



## Fall 2022 Program Review Report

<b>Division/Area Name: Career Technical Education/EMT</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Darren Watters</b>	
<b>Names of all participants in this review: Lance Hodge</b>	
<b>Part 1. Program Overview: Briefly describe how the program contributes to the district mission</b>	
<p>The Antelope Valley College <b>Emergency Medical Technician</b> Education Program aligns itself with the core values and mission of Antelope Valley College by providing equitable opportunities to its students by facilitating a rigorous course curriculum in a manner that best serves its diverse student population. Through the program, students have an opportunity to explore career pathways, develop interpersonal skills, and take ownership of their education and success. The common goal is to prepare students for a career within the emergency medical field and to develop students into well-rounded leaders with a worldview. After successfully completing the program, students can earn their National Registry Emergency Medical Technician certification and continue their path to contribute to the progression of the medical field, all while serving and representing their Antelope Valley community.</p>	
<b>Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)</b>	
<p>As a Career Technical Education course, the greatest strength and accomplishment of the Antelope Valley College Emergency Medical Technician Education Program centers around the ability of program successful students to have the opportunity to earn their National Registry Emergency Medical Technician certification that directly leads to job placement. The EMT Program provides equal and equitable learning environments that focus on delivering a curriculum taught by industry experts in a medium suitable for visual, auditory, and kinesthetic learners.</p> <p>National Registry EMT % Pass 1st Attempt: 12 Taken - 82% Pass (2022)</p>	
<b>Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)</b>	



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The academically rigorous nature of any medical-centric certification course will possess inherent challenges and opportunities as it pertains to student success and retention. The overall retention rate, success rate, and trends in the NREMT Certification exam pass rates fall well below the institution's standards and expectations:

Success Rate (2021-2022) - EMT: 34.5% - AVC: 72.4%  
Retention Rate (2021-2022) - EMT: 73.8% - AVC: 88.0%  
CIP (2021-2022) - Achievement Target: 70.00% - Actual Performance: 43.28%  
National Registry EMT % Pass 1st Attempt: 12 Taken - 50% Pass (2021)

To better support and improve student success instructors need to re-evaluate curriculum standards, equipment, supplies, technologies, pre-requisites, co-requisites, advisory courses, program entrance requirements, and literature. All aspects of the program should be evaluated for efficacy to improve overall student achievement, retention, and success, however, should not impact student opportunity. Student resources should be promoted and time allotted to have representatives come to speak on areas of learning disabilities, note taking, technology literacy, tutoring, mental health, etc.

- Increase Lecture and Laboratory Session Durations (0.5 Hours/0.5 Hours)
- Add 8.0 Hour Lecture/Lab Session each Semester for additional skills practice/testing
- Add 8.0 Hour Lecture/Lab Session each Semester for course-to-course collaboration (EMT and Fire Tech)
- Increase funding for up-to-date technologies (In-Class Ambulance, Patient Simulators, Computers/Tablets)
- Evaluate needs for Adjunct Faculty

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

It's the aspiration of the Antelope Valley College Emergency Medical Technician Education Program to be known for providing opportunities for students while they pursue a career as an Emergency Medical Technician and other medical professions. It's the hope that the program will progress towards a success and retention rate of 80% and achieve a consistent 80% 1st attempt Pass Rate for the National Registry EMT Certification examinations.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

### *Advisory Committee Recommendations*

Kevin Schott (2022) - American Medical Response - Emergency Medical Technician/Field Training Officer

- Implement a module on professional preparedness; Finding that many EMT candidates lack a foundation of professionalism and preparedness (i.e. Poor resume and performance during interviews)



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- If possible: Expose students to electronic patient care reports via toughbooks or other electronic mediums. Pre-Hospital EMS has moved away from physical hard copy patient care reports.

Katrina Watters (2022) - Palmdale Regional Medical Center - Registered Nurse

- Add Antelope Valley Medical Center and Palmdale Regional Medical Center to the approved internship sites to expose EMT students to the next link of patient care. Having a better understanding of in-hospital/Emergency Department operations will be a valuable experience for patient interactions and understanding the roles and responsibilities of other medical providers.

Edward Aguilera (2022) - American Medical Response - Emergency Medical Technician/Supervisor

- There are several pieces of vital equipment missing from the newly established Palmdale EMT site (in progress)
- Consider altering the process for defining successful completion of the EMT program; citing high fail rates and low retention rates.

Robert Garcia (2022) - Antelope Valley Medical Center/Various - Registered Nurse

- Advisor did not report any recommendations at this time.

Matthew Simok (2022) - Oaks Christian High School - Certified Athletic Trainer

- Advised to increase research and peer-reviewed literature into curriculum as to expose students to the research and evidence side of medicine.
- Include more unique classroom activities and special projects. Appeared to be highly focused on traditional lecturing with PowerPoint and standard workbook assignments.
- There appears to be a lack of focus on trauma assessment, rather a large portion is strictly on medical patient assessment. Recommends to have more balance.

Elizabeth Stubbs (2022) - American Medical Response - Paramedic

- Establish an identity for the program. Uniformity should be the goal as to create an environment of professionalism and respect inside and out of the classroom. Explore the idea of students wearing uniforms to lecture and labs so students have an identity and can represent Antelope Valley College and the program during field internships. This essentially could be the first impression they give to prospective employers and needs to be a positive interaction.

Labor Market Data (Emergency Medical Technicians and Paramedics)

### **National**

Job Outlook (2021-31): 7% (As fast as average)

2021 Median Pay: \$36,930/year (\$17.76/hour)

Number of Jobs (2021): 261,000

Employment Change (2021-31): 17,900

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**California***Emergency Medical Technician*

Employment: 17,500

2021 Medial Pay: \$42,420/year (\$20.40/hour)

*Paramedic*

Employment (2021): 5,150

2021 Median Pay: \$58,190/year (\$23.50)

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

**List your past outcomes analysis (Action Plans) and progress towards those goals.**

Student Learning Outcome (SLO): Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)

- Expected Action: **Strengths**: reflecting on your SLO submissions, what practices or resources did you find to be most effective and/or successful as it relates to student learning in this course?
  - Action Type: Reflection
    - The resources of the class were sufficient in my ability to provide learning to these students.(2022-05-04) - Diaz, Brandon
      - *Progress*: Though the supplies and equipment are sufficiently able to teach the minimum requirements; obtaining equipment and technologies to assist in the teaching and learning of students is paramount to obtain student success and retention expectations.
- Expected Action: **Weakness**: reflecting on your SLO submissions, what changes, if any, need to be made to mitigate challenges, and what resources, if any, are required for these changes?
  - Action Type: Reflection
    - There needs to be either more time in class and therefore more units, to enforce the difficulty of the class. There also should be prerequisite classes such as medical terminology or anatomy/physiology. (2022-05-04) - Diaz, Brandon
      - *Progress*: Per 2022/23 Course Improvement Plan- Requested an increase in lecture and laboratory sessions by 0.5 hours/each and an additional 8.0 hours of lecture/laboratory time to be conducted during each semester. Added an advisory course classification of BIOL 100, BIOL 101, and/or BIOL 102.
        - Preliminary discussions have taken place on the potential of adding pre-requisite courses, entrance examinations, and/or Emergency Medical Technician preparatory courses.



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

#### Potential Previous Goals

- *Increase Achievement and Retention Rates*
  - Continuous quality improvement initiatives in place to self-review/evaluate instructor performance and to identify student needs that directly or indirectly correlate with student success.
  - Hired new Full-Time Employee (EMT Instructor) to assist with the responsibilities of navigating an EMT program
- *Increase 1st Time Pass Rates NREMT*
  - Continuous quality improvement initiatives in place to self-review/evaluate instructor performance and to identify student needs that directly or indirectly correlate with student success.
  - Hired new Full-Time Employee (EMT Instructor) to assist with the responsibilities of navigating an EMT program
- *Advancement the EMT Program*
  - Continuous quality improvement initiatives in place to self-review/evaluate instructor performance and to identify student needs that directly or indirectly correlate with student success.
  - Hired new Full-Time Employee (EMT Instructor) to assist with the responsibilities of navigating an EMT program
- *Strengthen Relationships with Industry Partners and Advisors*
  - A diverse advisory committee list has been created
- *Add Adjunct Faculty*
  - Preliminary discussions are ongoing; prospective adjunct faculty have been identified.

### Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 2. Creative, Critical, and Analytical Thinking	Demonstrate competencies in the NREMT Practical Skills Matrix	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and	Enhance academic quality  Increase student	Goal 5: Align instructional programs to the skills	Increase achievement and success rate of program SLO	Added additional FTE  Requested an increase in lecture	Final Grades

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			supplies during patient care scenarios. (Active from Fall 2018)	satisfaction with the quality of instruction in the major  Improve student quality	identified by the labor market	43.28% → 70.0%	and laboratory sessions semester.  Added an advisory course classification  Preliminary discussions have taken place on the potential of adding pre-requisite courses, entrance examinations, and preparatory courses.	
#2	ILO 4. Career and Specialized Knowledge	Demonstrate competencies in the NREMT Practical Skills Matrix	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)	Enhance academic quality	Goal 1: Commitment to strengthening instructional effectiveness measures and practices	Increase NREMT 1st Attempt Pass Rates  65% → 80%	Added additional FTE  Requested an increase in lecture and laboratory sessions semester.  Added an advisory course classification  Preliminary discussions have taken place on the potential of adding pre-requisite courses, entrance examinations, and preparatory courses.	NREMT 1st Attempt Pass Rates
#3	ILO 3. Community/ Global Consciousness	Field Internships (Demonstrate the ability to work in a team construct	Demonstrate proficiency in applying EMT-1 skills and the	Increase participation in community service	Goal 3: Focus on utilizing proven instructional	Increase students' exposure to diverse	Adding Antelope Valley Medical Center and All Town Ambulance to	Internship Preceptor Evaluations

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		while interacting with and treating a diverse population.)	use of EMS equipment and supplies during patient care scenarios. (Active from Fall 2018)	<p>Increase the number of internship opportunities for students</p> <p>Increase the number of service learning courses and hours</p> <p>Increase number of community partners</p>	strategies that will foster transferable intellectual skills	populations and provide opportunities to apply newly acquired skills in real-world applications.	<p>the approved field internship sites</p> <p>Coordinating with preceptors to complete detailed student evaluations</p>	
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**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

### Fall 2022 Program Review Report

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

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

Select Subject  
EMT

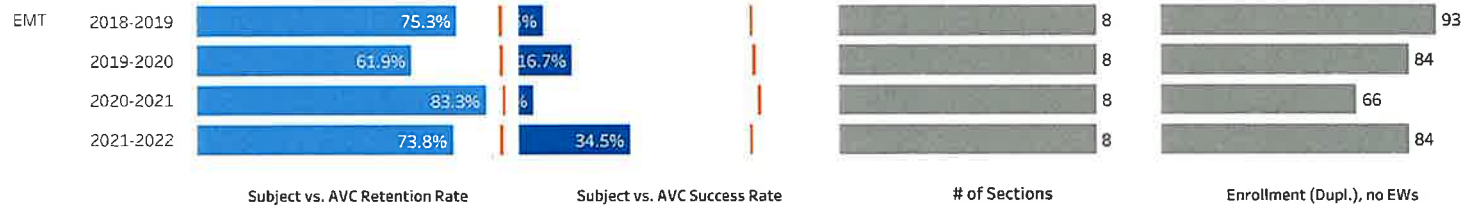
Select Subject *again*  
EMT

Select Program Major(s)  
None

Academic Year  
Multiple values



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



Enrollment and Number of Sections by *Modality* in EMT

Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>	8	8	8	8
<b>Enrollment</b>	93	94	67	84

Enrollment and Number of Sections by *Location* in EMT

Location	2018-2019	2019-2020	2020-2021	2021-2022
<b>Number of Sections</b>	8	8	8	8
<b>Enrollment</b>	93	94	67	84

Number of Program Awards in None

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF				0.3
FT (Regular) FTEF	1.1	1.1	1.1	1.1
TOTAL FTEF	1.1	1.1	1.1	1.3
PT/FT FTEF Ratio	0.0	0.0	0.0	0.3
FTES	14.0	12.2	9.6	13.4
FTES/FTEF Ratio	13.1	11.5	8.7	10.1
WSCH/FTEF Ratio	393.5	344.3	262.1	301.7

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

Last Update: 09/30/2022 Data Sources: AVC's  
Banner, ARGOS reports



Division/Area Name: Health and Safety Sciences/FTEC – Fire Technology	For Planning Years: 2023-2024
Name of person leading this review: Mark Gilman	
Names of all participants in this review:	

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**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

The Fire Technology Program (FTEC) supports the district’s mission by awarding technical certificates and degrees that are designed to enhance the student’s knowledge and skills leading them to gainful employment in the fire service and related career fields.

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

Some of the strengths of the program are that we serve a large geographical area with a large population in an area that is experiencing a dramatic shortage of qualified applicants to fill vacant positions. We have support from the administration and financial support from grants and other sources. We have re-started the program from post pandemic shutdown and are seeing a large increase in enrollment from just a year ago. We have knowledgeable instructors and we recently hired 3 adjuncts to supplement existing staff. We have seen classes go from low enrollment to waitlisting. We met with Counseling to increase their knowledge of our program. The student club is continuing to provide social and volunteer opportunities for students. We moved into a new facility that is much better suited for our needs. We have been using a strong workforce grant and upgrading our equipment for the fire academy including purchasing a fire engine. We have renewed the agreement with Los Angeles County Fire for use of their training facility.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

There is a very heavy workload for the one full time faculty member that is currently teaching 5 semester courses, the fire academy as well as being responsible for all related administrative duties. There are other work models that include additional staff that would make the program much more efficient. For example, having an instructional assistant to help with the administrative duties and paperwork (such as ordering supplies, accrediting body course requests, recordkeeping, copies, assisting with supervising skills during instruction). Adding an additional adjunct instructor on skills day for the academy so that the director can supervise and take care of logistical needs (fuel, equipment, SCBA refill, apparatus). Bringing in adjuncts for teaching semester courses. Offering distance education courses as an alternative for capturing the students that cannot attend traditional classes.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

We want to be the go-to organization for fire training in the area and beyond. To help students gain the education and job skills needed to start a career. Additionally, to provide continuing education and training for those already working in this field. Leadership and Company Officer courses and the like.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

The last advisory meeting was held on July 7, 2022. This meeting was really to re-introduce the members to our program and get them up to speed on what we are doing here. The recommendations at the time were to get the academy running and increase enrollment.

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
332011	<a href="#">Fire Fighters</a>	7,690	5,840
332021	<a href="#">Fire Inspectors and Investigators</a>	200	210
	Total	7,890	6,050

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (aka Action Plans):**

There has been an increase in student enrollment. I am receiving inquiries all the time.

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

#1 We have effectively reorganized the division of the FTEC and FTW programs. They are running as two separate but complementary programs.

#2 We are currently in the process of replacing aging technology with new equipment.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 1. Communica tion				Goal 5: Align instructional programs to the skills identified by the labor market	Develop competent listening, speaking and writing skills that translate into a career path.	Continue with written and oral assignments related to the career path.	Tracking student success.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Problem solving and making use of new technology and equipment related to the field.	Obtain new technology and increase student problem solving exercises.	Tracking student success.
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Encourage cooperation with outside agencies as part of our program. Increase course offerings.	Students can observe and participate in career activities and gain knowledge.	Tracking student success. Follow student job placement.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

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

Select Subject  
FTEC

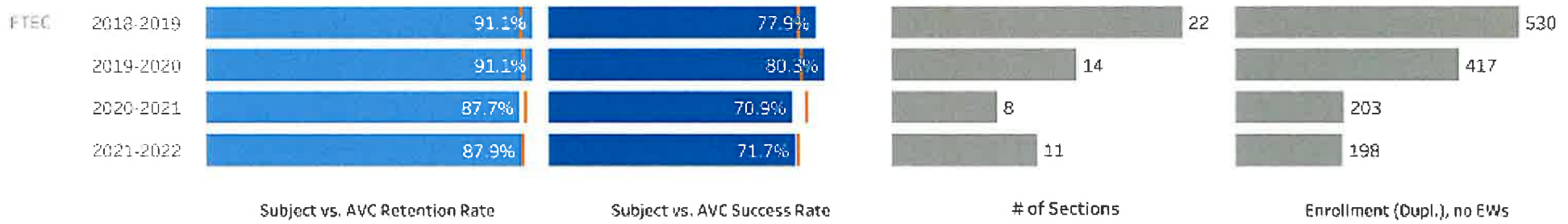
Select Subject again  
FTEC

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



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



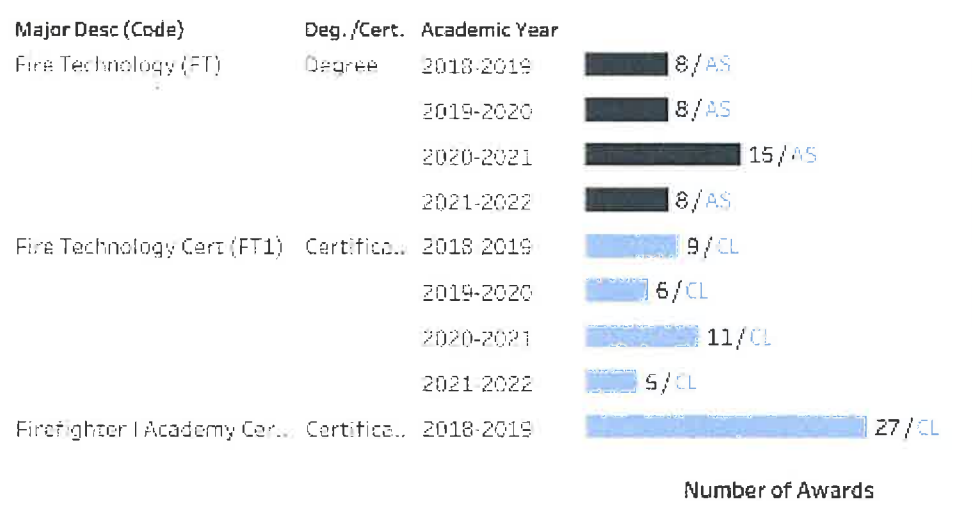
Enrollment and Number of Sections by **Modality** in FTEC

