ANTELOPE VALLEY COLLEGE

2018-2019 Program Review Report

Division/Area Name: Health and Safety Sciences/Athletic Training - ATH	For Years: 2020-2021
Name of person leading this review: Dr. Glenn Haller	
Names of all participants in this review: Kevin Simpson, Chad Shrout	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>:   The Department has two primary goals completely in line with the mission. The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics. Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs, including athletic training.
1.2.State briefly program highlights and accomplishments: None

1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
X **Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4.Check each <u>Educational Master Plan (EMP)</u>/<u>Strategic Plan Goal</u> supported by the program.	
☐ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	

X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

Student anecdotal – The need for better facilities

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

Strengths	None
Weaknesses	Only one instructor who is adjunct. Discipline classes not applicable to any degree programs nor to advancement to higher degrees or job opportunities.
Opportunities	None
Threats	Four-year degree programs in discipline at local institutions

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

Not kept/recorded

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

Serve our students better by providing a quality learning environment. No progress.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1. Provide a quality learning environment.	None	Serve our students better by providing a quality learning environment.	Work with Division Dean and Administration to secure a dedicated Athletic Training classroom containing proper and necessary materials and technologies.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

- Profile

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

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

| Select Subject | Select Subject again | Select Major(s) for Program Awards | or Select Major Code for Awards | Academic Year |
| ATH | (None) | (None) | (All) | (Multiple values) |

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

Subject	Acade..					
ATH	2014-2015	94.5%	90.4%	6		73
	2015-2016	95.7%	81.2%	6		69
	2016-2017	90.7%	76.7%	6	43	
	2017-2018	92.4%	74.2%	6		66

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

Enrollment and Number of Sections by *Modality* in ATH

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Other Indep Study	2	2	2	2
	Traditional	4	4	4	4
Enrollment	Other Indep Study	12	10	8	6
	Traditional	61	59	35	60

Enrollment and Number of Sections by *Location* in ATH

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	6	6	6	6
Enrollment	Lancaster	73	69	43	66

Number of Degrees/Certificates Awarded in AAA, AAHT, AAP and 157 more   FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in None

2018-2019 Program Review Report

Division/Area Name: Health & Safety Sciences EMT TOP Code 125000	For Years: 2020-2021
Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC / Program Director	
Names of all participants in this review: Lance Hodge	

Part 1. Program Overview:

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

1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.

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

1.4.Check each _Educational Master Plan (EMP)/Strategic Plan Goal_ supported by the program.
☒ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☒ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☒ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☒ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
☒ Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

Review of California Employment Development Department Statistics

Geographic Area	2014-2024 Employment SOC Code 29-2041/CIP Code 125100 Emergency Medical Technicians	Projected Employment (2016-2026)	Growth (2016-2026)	Annual Job Openings Reported (2016-2026)
California	18,500	22,400	+21.1%	15,800

National EMT Results Antelope Valley College

Year	Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
2015	15	80% (12)	93% (14)	93% (14)	0% (0)	0% (0)	7% (1)
2016	22	73% (16)	91% (20)	91% (20)	0% (0)	0% (0)	9% (2)
2017	21	81% (17)	90% (19)	95% (20)	0% (0)	5% (1)	0% (0)
2018	10	70% (7)	80% (8)	80% (8)	0% (0)	20% (2)	0% (0)

National Statistics 2018						
Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
74852	70% (52754)	80% (59666)	80% (59842)	0% (9)	20% (15001)	0% (0)

