, and 1% above the age of 49; (Gender) male/female 37%/63% respectively; (Ethnicity/Race) African-American 17%, American Indian/Alaskan Native 2%, Asian 9%, Filipino 34%, Hispanic 4% and White Non-Hispanic 34%.<br><br>Comment:<br>There are NO achievement gaps: The program exceeds the colleges' institutional standard in all demographics. |
| Other trends | Comment on any other important trends you noticed<br>Registered Respiratory Therapist (RRT) credentialing success over the past 5 years has jumped from 54.5% to 83.3% and exceeds the national average of 66%. (Note: this is the minimum entry level credential recognized for licensure to practice in the State of California). This is in part due to changes made in curriculum dictated by annual review of student performance on exit and national board examinations.<br><br>In addition, positive placement in respiratory care positions for graduates exceeds the majority of programs from 2013-2017 and increased from 67.6% to 71.4%. |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program:<br>Not Applicable |

| Career Technical Education (CTE) programs: Review the labor market data on the [California Employment Development Department](#) website for jobs related to your discipline. | Comment on the [occupational projections](#) for employment in your [discipline](#) for the next two years and how the projections affect your planning: |
|---|---|

| Geographic Area | 2014 Employment SOC Code 291126/CIP Code 510908 Respiratory Care | Projected Employment (2014-2024) | Growth (2014-2024) | Annual Job Openings Reported (2014-2024) |
|---|---|---|---|---|
| California | 14,700 | 17,200 | +1.7% | 600 |

| California Accredited Programs | Number of Graduates Estimated (24 students =Mean) | Job Short Fall |
|---|---|---|
| 36 | 864 | -44% |

While there is a current job short fall for respiratory therapists' annual job openings have increased from 450 to 600 based on program review 2016-2017. This number is expected to rise. With that being said, the RCP program is expecting to provide its students with additional training and NIOSH certification in pulmonary function that will increase their marketability and give the students a competitive advantage from any other program in the State. In addition, projected planning includes marketing to potential students outside of Southern California specifically central coastal areas where programs are non-existent.

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| PLO 1,2,3,4, & 5 | 2013-2014 | Ongoing | 2015-2016 cohort 100% graduate students who took national examinations passed |

| | 2014-2015 2015-2016 2016-2017 | | credentialing examination and obtained a California State license to practice; 38% attrition of the total number of student enrolled in the cohort; 100% satisfactorily passed program cumulative competencies; 85.7% (3-year average) positive placement based on returned surveys. This has increased significantly from prior years. |
|---|---|---|---|
| SLO's (all RCP courses) | | | SLO's identified additional areas in patient data evaluation (critical thinking) 41.7% as compared to national average 65%. Additional changes made in competencies evaluations occurred. Identified weaknesses in equipment manipulation of mechanical ventilation 33% of the national average prompted acquisition of up-to-date mechanical ventilators. Bench-ready grant funds have been obtained and the purchased of a neonatal mechanical ventilator was acquired. In addition, a professional conference was attended by Wendy Stout and a new adult ventilator was obtained/gifted through a lottery drawing.<br><br>Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students exceed national standards.<br><br>TMC – High Cut Score – Instituted 6/2014 and required by the State of California 1/2015 for licensure.<br><br>*(table below)*<br><br>New testing data and SLO measurements reveal marked improvement in student performance in all content areas. Using the new high cut score of 94 correct responses (established by the NBRC), there were 2 additional area deficiencies identified in equipment manipulation and modification of therapeutic procedures that did not meet cut scores. Additional focus has been placed on these areas in SLO achievement through curriculum review. However Antelope Valley College has a program average *first time* pass rate of 85% as compared to the national average of 81%. |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |

| Graduation Year | Graduates Tested | Total Passing | Passing First Time% | Passing Repeaters % |
|---|---|---|---|---|
| 2015 | 11 | 11 100% | 8 72.7% | 3 27.3% |
| 2016 | 11 | 10 90.9% | 9 81.8% | 1 9.1% |
| 2017 | 9 | 8 88.9% | 7 77.8% | 1 11.1% |

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Program learning outcomes have been changed to reflect National Board for Respiratory Care standards, Commission on Accreditation for Respiratory Care standards, and California State standards for entry level practice.