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Traditional	22	13	8	11
	Work Experience		1		
Enrollment	Traditional	530	418	203	198
	Work Experience		1		

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

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	20	12	8	11
	Lancaster [0..	2	2		
Enrollment	Lancaster	470	343	203	198
	Lancaster [0..	60	76		

Number of Program Awards in [Fire Technology \(FT\)](#), [Fire Technology Cert \(FT1\)](#), [Firefighter I Academy Cert \(FFA1\)](#)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.0	1.3	0.2	
FT (Regular) FTEF	2.1	1.9	0.8	1.2
FT (Overload) FTEF	0.2		0.2	
TOTAL FTEF	3.2	3.1	1.2	1.2
PT/FT FTEF Ratio	0.5	0.7	0.3	0.0
FTES	34.9	38.0	16.0	9.7
FTES/FTEF Ratio	10.9	12.1	13.3	8.1
WSCH/FTEF Ratio	325.7	364.2	399.0	243.3

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

Last Update: 09/30/2023 / Data Sources: AVC's Banner, ARGOS reports

<b>Division/Area Name: Heath &amp; Safety Sciences / Fire Technology Wildland</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Lori Gilroy</b>	
<b>Names of all participants in this review: Lori Gilroy</b>	

**Fall 2022 Program Review Report**

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

The Fire Technology Wildland program supports the district mission by providing technical certificates and degrees that are designed to enhance students' knowledge and skills leading to employment.

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

**1.2.State briefly program highlights and accomplishments**

Within the last few years, the Fire Technology Wildland program has reorganized its curricula to better differentiate between structural based (FTEC) courses and Wildland fire courses (FTW). The summer of 2022 Wildland Firefighter Academy was reorganized and updated to reflect the most current standards from the National Wildfire Coordination Group, and the State Chancellors office, graduating 34 students. Finally, during the 2020-2022 Fire season the Student Type 2 IA Wildland Hand crew, sponsored through the Inyo National Forest, completed 6 assignments accounting for 96 days or over 1,488 hours of work experience in fire suppression, fuels treatment, and forest health management working directly for the National Forest in California. In addition, providing the Inyo National Forest with 8 additional crew members to cover on Engine Modules for 5 – 6 months.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

Within the last 2 years, there were many items the Fire technology faculty must address. One full time faculty member quit, and several adjunct faculty members retiring/left AVC and Covid, left the program with one adjunct. The Wildland program is currently in the process of rebuilding, many of the courses taught were using outdated curricula and equipment, the curricula and equipment is currently being updated. Incident command system or ICS, and ICS training is now sponsored through FEMA's online training section. One committee member suggested that even though it is 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. Providing students with laptops in class will allow instructor guidance. Lack of faculty – (2 Expert Assistance) is needed to maintain a span of control and ensure the safety of our students while providing them with the proper training and skills needed. Assistance with the AVC Marauders Fire Crew as well as release time of 4 hours a week to process hiring paperwork, payroll and placement of crew members on the Inyo National Forest.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

Promoting cultural change in the work force and to emphasize the vital importance of leadership concepts in the wildland fire service by providing educational and leadership development opportunities. For our desired future is to bring up student enrollment, getting the word out that the Wildland fire program is up and fully running.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

Insert Advisory Committee Recommendations here

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

According to the California Employment Development Department labor market projections are estimated over the next ten-year positions as firefighters in California will increase by 4.4% for an annual average opening of 8,520 positions. The projections for the whole United States are projected to increase by 5% or 11,230 positions on average per year.

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Increase in student enrollment, Students enrolled have a great interest in the Field.

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

Increase in student enrollment, Wildland Academy graduated 34 cadets 2022

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

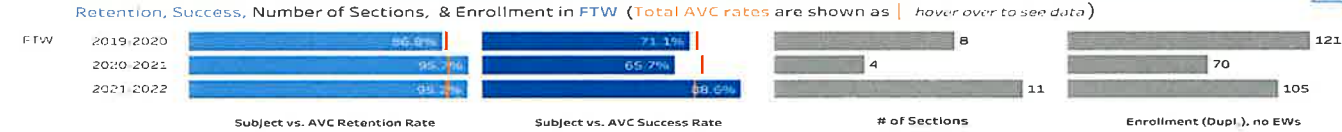
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal 5: Align instructional programs to the skills identified by the labor market	Increase number of students retained in the program, completing a certificate and getting a degree	Faculty to work with current CTE counselor and express to students the importance of striving for educational completion.	Tracking the success and retention Data
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	With updated equipment we provide hands on training opposed to videos, Utilizing a Professional Expert Assistant	Hire 2- Professional Expert Assistance, to assist in technical training, maintain span of control and provide more opportunities for our students.	Having assistance with extensive hands-on training
#3	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	Continue to update FTW curricula to decrease the time for completion to increase student success metrics	Add additional program electives to FTW to provide additional options for students. Removing and updating outdated material.	Adding 2 or more courses to the program

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

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



Enrollment and Number of Sections by Modality in FTW

	Instr. Method	2019-2020	2020-2021	2021-2022
Number of Sections	Other Indep Study		1	3
	Traditional	8	3	8
Enrollment	Other Indep Study		3	3
	Traditional	124	67	102

Enrollment and Number of Sections by Location in FTW

	Location	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	8	4	11
Enrollment	Lancaster	124	70	105

Number of Program Awards in Wildland Fire Technology (WFT), Wildland Fire Technology Cert (WFTX), Wildland Fire Technology LCert (WFTX)

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
Wildland Fire Technology (WFT)	Degree	2018-2019	2/AS
		2020-2021	1/AS
		2021-2022	1/AS

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

	Fall 2019	Fall 2020	Fall 2021
FT (Regular) FTEF	0.2	0.2	0.6
TOTAL FTEF	0.2	0.2	0.6
PT/FT FTEF Ratio	0.0	0.0	0.0
FTES	2.2	2.4	3.1
FTES/FTEF Ratio	10.9	11.9	5.2
WSCH/FTEF Ratio	327.0	357.0	154.5

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

<b>Division/Area Name:</b> CTE/ Medical Office Assisting	<b>For Planning Years:</b> 2023-2024
<b>Name of person leading this review:</b> Wendy Stout, RRT, RPFT EdD	
<b>Names of all participants in this review:</b> Paularita Bossier, Joanne Stoll, Karen Stenback	

**Fall 2022 Program Review Report**

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

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

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

The effects of Covid-19 are still affecting the program this year and our number of graduates did decrease. The program however was able to make a few of the required changes to start the process of getting the program accredited by the American Association of Medical Assistants.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

The program is needed as shown by the number of annual job openings that there are in the area. However, our graduates are not qualified as they do not get hands on training and are not able to work in the medical setting.

- 1) It should be noted that the MOA program is disjointed as there are 3 pathways front office and back-office majors with in CTE and one in BIP formally OT. Core courses for all are in different divisions. Which leads students to be confused and take courses they do not need. Also, course materials are duplicated.
- 2) The CTE MOA courses only have three adjunct faculty and has been unsuccessful at coordinating different courses thought out the different divisions to make the program more successful or to gain accreditation
- 3) Faculty from other disciplines have had to teach the courses.
- 4) A lack of clinical experiences places students at a disadvantage within the hiring pool.
- 5) Kaiser as well as other local employers have offered to help with clinical locations for students however with no full-time instructor to coordinate and design the course work these offers have been passed by.
- 6) This program in its current state is obsolete. Employers want graduates with clinical experiences that can function at a higher level and who have taken certification examinations. Only those graduates who complete the program with an AS (and within one year of taking MOA111) can sit for the California state certification. No graduate can sit for the AAMA examination because we do not offer 160 of clinical experience.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

To gain Accreditation through CAAHEP so that graduates can sit for the AAMA national examination are employable.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

While there has been no formal meeting of an advisory committee (again because there I no full time faculty to coordinate this) Kaiser and other local health care facilities have shown and interest in hiring graduates but can can’t not do so if graduates do not get clinical experience.

1. Student Survey's respondents continue to express confusion regarding MOA program areas of concentration in addition to the lack of practical clinical experiences within the program.
2. Employment in the MOA field is growing in both the local area as well as in the state of California.

Geographic Area	Employment SOC Code CIP Code 510801 Medical Office Assistant	Projected Employment (2018-2028)	Growth (2020-2028)	Annual Job Openings Reported
Los Angeles County	319092	29,980	38.9%	49,060
California		126,500	40%	207,100

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

In the prior program review we stated "The outcomes analysis was: SLO/PLOs for the MOA program were met. However, looking at program review data in the 2019-2020 school year MOA retention rate (84.1% vs AVC's 87.9%) and success rates (72.3% vs the AVC's 73.2%) the program is below the colleges average. The MOA faculty feels that this is due to a lack of English and Math skills that are required in the courses. To improve success and retention rates the curriculum for the program needs to be changed to include the prerequisites of English and Math."