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

Strengths	1) Antelope Valley College EMT program is accredited Nationally by Los Angeles County Department of Health Services. 2) EMT job growth is expected to continue with population growth. The 2016-2026 projections show an expected 21.1% increase in employment opportunities for EMT's, with annual job openings of 4,000 new positions. This has not changed significantly over the past 3 years. 3) Antelope Valley College exceeds the national pass rate on licensure examination.
Weaknesses	1) Course attrition very high 69-79%. Causative factors identified include the lack of preparation for college level coursework and no pre-requisite requirements. Student success in this course is largely a factor of preparation prior to entering the college environment (study skills), maturity, self-motivation, and critical thinking skills.
Opportunities	1) We have incorporated the use of 'student notebooks' that are checked weekly in which students create a chapter-by-chapter summary of important topics and data from their textbooks. This notebook is designed to encourage the regular and scheduled reading of the textbook as well as to serve as a study guide when reviewing for exams. This Fall semester we have also encouraged and expanded the use of YouTube to review EMT skills procedures. We are continuing and expanding the requirement of 'return demonstrations' of lecture and skills topics in both the lecture and lab classes to encourage students to better develop their speaking and presentation skills and to work on those important principles of maturity, self-motivation, and critical thinking, especially under the pressure of a group setting. 2) Review of programs within the State to identify the patterns of student attrition.
Threats	1) Continued attrition patterns may lead to program closure.

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

1) SLO data as a measure to determine improvements in student success is of limited value in this course. The assumption is that higher and higher student success goals can be reached. This assumption has the natural flaw of assuming we can change those factors that contribute to student success, many of which occur prior to the student entering the college environment. As an example, this EMT course could achieve higher success rates if we manipulated course prerequisites to filter out, or filter in, certain students. Students who have taken more and higher academic courses have most likely developed better study skills, and those with a specific introduction to biology or medical terminology will have an advantage over those who have not. Students who are better readers will most likely have an easier time studying

for the EMT course. If our goal is simply higher student success numbers, such changes to the student population through implementation of prerequisites could most likely achieve some improvement in those success numbers.

2) The lead instructor has indicated that he intends to survey 3 State of California's Colleges who have the highest successful completion rates by 6/1/2018 to determine if changes can be made to improve success rates.

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

1) The EMT course is not a program.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
Goals 1-5	1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills - Supporting PLO(s), SLO(s), OO(s), ILO(s) 5.Align instructional programs to the skills identified by the labor market	1. Return demonstrations of EMT skills learned the prior week have been increased. 2. Students are now required to maintain a student notebook to help encourage and check on student reading assignments. 3. Reviews of previous lecture and lab material are initiated in every lecture and lab class with students required to explain past topics to the entire class. 4. Greater use of internet technology has been ongoing to reinforce both lecture and lab topics and is assisted by the new classroom technology in the Health & Sciences building. 5. Greater emphasis on test taking skills and understanding of scenario-based test questions. This is being accomplished through the use of EMT National Registry study guides and review of practice final exams in such publications as well as those available on the internet.	Continue with the use of EMT tutor in addition to demonstration, review, internet learning resources and test taking skills.
Goal 6	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services - Supporting PLO(s), SLO(s), OO(s), ILO(s) *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills 5.Align instructional programs to the skills identified by the labor market	Improve student success	1. Survey 3 California Community College EMT programs (UCLA, East L.A. College, and Glendale Community College) that have the highest student success rates. 2. Monitor student success on exit examinations and national certification examinations to identify content area deficiencies.

			3. Implement changes to curriculum that have been identified in area or content deficiencies. 4. Implement new study guide/curriculum summary to use as a class text, to address students with difficulty reading, studying, and comprehending the course material in the textbook and workbook. This new book will synthesize important course information, in an easy to understand and learn compact format. This should be available to students beginning next semester. 5. Maintain, replace or repair durable supplies and mannequins.
Goal 7	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services - Supporting PLO(s), SLO(s), OO(s), ILO(s) *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills 5.Align instructional programs to the skills identified by the labor market	Maintain course accreditation with the Los Angeles County Emergency Services Agency	Continue with LA County EMS curriculum requirements to meet all competencies and maintain accreditation.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Maintain annual funding to replace damaged or non-function mannequins and operational supplies.	Repeat	3,000.00	Recurring	Jeff Stephens or Lance Hodge
Professional Development					
Other					

2018-2019 Program Review Report

Division/Area Name: Health and Safety Science / Fire Technology & Wildland Fire Technology	**For Years: 2020-2021**
Name of person leading this review: Michael Hutchison	
Names of all participants in this review: Bill Bailey, Lori Gilroy	

Part 1. Program Overview:

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

This program provides entry level training for students wishing to enter the fire protections or emergency services professions. This contributes to the districts mission by providing technical education focusing on academic advancement as well as technical skills development. Additional, areas of emphasis include interpersonal communication, critical thinking, hazard identification, hazard assessment/mitigation, and problem solving. Lastly, skills such as interview, application completion, and resume development are included in program curricula to aid in the development of students into individuals ready to obtain positions in the Fire and EMS professional workforce.