Please provide any additional comments for Part 3:
None

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Program Personnel, Students, & Employers | *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. 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 that meet industry standards. | Actions taken: 1) within the last 5 years a bank (24) of lap top computers were acquired for use in the respiratory care program and have software installed that allow student supervised use of respiratory care modules that enhance learning, 2) Perkins funding has been acquired to all purchase of additional mechanical ventilators for student performance and training. 3) Block grant funding was pursued to acquire pulmonary function equipment and an additional neonatal ventilator. 4) Proposition 20 funds and yearly allocations allow the program to maintain additional durable medical supplies for student learning.<br><br>Plans: Continue to monitor annually |
| Focus group | Advisory Committee | Maintain accreditation standards and continue to provide industry standard training and supplies. Seek out accreditation from NIOSH for pulmonary function. | Actions taken: the respiratory care program currently meets or exceeds standards set for by the accreditation body. Awaiting formal approval from NIOSH for the pulmonary function training program. |
| Choose an item. | | | |

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| *Goals 1-3* | Ongoing | These goals are ongoing and reflect student success, curriculum advancement, licensure and employment. |
| *Goal 4* | Ongoing | Accreditation requirements mandate that the program employ a medical director that is actively involved within the program. |

Briefly discuss your progress in achieving those goals:
*Goals 1-3:* Student success continues to exceed the national average and we would like to see the program strive for 100% for first time pass rate.
*Goal 4:* For the past 5 years I have requested an increase in the stipend for the medical director from the original 2006 program stipend of 2,500 to 3,000.  Requests thus far have NOT been considered.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:
2013-2017 By continuing to collect data on student learning outcomes, and program learning outcomes we have been able to acquire up-to-date equipment and adjust curriculum to meet the needs of the students for success in addition to meeting the student's cognitive, affective, and psychomotor needs required by the employers.

5.2. **2019-2023 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| *Goal 1:* | *Fulfill the need for Advanced Respiratory Care Practitioners in our community.* | 1. Commitment to strengthen Institutional Effectiveness measures and *2.  Increase efficient and effective use of all resources: | 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 | Yes |

| | | Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | 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).<br><br>Pursue funding to maintain state-of-the-art training through up-to-date equipment and clinical simulation. | |
|---|---|---|---|---|
| **Goal 2:** | *Increase program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.* | Choose an item.<br>1. Commitment to strengthen Institutional Effectiveness measures and<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>- Supporting PLO(s), SLO(s), OO(s), ILO(s) | In order to achieve inter-rater reliability and consistency in preceptor teaching and evaluation the respiratory care program has purchased and employs the use of a mandated online course for respiratory care instructors. | Yes |
| **Goal 3:** | *Continue monitoring student progress by utilizing data from standardized testing and national board examinations.* | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2.  Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>*4. Advance more students to college-level coursework. | Student success is measured on performance of course competencies, written self-assessment exit examinations, and national board testing annually.  These results are utilized by the program chair and director of clinical education to adjust curriculum to meet the needs of students and maintain standards of practice within the respiratory care community.<br><br>Pursue funding to maintain state-of-the-art training through up-to-date equipment and clinical simulation. | Yes |
| **Goal 4:** | *Continue to provide medical direction for Respiratory Care Program as required by accreditation (CoARC) body.* | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2.  Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven | We continue to employ a medical director for our program as mandated **CoARC Accreditation Standards 2.03** The sponsoring institution must appoint, at a minimum, a full-time Program Director, a full-time Director of Clinical Education, and a Medical Director.<br>**2.14** The program must appoint a Medical Director to provide and ensure direct physician interaction and | Yes |

| | | instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | involvement in student education in both the clinical and non-clinical settings; the Medical Director must be a Board certified, licensed physician, credentialed at one of its clinical affiliates, with recognized qualifications, by training and/or experience, in the management of respiratory disease and in respiratory care practices. **Recommendation from CoARC site visit 2009**/ initial accreditation was to increase physician (medical director) involvement.<br>**Advisory Committee 9/22/2011**: It was agreed by consensus to recommend an increase to Dr. Ahmed's stipend to $3000 per year. | |
|---|---|---|---|---|
| **Goal 5:** | *Change the Associate Degree program to a baccalaureate degree program reflective of new industry standards as entry level for respiratory care.* | 5.Align instructional programs to the skills identified by the labor market<br>1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills | As of 01/01/2018 the Commission on Accreditation for Respiratory Care will no longer accept new associate degree program formation. All currently accredited associate programs will be continued as long as they are in good standing. However, a baccalaureate program is now considered to be the new entry level. The current program could easily transition into a baccalaureate degree with faculty on staff, however further discussion and study should be completed. | No |

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| | | | | | | |

| | | | | From 2,500 to 3,000 annually | Recurring | Jeff Stephens |
|---|---|---|---|---|---|---|
| Goal 4 | Personnel | Repeat | Increase stipend for medical director | From 2,500 to 3,000 annually | Recurring | Jeff Stephens |
| Goals 1-3 | Technology | New | Simulation Mannequin | $100,000.00 | One-time | Jeff Stephens |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.