Progress: In the 2021-2022 MOA retention rate was 88% vs AVC's 88%. The success rate is 73.5% vs the AVC's 72.4%. The total enrolment was 291 in 16 sections. 14 Clinical MOA certificates, 15 AS in Clinical MOA, 13 AS in Medical Assistant, and 12 Medical Assistant Certifications were awarded 12 Administrative med Assist Certs/ 10 Administrative med Assist. The data shows some overall improvement.

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

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps taken to achieve goal</i>
#1	3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5. Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Continue to provide student necessary learning material in the classroom. Such as durable medical equipment.	Prop 20 funding was requested but has not yet been received
#2	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Combine both areas of study (back and front office) as well as align with outside HSS division required courses into one cohesive program and gain accreditation by CAAHEP.	The Clinical Medical assistant cert and AS have been deactivated. One clear medical assistant Program has been defined in eLumen with hopes of it going in the 2023-2024 school catalog. However, in the process the 3 <sup>rd</sup> program was found in BIP.



#3	1. Commitment to strengthen Institutional Effectiveness measures and 5. Align instructional programs to the skills identified by the labor market Choose an item. - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Proved students with clinical experiences that are required for employment.	Hours were added to MOA 111 to complete clinical hours.
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**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O				
#1	ILO 4. Career and Specialized Knowledge	This is the main program outcome	Demonstrate competency in medical office procedures.		Goal 5: Align instructional programs to the skills identified by the labor market	To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession	Steps. 1. Hire instructor to teach and organize clinical Rotations 2. Gain Clinical Sites and work on MOU 3. Maintain durable medical equipment supply budget	1. Increase in SLO outcomes from MOA 111. 2. Employer satisfaction surveys. 3. Increase completion rates and student success
#2	Choose ILO				Goal 5: Align instructional programs to the skills identified by the labor market	Increase completion and employment rates of MOA graduates.	Steps. 1. Hire a Full time MOA staff member that meets accreditation requirements. 2. Create one cohesive program that meet the requirements for accreditation. 3. Apply for accreditation (\$1500 fee) With an annual fee of 2100. 4. Have a site VISIT (2700 fee) 5. Proved students with clinical experiences that are required for employment. 5. Reevaluate	1. See and increase in the number of degrees awarded. 2. Tack graduate AAMA exam performance 3. Employment surveys

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

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

Select Subject  
Multiple values

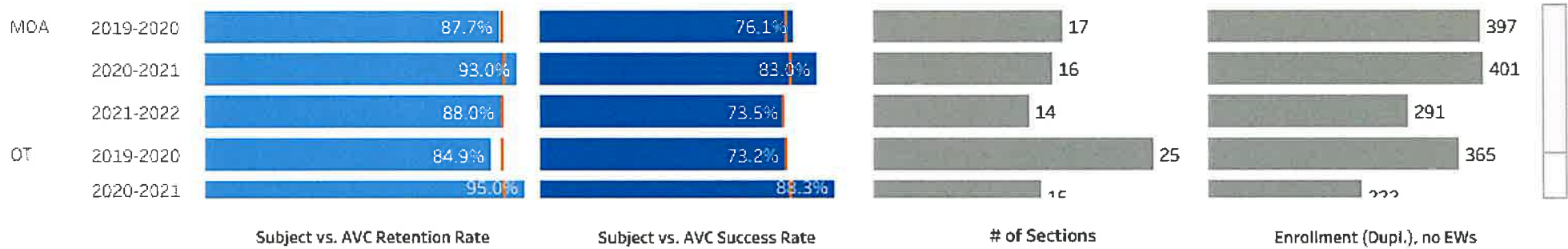
Select Subject again  
Multiple values

Select Program Major(s)  
Multiple values

Academic Year  
Multiple values



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



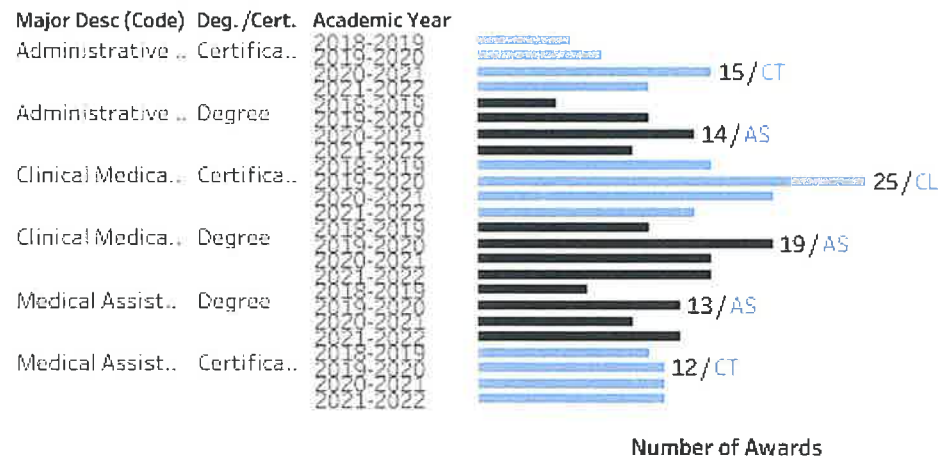
Enrollment and Number of Sections by **Modality** in All

	Instr. Method	2019-2020		2020-2021		2021-2022	
<b>Number of Sections</b>	Online	7	7	7	8	9	8
	Other Indep Study		3		5		2
	Traditional	10	14	9	2	5	
	Work Experience		1				
<b>Enrollment</b>	Online	207	128	202	157	237	203
	Other Indep Study		9		18		8
	Traditional	195	235	199	47	54	
	Work Experience		1				

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

	Location	2019-2020		2020-2021		2021-2022	
<b>Number of Sections</b>	Lancaster	7	24	7	15	4	4
	Palmdale	10	1	9		10	6
<b>Enrollment</b>	Lancaster	145	354	153	222	44	44
	Palmdale	257	19	248		247	167

Number of Program Awards in Administrative Med Assist Cert (MAA1), Administrative Medical Assist (MAA), Clinical Medical Assist Cert (MAC1) and 3 more



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

	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..	Fall ..
PT (Adjunct) FTEF	1.8	1.6	1.4	1.4	2.0	1.8	1.3	0.5
FT (Regular) FTEF			0.4					0.6
TOTAL FTEF	1.8	1.6	1.8	1.4	2.0	1.8	1.3	1.1
PT/FT FTEF Ratio			3.5					0.9
FTES	24.1	22.7	22.0	12.1	18.5	18.3	11.5	12.1
FTES/FTEF Ratio	13.4	14.2	12.2	8.7	9.4	10.3	8.9	10.6
WSCH/FTEF Ratio	###	###	###	###	###	###	###	###

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

<b>Division/Area Name:</b> CTE/ <b>Nutrition</b>	<b>For Planning Years:</b> 2023-2024
<b>Name of person leading this review:</b> Ann Volk	
<b>Names of all participants in this review:</b> Rona Brynin	

**Fall 2022 Program Review Report**

<b>Part 1. Program Overview: Briefly describe how the program contributes to the district <u>mission</u></b>
Nutrition and Food courses provide health and wellness education that assists students in preparing for the workforce, personal development, and community service

<b>Part 2A: Analyze the <u>program review data (retrieval instructions)</u> focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)
The average retention rate increased to 88%. NF 102 and 110 were recently approved for Distance Ed, in addition to NF 100 that had already met approval.
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)
Students that are at risk of not being successful and/or have not been attending class need to be identified early in the semester. A contributing factor to students failing is sporadic and/or lack of attendance.
<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)
AS-T for Nutrition as an option for students wishing to transfer. The desire is to increase the number of students participating in the program.

<b>Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b>
Insert Advisory Committee Recommendations here

Insert Labor Market Data here <a href="https://www.labormarketinfo.edd.ca.gov/commcolleges/">https://www.labormarketinfo.edd.ca.gov/commcolleges/</a> <b>TOP Code(s):</b>
<ul style="list-style-type: none"> <li>130620 Dietetic Services and Management</li> </ul>

**Geography: Los Angeles County**

Includes: Los Angeles County

<b>Annual Job Openings by Occupation</b>			
<b>SOC Code</b>	<b>Occupation Title (Linked to "Occupation Profile")</b>	<b>2018 Employment</b>	<b>Annual Job Openings (1)</b>
352012	<a href="#">Cooks, Institution and Cafeteria</a>	6,840	11,040
291031	<a href="#">Dietitians and Nutritionists</a>	2,360	1,970
351012	<a href="#">First-Line Supervisors/Managers of Food Preparation and Serving Workers</a>	24,250	43,870
513092	<a href="#">Food Batchmakers</a>	4,290	6,520
119051	<a href="#">Food Service Managers</a>	15,820	22,150

	<b>Total</b>	53,560	85,550
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**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

Action Plans for the NF areas has been made. Continued availability of a tutor for NF 100, working in class on projects for NF 102 and modifying assignments in NF 150 have helped to increase student success..

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

NF 110 ad 103 have been approved to be taught via Distance Ed modality. .