1.2.State briefly program highlights and accomplishments:

The Fire Technology program underwent a comprehensive curricula and program review last academic year and per the discipline faculty with approval from the Advisory committee reorganized program configurations to create a Wildland Fire Technology (FTW) prefix to reduce confusion for the students, as well as reorganized degree and certificate requirements for Wildland fire Technology to bring in line with current industry standards.

While the program has been in a decline over the last few years this academic years. This was the first year of a stabilization trend based on sections offered, and there were no sections canceled this academic year. Additionally, within the last year 30 students self-reported to the instructors they received an offer for full time employment this coming summer as Firefighters across several states along the west coast. The wildland firefighter courses, including summer academy, worked with the Angeles National forest to prepare and treat two fuels management units for a total of about 60 acres, which directly contributed to the fuels management program on the Angeles National Forest.

The Marauders Wildland Fire Crew accepted 4 assignments, all 14-18days in length, throughout the summer for a total of 1,036 hours of fire suppression, prevention, and fuels management work. Students who work on the Fire Crew are working directly for the U.S. Forest Service under the MOU with the Inyo National Forest, and receive invaluable work experience and career development.

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

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

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

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

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

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

Within the last year 30 students self-reported to the instructors they received an offer for full time employment this coming summer as Firefighters across several states along the west coast. The Marauders Wildland Fire Crew accepted 4 assignments, all 14-18days in length, throughout the summer for a total of 1,036 hours of fire suppression, prevention, and fuels management work. Students who work on the Fire Crew are working directly for the U.S. Forest Service under the MOU with the Inyo National Forest, and receive invaluable work experience and career development.

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

Strengths	- FTEC faculty work directly with industry personnel to provide the most up to date training.
	- FTEC program places high value on career attainment with resume building, interview strategies, and application completion building into program curricula.
	- MOU with Inyo National Forest to operate a Type 2 IA hand crew for the U.S. Forest Service
Weaknesses	- Declining adjunct faculty pool, specifically those who specialize in Fire prevention, building construction, and fire protection systems.
	- New state training/certification requirements for specific classes, such as Hazardous Materials.

Opportunities	- Training opportunities through the Type 2 IA Hand Crew for Wildland Fire instructors to ensure program reflects current industry standards. - With revisions to curricula students should have additional clarification on degree pathways, leading to increased degree and certification completion. - Increased interest from the local minimal security prison for fire technology courses for individuals preparing for parole.
Threats	- Industry standards do not require the completion of any academic degree post high school for career attainment. - Declining availability of wildland instructors, many retire out of California.

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

FTEC SLO and PLO data is tabulated each year and retained by faculty in lieu of a data management system. Areas of concern are addressed by faculty and advisory committee which meet annually.

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

Previous program review goals are currently being implemented. Those goals include;

- The creation of a Wildland Fire (FTW) prefix
- Reorganization of the FTW degree and certificate requirements
- The creation of sophomore level courses for both FTEC and FTW

All changes will take effect in fall of 2019, data will be collected, reviewed, and compared to previous data to analyze for any changes in program success.