[2]List needed technology resources in priority order.

[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.

[5]List any other needed resources in priority order.

**Part 7. Comments**

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☒ | ☐ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☒ | ☐ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: Recreation and Leisure Studies – REC | For Years: 2019-2023 |
|---|---|
| Name of person leading this review: Dr. Glenn Haller | |
| Names of all participants in this review: Perry Jehlicka, Geoff Satterfield | |
| Number of Degrees offered:  0 | Number of Certificates offered:  0 |
| Number of Full-time Faculty : 2 | Number of Part-time Faculty: 1 |

**Part 1. Program Overview**

| 1.18.    Briefly describe how the program contributes to the district mission: |
|---|
| The Department has two primary goals completely in line with the mission: providing a service program designed to accommodate all students through physical activity courses and provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs.  This discipline fits squarely into the second goal.

     Our classes serve a diverse student population, enrolling students from high school age to active senior citizens.  Our primary focus in activity classes is to create an environment where our students learn to value regular physical activity and exercise as a method to achieve life long physical fitness.  Our classes provide activities that allow our students to demonstrate increased cardio-respiratory endurance, strength, balance, coordination and flexibility.  Our activity classes also allow our students the opportunity to demonstrate the ability to function positively in group settings.  By achieving this our students develop self-awareness, have the opportunity to learn to value and apply lifelong learning skills required for employment, transfer education and personal development. |

| 1.19.    State briefly program highlights and accomplishments: |
|---|
| The Discipline has been stagnant, and in fact has lost enrollment, for reasons which will be addressed. |

| 1.3. Check each Institutional Learning Outcome (ILO) supported by the program. | |
|---|---|
| ☒**Communication** | ☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒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.<br>☒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.<br>☐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. |

**Part 2. Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

Discipline: Recreation and Leisure Studies - REC

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 81 | 81 | 75 | 75 | Decrease | |
| # of Sections offered | 3 | 3 | 3 | 3 | No Change | |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 3 | 3 | 3 | 3 | No Change | |
| # of Sections offered in Lancaster | 3 | 3 | 3 | 3 | No Change | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | 0 | 0 | 0 | 0 | No Change | |
| # of Degrees awarded | 0 | 0 | 0 | 0 | No Change | |
| Subject Success Rates | 53.1 | 76.5 | 88.0 | 90.7 | Increase | |
| Subject Retention Rates | 96.3 | 95.1 | 88.0 | 90.7 | Increase | |
| Full-time Load (Full-Time FTEF) | .6 | .6 | .6 | .4 | Decrease | |
| Part-time Load (Part-time FTEF) | 0 | 0 | 0 | .2 | Increase | |
| PT/FT  FTEF Ratio | 0/.6 | 0/.6 | 0/.6 | .2/.4 | Increase | |
| Other measure | | | | | Choose an item. | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served) | |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement gaps: Student success has seen major increases as the faculty has made various changes in textbooks and instruction methods. |

| Other trends | Comment on any other important trends you noticed |
|---|---|
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program: |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:<br>Recreation and Leisure Studies is a major at several CSU schools – including Northridge – and is one of the largest grow industries.  According to 2014-2024 Occupational Employment Projections, jobs in this industry are to grow by between 12 and 23 percent by 2024. |

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| **SLO 1 of REC 101 and SLO 2 of REC 102** | Promote Recreation and Leisure Studies as a major and certificate program. | **Ongoing** | |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |
| **Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: Still in holding mode.  We do have a community advisory committee. | | | |
| Please provide any additional comments for Part 3: | | | |

## Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community.  Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services).  Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Choose an item. | Advisory Committee | Promote Recreation and Leisure Studies as a major and certificate program. | See goals in 5.2 |
| Choose an item. | | | |
| Choose an item. | | | |