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Demonstrates knowledge, skills, abilities related to student educational goals, including career, transfer and personal enrichment				Focus on utilizing proven instructional strategies that will foster transferable intellectual skills..	Improve success rates	Faculty will meet to discuss the projects assigned and grading rubric if need arises. We have a tutor this term for Nutrition which should help students successfully complete the assignments and quizzes	Successful completion of assignments and quizzes.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

Select Subject  
NF

Select Subject *again*  
NF

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

Academic Year  
2021-2022



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



Enrollment and Number of Sections by *Modality* in NF

Instr. Method	2021-2022
<b>Number of Sections</b>	
Online	15
Traditional	15
<b>Enrollment</b>	
Online	541
Traditional	192

Enrollment and Number of Sections by *Location* in NF

Location	2021-2022
<b>Number of Sections</b>	
Lancaster	13
Palmdale	17
<b>Enrollment</b>	
Lancaster	193
Palmdale	540

Number of Program Awards in **FCE: Nutrition & Foods (FCEN)**

Major Desc (Code)	Deg./Cert.	Academic Year	Number of Awards
FCE: Nutrition & Foods (FCEN)	Degree	2018-2019	2 / AA
		2019-2020	1 / AA
		2021-2022	1 / AA

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	0.7	0.7	0.3	0.5
FT (Regular) FTEF	2.0	2.0	2.0	2.0
FT (Overload) FTEF	0.6	0.6	0.4	0.6
TOTAL FTEF	3.3	3.3	2.7	3.1
PT/FT FTEF Ratio	0.4	0.4	0.2	0.3
FTES	44.9	44.8	35.7	32.3
FTES/FTEF Ratio	13.6	13.6	13.2	10.4
WSCH/FTEF Ratio	407.9	406.9	396.4	312.5

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

Last Update: 09/30/2022 Data Sources: AVC's Banner, ARGDS reports.

upporting data. (See Part 2A above).

<b>Division/Area Name: Health Science Department/Radiologic Technology</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Robert Desch</b>	
<b>Names of all participants in this review: Robert Desch</b>	

**Fall 2022 Program Review Report**

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

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

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)**

Current data review from the California Employment Development Department reveals a short fall for radiologic technology jobs. Annual job openings have increased consistently over the past year to year. Program surveys concerning students and employers have provided high scores in all areas and have remained high for the past 8 years. Students pass rate concerning national and state testing is above average with scores in the top 90% nationally.

**Program Personnel & Student Survey Findings** - Survey findings include personnel, resources, radiology directors, facilities, learning resources, support personnel, financial resources, program budget, clinical resources, and student interaction for the last 5 years. There is a 100% participants rating concerning Antelope Valley College Radiologic Technology Program greater than 3 (average) on a 5-point Likert scale. **Recommendations include:** provision of additional learning resources to maintain current procedures in the radiology field. Students have comments concerning the lab and needing equipment to do experiments. The needed lab survey meters have been provided to the students and is a great improvement from the previous survey meters in the past. Radiation Health Branch (RHB) California Department of Public Health (CDPH) requiring 40 hours of fluoroscopy labs are currently being provided with the new survey meters. The students have provided positive feedback concerning the new lab meters.

**Employer and Graduate Survey Findings:** over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains.

**Recommendations include:** continue curriculum revisions to meet industry standards.

**Advisory Committee Meeting Results:** Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide expanded clinical training sites. The program continues to use the 3 Kaiser Permanente sites in the Lancaster and Palmdale area. The students have been providing positive feedback and find the training most helpful at Kaiser this has been. The student survey continues to provide positive feedback concerning the Kaiser clinical rotations.

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

**Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)**

- 1) Keep providing improvement for ARRT testing for first time pass rate.
- 2) Provide students with other clinical training hours currently.
- 3) Expand the program to increase the number of students per year currently.

**Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)**

- 1) In 2020 program retention rate was 90% vs AVC at 87.6%. Success rate is 90% vs AVC 72.1 There were 9 AS degrees awarded.
- 2) In 2021 program retention rate was 100% vs AVC at 87.9%. Success rate is 100% vs AVC 73.2 There were 10 AS degrees awarded.
- 3) In 2022 program retention rate was 80% vs AVC at 87.9% from previous year. Success rate is 80%. There were 8 AS degrees awarded.
- 4) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.
- 5) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2021-2022 reporting data 100% of graduates are employed. The 2022 job placement data is 100% job placement in the first 3 months post-graduation.
- 6) These positive employer and student surveys continue every year. The program provides high quality education with a student teacher ratio of 5/20. The program provides 5 instructors for every 20 students with all hospitals clinical training with a faculty instructor. There is 100% job placement rate and is accredited by JRCERT and the California Department of Public Health and the Radiation Health Branch of California.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

The advisory committee recommendations for 2022 have been to provide students with other training opportunities with clinical training on weekends / night training. The program will continue to look into providing some clinical training to students besides weekdays only.

**National estimates for Magnetic Resonance and Imaging Technologists:**

*The employment for Radiologic Technology is strong and there is a demand for more Technologists in the present and the future per state and national statistics of 9% till 2030.*

Employment estimate and mean wage estimates for Magnetic Resonance Imaging Technologists:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
38,070	1.8 %	\$ 37.41	\$ 77,820	0.4 %

Percentile wage estimates for Magnetic Resonance Imaging Technologists:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 28.42	\$ 29.85	\$ 37.19	\$ 43.30	\$ 48.50
Annual Wage (2)	\$ 59,110	\$ 62,090	\$ 77,360	\$ 90,050	\$ 100,870

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

The program has met all benchmarks concerning SLO, PLO, OO. The data provides insight into, is the program on the right track and providing the needs of the students being trained in the radiologic technology program. The review and comments are consistent with the program meeting the needs of students and there is no need to make changes to the program concerning the past SLO, PLO, OO.

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

**Action Plan 1: (2022 Action Plan)**

While the PLOS and SLOS have been met for this program, it is important to make curriculum changes to meet new industry standards and prepare students for board examination changes. The program continues to keep up on any changes concerning national and state changes needed in the program, but no changes have taken place for 2021-2022.

**Action Plan 2: (2022 Action Plan)**

The advisory committee feels that providing students with clinical training on the evenings and weekends. The program is continuing to monitor first time pass rates and provide students with other online training tools. The program has provided the 1<sup>st</sup> year student with online ARRT practice testing ( RAD TECH BOOT CAMP ) free to students in the first year of the program to get a head start on ARRT national testing experience. The (RAD TECH BOOT CAMP) is provided free of charge for 2 years during the entire program.

**Progress:**

The program is currently looking into providing students with other clinical training besides weekdays from 7am-4pm.

Past program review goals and benchmarks are being met. The program still looks at down trending benchmarks and one area is first time pass rate for the ARRT national exam, the program has made some changes in this area and is still looking over data to see if the percentage rate first time pass rate is going up with changes in the program ARRT review material and the course provided. The program is currently looking into clinical training on weekends and evenings.



**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge		Students will be clinically competent		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Fulfill the need for Radiologic Technology Program in our community	<p>These goals are ongoing and reflect student success, curriculum advancement, certification, and employment</p> <p>Provide one time funding to maintain state-of-the-art training through online teaching support and added curriculum to lecture materials</p> <p>Increase current budget structure due to increase cost of supplies</p>	First time pass rate percentage on the ARRT national testing scores
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Maintain program faculty and hold to a high quality while maintaining accreditation standards for radiologic technology	Provide funding to maintain faculty and equipment and teaching materials	Student online faculty review and course review data
#3	ILO 2. Creative, Critical, and Analytical Thinking		Students will be clinically competent		Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Continue monitoring and graduates progress by utilizing data from standardized testing national board examination	Continue to utilize the ARRT portal to access national board examination data. To Monitor graduates progress, evaluate student surveys data	Monitor ARRT past rates and student survey data to meet benchmarks

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

Survey Completed

<b>Division/Area Name:</b> Health and Safety Sciences/ <b>Registered Nursing</b>	<b>For Planning Years:</b> 2023-2024
<b>Name of person leading this review:</b> Dr. Casey Scudmore	
<b>Names of all participants in this review:</b> Yesenia Cota, Debra Dickinson, Martin Gonzales, Aharon Groveman, Mary Jacobs, Peachie Kilayko, Marissa Latuno, Kaitlin Noriega, Katherine Quesada, Jennifer Rock, Casey Scudmore, Kim Smith, Susie Snyder, Bobbie Sorcelli	

**Fall 2022 Program Review Report**

**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

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

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

- Nursing is the #1 declared major at AVC.
- The enrollment fill rate is 100%.
- The majority of NCLEX quarterly reports are at or above national average, currently 94%.
- Greater than 90% of our graduates are employed in high demand, high wage jobs.
- Simulation lab is state of the art with 3 hospital rooms for all ages across the lifespan.

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

- Utilize electronic resources more efficiently (ATI, Kaplan, Davis, ClinPrep)

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

- NCLEX pass rate 95-100%.
- Employability
- Student enrollment or plan for enrollment in a BSN program after graduation
- Reduced attrition from 10% to 5%

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

- Continue to use multi-screening criteria for the application process.
- Alter orientation to handle decreased clinical time during COVID.
- Continue to grow and maintain partnerships with increased communication.
- According to the Educational Employment Department (EDD) in the State of California (see table)

Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	319,800	373,200	53,400	16.7	238,430

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (aka Action Plans):**

- Nursing Science Courses: Encourage students to utilize both Kaplan and Hoffman resources and concept maps. Encourage to take Kaplan practice tests to improve test taking performance by increasing preparation for nursing style of questions and to meet the Kaplan exam benchmark. Although VARK is done in first semester, encourage students to review assessed learning styles and implement strategies to support personal learning style.
- Nursing Skills Lab courses: Continue to provide students with individual supplies for each competency skill to practice and six days per week open skills lab hours with available lab instructors as an additional resource.

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

1. Increase student success in the program and on NCLEX. High success and retention rate above 90%. NCLEX at 94.29% pass rate
2. Maintain BRN approval. This has been maintained.
3. Provide an open learning environment in the nursing skills lab for students to develop competency in nursing skills. Lab is open 6 days per week and students have all the supplies and faculty support necessary for success.
4. Provide a safe environment for learning. No injuries have been reported in the skills lab.
5. Continue to use technology in the classroom and computerized testing. Faculty use technology in the classroom and Examsoft is being piloted to take exams offline for test security and connectivity issue prevention.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	Uses critical thinking to provide the foundation for appropriate decision making.	Utilize critical thinking for clinical decision making for all patients.		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Increase NCLEX to 95%.	-Work through NCLEX style questions with students during theory and clinic. -Encourage students to utilize the instructor's office hours to review exams and develop	NCLEX is 95% or greater.

							understanding of the concepts taught during lecture. -Provide faculty professional development on teaching strategies	
#2	ILO 2. Creative, Critical, and Analytical Thinking	Uses the nursing process to safely care for patients; reports and documents appropriate Patient information in a timely manner.	Integrate nursing process into a plan of care for all patients.		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase utilization of resources.	Review resources at Bootcamp. Faculty and student training.	Resources are being used by 70% of students. in all classes.
#3	ILO 4. Career and Specialized Knowledge	Practices nursing within the legal, ethical and regulatory frameworks of nursing and Standards of nursing and standards of professional nursing practice.	Practice nursing within the legal, ethical and regulatory frameworks of nursing and standards of professional nursing practice for all patients.		Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	Reduce attrition to 5%.	-Refer at risk students to success counselor, learning center, OSD, SI. -Encourage students to utilize the instructor's office hours to review exams and develop understanding of the concepts taught during lecture. -Provide faculty professional development on teaching strategies -Incorporate soft skills into classroom and clinical instruction	Attrition is 5% or less.

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

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

Select Subject  
NS

Select Subject again  
NS

Select Program Major(s)  
Registered Nursing (RN)

Academic Year  
2021-2022



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



Enrollment and Number of Sections by Modality in NS

	Instr. Method (group)	2021-2022
Number of Sections	Online	2
	Traditional	76
Enrollment	Online	77
	Traditional	896

Enrollment and Number of Sections by Location in NS

	Location	2021-2022
Number of Sections	Lancaster	76
	Palmdale	2
Enrollment	Lancaster	896
	Palmdale	77

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

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
Registered Nursing	RN	Degree	2018-2019	98 / AS
			2019-2020	111 / AS
			2020-2021	102 / AS
			2021-2022	71 / AS

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	6.8	10.8	11.6	10.5
FT (Regular) FTEF	11.5	10.5	9.5	9.9
FT (Overload) FTEF	1.6	3.3	3.2	2.6
TOTAL FTEF	20.0	24.5	24.3	23.1
PT/FT FTEF Ratio	0.6	1.0	1.2	1.1
FTES	127.3	129.2	115.3	94.6
FTES/FTEF Ratio	6.4	5.3	4.7	4.1
WSCH/FTEF Ratio	191.3	158.0	142.3	123.0

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awards dashboard

Last Update: 6/23/2022 . Data Sources: AVC's  
Banner, ARGOS reports

<b>Division/Area Name: Health &amp; Safety Sciences / Respiratory Care</b>	<b>For Planning Years: 2023-2024</b>
<b>Name of person leading this review: Wendy Stout, RRT, RPFT EdD</b>	
<b>Names of all participants in this review: : Charles Burke RRT BS</b>	

**Fall 2022 Program Review Report**

**Part 1. Program Overview: 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.

**Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:**

**Strengths and Accomplishments:** (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

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

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

2. **Program Personnel & Student Survey Findings** - personnel resources, medical director, facilities, laboratory equipment, learning resources, support personnel, financial resources, program budget, clinical resources, and physician interaction for the last 5 years 100% participants have rated Antelope Valley College RCP program greater than 3 (average) on a 5-point Likert scale. **Recommendations include:** provision of additional learning resources and up-to-date equipment. Students have complaints about current use of computers in the lab as they are slow and out of date. Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains. **Recommendations include:** continue curriculum revisions to meet industry standards.
3. **Licensure Exam Results:** Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students exceed national standards. National Board Respiratory Care Testing Statistics AVC  
TMC High Cut Score

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2019	14	92.9%	57.1	50
		93.3%	66.7	26.7

2020	15	93.3%	66.7	26.7
2021	10	100	90	10
2022	12	100	75	25

Clinical Simulation (CSE)

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2019	13	92.3	53.8	38.5
2020	13	12	69.2	23.1
2021	10	90	80	10
2022	12	91.7	66.7	25

TMC All Candidate Summary High Cut Score	Program Pass %	National Pass%	% of National Pass
2019-2022	57.65	49.24	117.07

CSE All Candidate Summary	Program Pass %	National Pass%	% of National Pass
2019-2022	66.0	64.24	102.74

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

Program outcome summary reveals 3 year average (2019-2021) Each area has improved from previous years.

Retention	Job Placement	Employer Satisfaction	Graduate Satisfaction
83%	87%	100%	100%

4. Looking at SLO outcomes for the 21-22 school year

RCP 103, 104, and 201

Students struggle when writing their papers, especially when it applies to Pharmacology. Changes that can be made are possibly a stronger rubric and a peer review of each other's papers.

RCP 204-

1. We had some issues with computers and the network which the faculty felt brought down our overall scores on our exit exams as students could not take practice exams.

2. Using the sub-scores for the TMC between 1/1/2021 and 12/31/2021 we have three sub areas that are below national average that we would like to work on. 3A- Maintain Patent Airway we are at 99% of the national average 3F- Utilize Evidence Based Practice we are at 95% of the national average 3H- Assist a Physician/Provider Performing Procedures we are at 93% of national average Plan 3A- For this we will be increasing airway care in RCP 105, 202, 203 using simulations to provide practice with Proper positioning of a patient, Recognition of a difficult airway, Establishing and managing a patient's airway, Performing tracheostomy care, Exchanging artificial airways, Maintaining adequate humidification, Initiating protocols to prevent ventilator-associated infections, Performing extubations. 3F- In RCP 103 we have added a module to include protocols and evidence based practices 3H- To bring these scores up in this area we will be working with the medical director and hospital physicians to get more hands on helping with procedures.

3. The sub-score data beginning 1/1/2021 and ending 12/31/2021 shows that on the CSE in area 3G we are at 65% of the national average. #G-is Provide Respiratory Care Techniques in High-Risk situations. Plan 3G-To increase performance in this area a module on transports will be added to RCP 202 and in RCP 204 will run mock codes with our RN program to work on emergency and also interdisciplinary communication

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

**Opportunities and Challenges:** (Guiding Question: What does your program/area need to do better to support/improve student success?)

1. The Respiratory Care Program at AV College is an Associate's Degree program. The Commission on Accreditation for respiratory Care (CoARC) is no longer accepting associate degree programs for accreditation as entry level. By 2025 there are plans to eliminate all associate degree programs. One opportunity that this brings is a change to bring a second BS program to AVC. The challenge is getting the approval to have the BS at the community college level.
2. A new COARC requirement that is coming requires programs to provide clinical rotations in other than acute care facilities. At this time, we do rotations in a medical office and sleep lab but the hours are not consistent and there are no hours in Subacute facilities.
3. The program still needed hands-on training with neonatal and pediatric patients to offer better training in these areas.
4. The program size has increased however our equipment and computers available to the program have not increased. The computer-based testing that we have done in the past has improved program outcomes as it helps provide the skills necessary to take NRBC licensure examinations.
5. CoARC accreditation fees continue to increase and the budget for this has not increased.

**Aspirations:** (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

1. To offer an Advanced Degree in Respiratory Care.
2. Provide a subacute clinical rotation.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

1. **Advisory Committee Meeting Results:** Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide an advanced degree as the industry is moving in that direction.



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

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

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):**

**2021 Outcomes Analysis**

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

**Progress-** In the spring of 22 faculty discussed ways to increase time spent in the lab providing hands-on simulations and determined that to do so our equipment in the lab needed to match what was being used by local hospitals. We also implemented a new method of evaluation to make sure all students were being evaluated equally and results show a positive feedback from the students.