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports.  Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| Promote Recreation and Leisure Studies as a major and certificate program. | Ongoing | |
| **Briefly discuss your progress in achieving those goals:** For reasons including a significantly changing dynamic in our administration (three Deans in four years) as well as losing full time positions which have not been filled, this goal has "slipped through the cracks." | | |
| Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements: | | |

5.2. **2019-2023 Planning**
Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|-------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------|-------------------------|
| 1 | Create on online presence, including embracing OEI and OER. | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>Choose an item.<br>Choose an item. | Create and implement online classes, specifically attempting to create an OEI approved class. Additionally, attempt to move curriculum into the ability to OER | Yes |
| 2 | Create certificate and degree for the field of recreation. | *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market<br>Choose an item.<br>Choose an item. | Continue work with Advisory Committee and finish the steps necessary to approval. | No |
| 3 | Serve our recreation students better by providing a quality learning environment. | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>Choose an item.<br>Choose an item.<br>Choose an item. | Work with Division Dean and Administration to secure a dedicated Recreation classroom contain proper and necessary materials and technologies. | Yes |

*\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|----------------------------------------|--------------------------------------------------------------------------------------------------|------------------------|------------------------------------|-----------|-------------------------------|----------------|
| 1,3 | Technology | New | Proper and necessary materials and technologies | $10,000 | Recurring | |

| 3 | Physical | New | Dedicated Recreation classroom | | One-time | |
|---|---|---|---|---|---|---|
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

[1]List needed human resources in priority order.  For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

### Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: | | | | | |

**2017-2018 Instructional Program Comprehensive Program Review Self-Study Report**

| Division/Area Name: HSS | | For Years: 2019-2023 |
|---|---|---|
| Name of person leading this review:  Candace Martin | | |
| Names of all participants in this review:  Elizabeth Sundberg, Debra Dickinson, Lori Arellano | | |
| Number of Degrees offered:   0 | | Number of Certificates offered:  1 |
| Number of Full-time Faculty : 1 | | Number of Part-time Faculty:  5 |

**Part 1. Program Overview**

| 1.20.      Briefly describe how the program contributes to the district mission: |
|---|
| The Vocational Nursing Program provides quality education that empowers students with the knowledge, skills, and caring attitudes to become competent entry-level licensed vocational nurses. |

| 1.21.    State briefly program highlights and accomplishments: |
|---|
| The Antelope Valley College Vocational Nursing Program has the highest NCLEX pass rate in the Antelope Valley and well exceeds both the state and national average<br>Graduate employment rate is between 90 and 100% |

| 1.3. Check each Institutional Learning Outcome (ILO) supported by the program. | |
|---|---|
| ☒**Communication** | ☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒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.<br>☐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.<br>☒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. |

**Part 2.  Data Analysis and Use**

**All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data is available on the Program Review web page):**

| Discipline: |
|---|

| Indicator | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Recent trends? | Comment |
|---|---|---|---|---|---|---|
| Enrollment # | 18 | 24 | 9 | 24 | Increase | |
| # of Sections offered | 2 | 6 | 2 | 3 | Increase | |
| # of Online Sections offered | 0 | 0 | 0 | 0 | No Change | |
| # of Face-to-Face Sections offered | 2 | 6 | 2 | 3 | Decrease | |
| # of Sections offered in Lancaster | 2 | 6 | 2 | 3 | Decrease | |
| # of Sections in other locations | 0 | 0 | 0 | 0 | No Change | |
| # of Certificates awarded | 0 | 0 | 9 | 10 | Increase | |
| # of Degrees awarded | 0 | 0 | 0 | 0 | No Change | |
| Subject Success Rates | 100 | 80.3 | 100 | 81.2 | Decrease | |
| Subject Retention Rates | 100 | 91.5 | 100 | 89.9 | Decrease | |
| Full-time Load (Full-Time FTEF) | 0 | 1.33 | 0.45 | 1.34 | Increase | |
| Part-time Load (Part-time FTEF) | 0 | 1.19 | 0.9 | 0.43 | Decrease | |
| PT/FT  FTEF Ratio | 0 | 2.7 | 0.8 | 0.7 | Decrease | |
| Other measure | | | | | Choose an item. | |

| Indicator | Comments and Trend Analysis |
|---|---|
| If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served) | We have a success counselor who meets with nursing students to develop and update educational plans, assists students with stress and anxiety, and works with students on their study skills.  63 students were served as each student required an updated Ed. Plan.<br><br>The skills lab is open and available to students 6 hours per day/five days a week.   Skills lab check-offs and simulations have been expanded to allow students more opportunities to practice in a realistic safe environment.<br><br>Students also utilize campus resources such as Learning Center, OSD, the library, and SI. |
| Student success and retention rates by equity groups within discipline | Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of **69.1%** for student success and to close achievement |