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

**Progress:** Changes were made to course lectures and so far outcomes from the 21-22 school year show improvements but full results will not be determined until the end of the this calendar year

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Progress towards achieving the goals
Goal #1	<p><b>ILO Career and Specialized Knowledge</b> • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p><b>ILO Communication</b> • Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications.</p> <p><b>ILO Creative, Critical, and Analytical Thinking</b> • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of</p>	<i>Fulfill the need for Advanced Respiratory Care Practitioners in our community.</i>	<p>We have asked for an increase in supply budget structure due to increased cost of supplies but for the 22-23 school year we currently do not have supply funds.</p> <p>We requested the Increase Accreditation Fees to 2300 from 1900. This increase was partially met with the budget now being 2300.</p>

	<p>knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p><b>PLO:</b> Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice.</p>		<p>The Respiratory Care program has to date filled open positions at both area hospitals and durable medical supply companies who perform out-patient services within the local community.</p> <p>Continue to work with Local employers to meet the needs of the community.</p>
<b>Goal #2</b>	<p><b>ILO Career and Specialized Knowledge</b> • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment</p>	<p><i>Maintain program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.</i></p>	<p>Provide funding for recurring inter-relator instructor training has not been achieved. However, the faculty have worked together to come up with a new evaluation system. This evaluation system will provide feedback to the students and help the instructors have interrelater reliability.</p>
<b>Goal #3</b>	<p><b>Creative, Critical, and Analytical Thinking</b> • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p><b>ILO: Career and Specialized Knowledge</b> • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p><b>ILO: Community/Global Consciousness</b> • Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. • Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions</p>	<p><i>Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.</i></p>	<p>Continue to utilize the NBRC portal to access national board examinations data.</p> <p>To monitor graduate progress, continue to utilize electronic surveys.</p>
<b>Goal #4</b>	<p><b>Creative, Critical, and Analytical Thinking</b> • Uses intellectual curiosity, judgment and analytical decision making in the acquisition, integration and application of</p>	<p><i>Provide educational activates which support technical, communication and patient care skills</i></p>	<p>We have purchased pediatric and neonatal simulators and faculty received some training. The next step</p>

	<p>knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p> <p><b>ILO: Career and Specialized Knowledge</b> • Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.</p> <p><b>PLO:</b> Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice.</p>		<p>is for advanced training and incorporate simulations into the curriculum.</p>
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**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O O				
#1	ILO 4. Career and Specialized Knowledge	PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice			Goal 5: Align instructional programs to the skills identified by the labor market	<i>Fulfill the need for Advanced Respiratory Care Practitioners in our community.</i>	<p>These goals are ongoing and reflect student success, curriculum advancement, licensure and employment.</p> <p>Return prior budget and Increase supply budget structure due to increased cost of supplies.</p> <p>Continue to work with Local employers to meet the needs of the community.</p>	<ol style="list-style-type: none"> <li>Employer Satisfaction Surveys</li> <li>Licensure results</li> <li>Employment data</li> </ol>
#2	ILO 4. Career and Specialized Knowledge	PLO PLO: Practice as a registered respiratory care practitioner within legal, ethical,			Goal 5: Align instructional programs to the skills identified by the labor market	<i>Maintain accreditation standards for respiratory care.</i>	<p>Continue to revise curriculum to meet COARC standards as they change.</p> <p>Maintain qualified faculty and provide professional development.</p>	COARC Annual program report outcomes.

		professional, and regulatory standards of respiratory care practice					Increase supply budget to provide required equipment to the students. Increase Accreditation Fees to 2200 from 2300. This increase took place over the last two years.	
#3	Choose ILO 4. Career and Specialized Knowledge ILO	PLO PLO: Practice as a registered respiratory care practitioner within legal, ethical,	SLOs from RCP 105, 202 and 203		Goal 5: Align instructional programs to the skills identified by the labor market	Improve graduate performance on national board examinations in areas that show deficiency.	<p>1. RCP 105, 202, 203 using simulations to provide practice with Proper positioning of a patient, Recognition of a difficult airway, Establishing and managing a patient's airway, Performing tracheostomy care, Exchanging artificial airways, Maintaining adequate humidification, Initiating protocols to prevent ventilator-associated infections, Performing extubations.</p> <p>2. In RCP 103 we have added a module to include protocols and evidence-based practices.</p> <p>3. Work with the medical director and hospital physicians to get more hands on helping with procedures.</p> <p>4. A module on transports will be added to RCP 202 and in RCP 204 will run mock codes with our RN program to work on emergency and interdisciplinary communication</p>	<i>Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.</i>

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

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

Select Subject  
RCP

Select Subject *again*  
RCP

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

Academic Year  
2021-2022



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



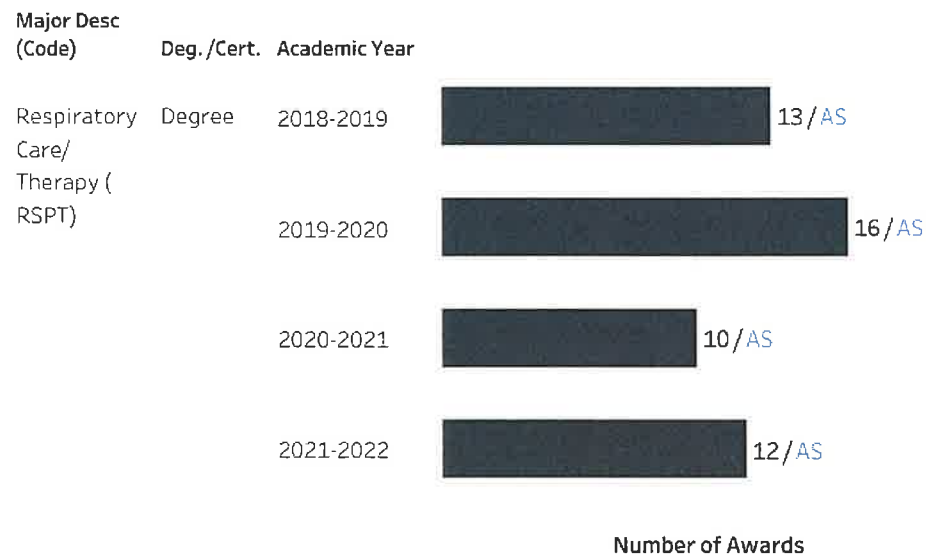
Enrollment and Number of Sections by *Modality* in RCP

Instr. Method	2021-2022
Number of Sections	Traditional: 20
Enrollment	Traditional: 161

Enrollment and Number of Sections by *Location* in RCP

Location	2021-2022
Number of Sections	Lancaster: 20
Enrollment	Lancaster: 161

Number of Program Awards in Respiratory Care/Therapy (RSPT)



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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	2.0	2.7	1.9	1.9
FT (Regular) FTEF	1.9	1.5	1.6	2.1
FT (Overload) FTEF	0.3	0.6	0.7	0.4
TOTAL FTEF	4.2	4.8	4.2	4.4
PT/FT FTEF Ratio	1.0	1.8	1.2	0.9
FTES	19.5	17.8	15.0	20.5
FTES/FTEF Ratio	4.6	3.7	3.6	4.7
WSCH/FTEF Ratio	138.1	110.0	106.8	139.9

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

Last Update: 09/30/2022. Data Sources: AVC's Banner, ARGOS reports



Fall 2022 Program Review Report

Division/Area Name: HSS	For Planning Years: 2023-2024
Name of person leading this review: Candace Martin	
Names of all participants in this review: Candace Martin, Elinda Parkinson	
<b>Part 1. Program Overview: Briefly describe how the program contributes to the district mission</b>	
<p>The Vocational Nursing Program (VNP) provides quality, comprehensive education to a diverse population of students who desire to work in the health care industry. It contributes to the Antelope Valley College (AVC) District mission by offering a certificate of “essential career technical instruction,” namely, the Certificate of Vocational Nursing. This certificate allows the students to sit for the National Council Licensure Exam (NCLEX), the exam leading to licensure in the state of California.</p>	
<b>Part 2A: Analyze the program review data (retrieval instructions) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities, &amp; Aspirations:</b>	
<b>Strengths and Accomplishments:</b> (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)	
<p>The graduates of the VNP have experienced excellent pass rates (100% in 2018, 50% in 2019 [only two testers], 100% in 2020 and 92% in 2021) of the NCLEX. (NCLEX pass rates for 2022 are not currently available from the Board of Vocational Nursing and Psychiatric Technicians [BVNPT].) The need for Licensed Vocational Nurses (LVN) in the job market is expected to increase as a result of the aging population in California and the nation as a hold. A quote from the Employment Development Department of the State of California states, “Growth in the employment of LVNs is in response to the long-term care needs of a rapidly growing elderly population and the general growth of healthcare. Replacement needs will be a major source of job openings as workers leave the occupation.” (<a href="https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=292061&amp;Geography=0601000000">https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=292061&amp;Geography=0601000000</a>)</p> <p>The Program Review data listed in part 5 shows a much higher success and retention rate for 2020-2021. Additionally, both the 2020-2021 and 2021-2022 have increased sections and enrollment. This data indicates that the points-based admission system and the increase in max capacity for the program has been successful. We will continue to utilize these aspects of the VN Program.</p>	
<b>Opportunities and Challenges:</b> (Guiding Question: What does your program/area need to do better to support/improve student success?)	
<p>This year, the National Counsel for State Boards of Nursing (NCSBN) announced that, beginning 04/2023, the National Counsel Licensure Exam (NCLEX) will undergo significant changes to a new format called Nex-Gen. Adapting to this change in format as well as preparing our students to take this exam will require extensive training of faculty regarding test development and implementation. Software has been purchased for the administration of the new exams and is in the process of being installed on various computers around the campus.</p>	
<b>Aspirations:</b> (Guiding Questions: What does your program/area want to be known for? What is a desired future?)	
<p>The VNP at Antelope Valley College is well known throughout the community and highly regarded by both students and nursing staff of the various medical facilities. The program typically receives between 150 and 200 applicants each year. As stated earlier, the NCLEX pass rate has been consistently between 90 and 100%. The faculty would like to maintain this respected standing among the community to continue to serve the community in providing LVNs that are critically needed.</p>	
<b>Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b>	
<p>The committee expressed concern that students are not knowledgeable enough about regulatory issues related to conditions such as CAUTI and pressure ulcers. They requested that more emphasis should be placed on addressing how to prevent these conditions. They also requested that students be aware that a hospital is a business and that cost containment should be included in the curriculum.</p>	