| | gaps: |
|---|---|
| | The student population was too small to make commenting on these rates valid. |
| Other trends | Comment on any other important trends you noticed |
| Analyze and summarize trends in student progression through basic skills courses, if applicable. | Comment on trends and how they affect your program:<br>**N/A** |
| Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:<br><br>"Nationally, the Bureau of Labor Statistics projects employment of LVNs to grow 25% between 2012 and 2022, much faster than the average for all occupations. In California, the Employment Development Department projects 22.5% in LVN employment from 2010 through 2020." (Board of Vocational Nursing and Psychiatric Technicians 2014 Sunset Review Report, p. 71, online BVNPT.ca.gov)<br><br>The labor market for LVNs is very good. 90% of the last group of students to graduate are working as LVNs. (The student who is not working is by choice.) Also, the VN program received over 210 applicants during the last admitting cycle of 2018 (only 26 will be admitted) indicating a community need for the program. It is planned to return to the 1-year program with the next class in the fall 2018 and begin admitting students annually. Also, two full-time instructors should be added to the program to increase the number of students to be admitted to 40. |

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| PLO 1, 4<br>SLO 1 for all courses | Update supplies and materials for demonstrating basic skills for use in the skills | **Ongoing** | The students continue to have a well-equipped skills lab, supplied with materials needed to practice fundamental and advanced skills. They are given simulations and scenarios to enhance their learning experience. District, Block and Prop 20 funds were used to purchase supplies that students use to practice administration of oral, intramuscular and intravenous medications, Foley insertion, wound care, vital sign machine, manikins, and other required skills. |

| | | | |
|---|---|---|---|
| | lab practice. | | |
| SLO 1 for all courses | Course to be offered 2018-2019 cycle | **Ongoing** | All VN courses will be offered 2018-1019 cycle. |
| SLO 1 for all courses | Continue with Virtual Clinical Excursions | **Ongoing** | Virtual Clinical Excursions is an online program implemented in fall 2015. It has resulted in a dramatic increase in the programs NCLEX pass rate which is currently 100%. |
| SLO 1 for all courses | Encourage students to utilize on campus resources, especially test-taking workshops, study strategies, and time management. | **Ongoing** | Students utilize the many resources available on campus such as OSD, the Learning Center, and the Library. |

| |
|---|
| **Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings: |
| Pending approval by the BVNPT (which is anticipated), the VN program will return to a 12-month schedule in the fall. |
| Please provide any additional comments for Part 3: |

**Part 4 - Stakeholder Assessment**

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Students | 90% of students stated they felt competent to be entry level LVNs. | Continue to offer resources to students. This includes open skills lab, library, learning center, OSD, and Nursing Success Counselor, Katherine Quesada. |

| Interview | Graduates | 90% of students from the last two graduating classes have obtained employment as LVNs. | Encourage graduates to enroll in the ADN program at AVC. |
|---|---|---|---|
| Focus group | Advisory | Antelope Valley Hospital is hiring LVNs to work in both the ED and wound care center. | Encourage graduates to apply for employment at AVH. |

## Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| #1 Increase student success in the program and on the NCLEX | Ongoing | The overall program attrition for the last graduating VN class continues to be high in VN 110, only. As noted in the 2016-2017 program review, this high attrition rate is contributed to the lack of preparation and academic skills of students entering the program. The admission criteria require students to have a high school diploma or GED. Students are advised to take AVC assessment tests and achieve a recommended score in English, Math, and Reading. But these are only advisements, not requirements. To help decrease the attrition, students are required to submit an ed. plan (completed within last year) with application, and attend a mandatory orientation. The NCLEX pass rates the 2014, 2015, 2016 and 2017 were 62%, 100%, 91% and 90% respectively. (2015 had one test-taker.) 72.45% was the state average and 84% was the national average. The goal of the VN program is to consistently score in the $80^{th}$ percentile on the NCLEX. |
| #2 Maintain BVNPT approval. | Ongoing | The VN program was approved for another 3 year cycle. |
| #3 Hire a third full-time instructor. | Ongoing | Two full-time faculty taught the VN program with a request for a third full-time faculty in previous program reviews. When the program went on hiatus in 2013, one full-time position was given to the ADN program for the skills lab. Thus, currently, there is only one full-time position slotted for the VN program. The second full-time position needs to be replaced so that student success can be achieved. A third full-faculty is needed to return to previous enrollment numbers of 45 to 60 students. |
| #4 Develop a 12-month Vocational Nursing Program. | Ongoing | The 12-month VN program was implemented Fall 2010 and went on hiatus 2013 – 2014. When it was reinstated Fall 2014, the decision was made to offer the last course, VN 113 in fall 2015 instead of the summer session 2015. This is an eight week course that was designed to be taken in the summer. It is extremely disadvantages to students to take the class in the fall instead of summer. It is planned to return to the 12-month schedule this fall pending approval from the BVNPT. |
| #5 Develop a plan to ensure a | Ongoing | The program reinstituted the policy of admitting alternate students into VN 110 to |