<https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Estimated Employment and Projected Growth Licensed Vocational Nurses					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Total Job Openings
California (2018-2028)	76,600	88,200	11,600	15.1	74,390

**Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (aka Action Plans):**

The action plans for 2020-2021 and 2021-2022 indicate that all SLOs for all VN course were met. The achievement targets were exceeded for each course. As we discussed in the Course Improvement Plan, we will continue to use strategies that promote student success such as lecture, recorded lectures, group activities, and assigning weekly Sherpath activities to promote reading and interacting with content. We have begun the process of adapting our courses to include NexGen style questioning and have offered students multiple tools to be successful.

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

- #1 Increase student success in the program with emphasis on VN 110 utilizing the multi-criteria screening tool. The VNP has experienced moderate success increased student success in VN 110.
- #2 Maintain BVNPT approval. The VNP has maintained good standing with the BVNPT. This is an ongoing goal.
- #3 Hire a third full-time instructor. No progress has been made towards this goal.
- #4 Integrate simulation into the current curriculum. Steps have been taken to achieve this goal. BVNPT approval was required to achieve this goal. The BVNPT is allowing provisionally two simulations this semester and six simulations in the spring while the approval process proceeds.
- #5 Maintain equipment in the skills lab. The skills lab equipment has been maintained. This is an ongoing goal.

**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	O O				
#1 Increase student success in the program with emphasis on VN 110 utilizing the multi-	ILO 1, 4				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	A multi-criteria admission tool has been implemented for the 2020-2021 academic year.	Continue to evaluate effectiveness of multi-criteria screening tool based on student success for the first semester.	The attrition rate for VN 110 will be reduced to 25%.



criteria screening tool							
#2 Maintain BVNPT approval	ILO 4			Goal 5: Align instructional programs to the skills identified by the labor market	The VNP is reapproved every four years. This is an on-going goal.	Maintain compliance with BVNPT requirements.	The VN program was approved for another four-year cycle Spring 2020. The next approval will be completed Spring 2024.
#3 Increase enrollment to 50 students a year.	ILO 4			Goal 5: Align instructional programs to the skills identified by the labor market	LVN and RN employment positions are in high demand. Student applications to the VNP are excessive. Expanding the program by hiring a third full time VN instructor would serve both students and the community.	Achieve approval from the BVNPT. Hire a third full-time instructor.	Fifty students admitted to VN 110.
#4 Integrate simulation into the curriculum.	ILO 1, 4	PLO 1, 2	SLO 1 VN 110, 111, 112 SLO 2 all courses	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Simulations are excellent tools to use in the skills lab to help students apply their knowledge and utilize critical thinking skills.	Complete documentation required by BVNPT to obtain approval. Documentation has been submitted. Maintain equipment in the skills lab.	Simulations are scheduled four to six times each semester.
#5 Maintain equipment in the skills lab.	ILO 4	PLO 1, 2	SLO 1 VN 110, 111, 112 SLO 2 all courses	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Equipment maintenance and replacement. This is an ongoing goal.	Repair and replace broken equipment.	
#6 Implement Nex-Gen style test exam format.	ILO 1, 4	PLO 1	SLO 2 all courses	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	The NCSBN has changed the format of the NCLEX (licensing exam) effective 04/2023. This new format must be integrated into the current curriculum.	The software <i>ExamSoft</i> has been purchased. The faculty are in the process of implementing this software into the curriculum.	Students written evaluations are completed in <i>ExamSoft</i> .

**Part 4: Resource Requests that Support Program Needs (based on above analysis)**

Fill out your resource request via Survey Monkey: [https://www.surveymonkey.com/r/AVC\\_ProgramReviewFall2022](https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022)

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

**Program Review** by [IERP](#)



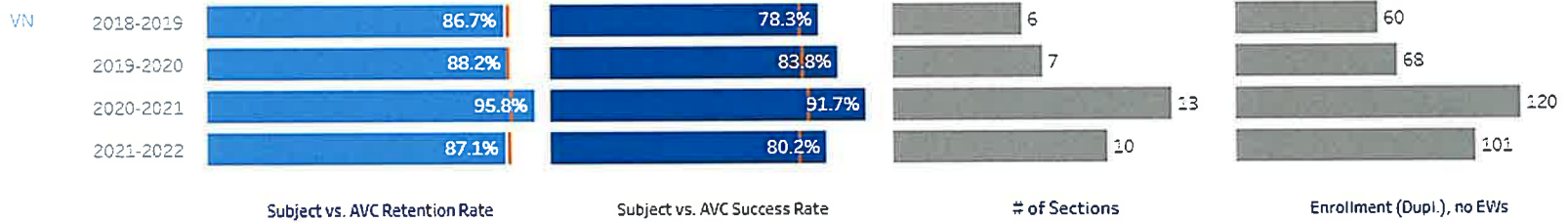
Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/FT, FTES/FTEF | \*\*FTEF | Annual FTEF\* | Access | Success & Retentic >

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

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



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



Enrollment and Number of Sections by *Modality* in VN

	Instr. Method	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Online				0
	Traditional	6	7	13	10
Enrollment	Online				15
	Traditional	60	70	120	86

Enrollment and Number of Sections by *Location* in VN

	Location	2018-2019	2019-2020	2020-2021	2021-2022
Number of Sections	Lancaster	6	7	13	10
Enrollment	Lancaster	60	70	120	101

Number of Program Awards in Vocational Nursing Cert (LVN)

Major Desc (Code)	Deg./Cert.	Academic Year	Awards
Vocational Nursing Cert (LVN)	Certifica.	2019-2020	10 / CT
		2020-2021	9 / CT
		2021-2022	23 / CT

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT (Adjunct) FTEF	1.1		1.3	1.0
FT (Regular) FTEF	1.2	2.1	4.1	2.3
FT (Overload) FTEF	0.4	1.6	1.6	1.4
TOTAL FTEF	2.7	3.7	7.0	4.7
PT/FT FTEF Ratio	0.9	0.0	0.3	0.4
FTES	20.3	20.0	35.2	19.9
FTES/FTEF Ratio	7.6	5.5	5.0	4.3
WSCH/FTEF Ratio	226.5	163.9	150.8	127.7

# CIP for 2021-2022 Academic Year (VN) Latest Version

Course Improvement Plan (CIP) 2021-2022 Academic Year

## Course Improvement Plan

Course Improvement Plan (Data) : Version by Dickinson, Debra on 10/03/2022 23:28

Courses	Achievement Target	Actual Performance
<b>VN109 - Fundamentals of Patient Care for VNs</b>		
Demonstrate basic nursing skills for the geriatric client and the hospitalized medical/surgical client to promote self-care agency. (Active from Fall 2021)	70.00%	100.00%
<b>VN110 - Self Care-Fundamentals, Pharmacology</b>		
Implement fundamental nursing skills for the hospitalized geriatric patient. (Active from Fall 2021)	70.00%	100.00%
Utilize critical thinking for clinical decision making for the hospitalized geriatric patient. (Active from Fall 2021)	70.00%	77.27%
Integrate nursing process into the plan of care for the hospitalized geriatric patient. (Active from Fall 2021)	70.00%	100.00%
<b>VN112 - Medical-Surgical Nursing for the Adult and Child</b>		
Implement advanced nursing skills for the medical/surgical patient. (Active from Fall 2021)	70.00%	100.00%
Utilize critical thinking for clinical decision making for the medical/surgical patient. (Active from Fall 2021)	70.00%	90.00%
Integrate the nursing process into the plan of care for the medical/surgical patient. (Active from Fall 2021)	70.00%	100.00%
<b>VN113 - NS LEAD FROM SELF-CARE ADULT</b>		
Integrate leadership skills when caring for several medical/surgical patient. (Active from Fall 2018)	70.00%	100.00%
Utilize critical thinking clinical decision making when implementing leadership skills caring for several medical/surgical patients. (Active from Fall 2018)	70.00%	100.00%
Integrate nursing process into the plan of care caring for several medical/surgical patients. (Active from Fall 2018)	70.00%	100.00%