| full class in VN 110. | | replace students that drop the first six weeks of class. The goal was to admit 2 alternative students to VN 110. One alternative student was in attendance the first day of class. The number of students dropped to 23 by the end of six weeks. Four alternative students should be admitted with the next class. |
|---|---|---|
| #6 Return to a 12-month Schedule. | Ongoing | The curriculum was designed to be implemented within a 12-month period. In the 2014 2015 cycle, the last course of the program was offered in the fall rather than the summer. As stated earlier, this is not in the best interest of the student. Also, the VN program is a very popular among the community as evidenced by receiving over 210 applicants January 2018. |
| | Ongoing | |

Briefly discuss your progress in achieving those goals:

Increased student success in the program and the NCLEX has been partially achieved. Consistency in the NCLEX pass rate of 80% or more has been demonstrated in the last two cycles.

Returning to a 12-month schedule is pending BVNPT approval with the admitting class of fall 2018.

Hiring a second full time instructor has not been achieved. It is extremely difficult to maintain the Vocational Nursing Program with only one full time faculty. The program requires continuous compliance/approval by the BVNPT as well as AVC mandates (such as this Program Review). These tasks are difficult to complete by one full-time faculty. Considering the community interest in the program and the bright future of the job market for LVNs, the program should be expanded.

Reducing the attrition rate in VN 110 to 25% is a new goal. Implementing a screening exam such as the TEAs exam is being explored.

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:
The Virtual Clinical Excursions software continues to be instrumental in contributing to the students' success rate. It requires the students to read the textbook prior to lecture. Consequently, they are much better prepared and participatory in lecture.

5.2. **2019-2023 Planning**
Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2019-2020. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by**

**an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|
| 1 | Maintain student success in the program and on the NCLEX. | *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market<br>1. Commitment to strengthen Institutional Effectiveness measures and<br>Choose an item. | Refer at risk students to meet with nursing success counselor. Encourage students to utilize instructor's office hours to review exams and develop an understanding of the concepts taught during lecture. Hire an additional full time instructor. Hire an additional full-time faculty to maintain stability in the program. | Yes |
| 2 | Develop a plan to ensure a full class in VN 110. | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services Choose an item.<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>5.Align instructional programs to the skills identified by the labor market | Admit 2 alternate students fall 2018. | No |
| 3 | Return to a 12-month schedule. | 1. Commitment to strengthen Institutional Effectiveness measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>5.Align instructional programs to the skills identified by the labor market<br>Choose an item. | Revise and update the program with the BVNPT. Develop a 12-month schedule. | No |
| 4 | Reduce attrition in VN 110 to 25%. | 1. Commitment to strengthen Institutional Effectiveness | Explore possible revisions to prerequisites and | No |

| | | measures and<br>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services<br>*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills<br>Choose an item. | corequisites. Explore admission criteria. | |
|---|---|---|---|---|
| | | Choose an item.<br>Choose an item.<br>Choose an item.<br>Choose an item. | | Choose an item. |
| | | Choose an item.<br>Choose an item.<br>Choose an item.<br>Choose an item. | | Choose an item. |

**Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

## Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring Cost, $? | Contact's name |
|---|---|---|---|---|---|---|
| 1 | Personnel | Repeat | Hire a full time VN instructor | Based on salary schedule | Recurring | |
| | | | | | | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |
| | Choose an item. | Choose an item. | | | Choose an item. | |

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3]In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

[5]List any other needed resources in priority order.

## Part 7. Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: | | | | | |