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Hire Additional Adjunct Instructors	ILO/PLO/SLO	Hire additional faculty with specialties in the areas of Wildland Fire prevention, Fire Prevention, Hazardous Materials, and Fire Protection systems.	Release outreach notice, complete recruitment, and interview applicants.
Collect, review, and compare data from pre and post program changes	PLO/SLO	Conduct a review of student's success, retention, and completion data to evaluate the impact of program changes.	Review student's data including SLO's and PLO's upon completion of the 2019-2020 academic year.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	4 Adjunct faculty desired to join the pool	New			Michael Hutchison
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

ANTELOPE VALLEY COLLEGE

2018-2019 Program Review Report

Division/Area Name: Health and Safety Sciences/Kinesiology and Athletics/Health Education	For Years: 2020-2021
Name of person leading this review: Cindy Vargas, Tim Atkerson and Perry Jehlicka	
Names of all participants in this review: Tim Atkerson, Deanna Butler, Mark Cruz, Edward Eaton, George Fetters, Barry Green, Glenn Haller, Perry Jehlicka, Carrie Miller, Meagan Rinn, John Taylor, Cindy Vargas, Joe Watts, Justin Webb	

Part 1. Program Overview:

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

1.3.Check each *Institutional Learning Outcome (ILO)* supported by the program.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4.Check each *Educational Master Plan (EMP)/Strategic Plan Goal* supported by the program.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	

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X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

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

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

None

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

Strengths	Transitioning from 16 to 8-week Health education distance education courses which has shown to have increased enrollment.
Weaknesses	HE 100, HE 120 and HE 201 currently not offered as distance education courses.
Opportunities	Offering all health courses as distance education courses as well as encouraging instructors to go through the OEI approval process.
Threats	HE 100, HE 120 and HE 201 are not currently offered online. This potentially decreases the opportunities for students to take these courses.

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

Currently the data shows that we have met SLO standards for our health education courses. As a department we continue to seek ways to expand the methods of evaluation in our courses.

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

Goal 1 – Progress is slow. While HE 100 courses are now being offered in a quality learning environment, we still seek improvement for our HE 101, HE 120 and HE 201 courses. Goal 2 – Current data shows an increase in success rates among all diverse populations. Goal 3 – Progress is being made. We have faculty who have adopted OER resources within their courses and have faculty currently working to submit their courses for the OEI exchange review.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
1. Providing a quality learning environment.	Action plans for HE 100 (SLO 2) and HE 101, 120 and 201 (SLO 1) each cite the need for classrooms equipped for the specific necessities of those classes.	To serve our students better by providing a quality learning environment. We are looking for dedicated classrooms with the proper technology to effectively	We will continue to communicate our need for a dedicated classroom through our action plans. Faculty will be encouraged to collaborate and share their

		meet our health education students' needs. We would also like to have a Canvas resource shell for our health education instructors to use for their individual courses.	resources used for their individual courses and put them in a designated health education Canvas shell.
2. Have all courses distance education courses.	Action plans for HE 100 (SLO 2) and HE 120 and 201 (SLO 1) each cite this need from data from the success of HE 101's move to this.	Develop and implement all of the health education courses to be approved and available as distance education courses. We are looking to have HE 100, HE 120 and HE 201 to be available as distance education courses.	We will submit these courses to AP&P for approval to be taught as distance education.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities	A dedicated classroom with necessary technology for this discipline	New			Cindy Vargas
Supplies					
Professional Development					
Other					

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

Select Subject	Select Subject a 🔍 ▾	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
HE ▾	HE ▾	(None) ▾	(All) ▾	(Multiple values) ▾

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

Subject	Acade.. ↕	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
HE	2014-2015	88.9%	68.9%	73	2,747
	2015-2016	89.2%	68.7%	70	2,388
	2016-2017	87.9%	67.7%	68	2,087
	2017-2018	90.5%	71.3%	64	1,959

Enrollment and Number of Sections by *Modality* in HE

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Online	16	19	21	25
	Traditional	57	51	47	39
Enrollment	Online	594	705	690	843
	Traditional	2,153	1,683	1,397	1,116

Enrollment and Number of Sections by *Location* in HE

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	65	50	49	41
	Palmdale	8	20	19	23
Enrollment	Lancaster	2,503	1,709	1,486	1,227
	Palmdale	244	679	601	732

Number of Degrees/Certificates Awarded in All

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	0.6	1.2	0.8	1.6
FT/Regular	4.2	4.0	4.0	3.2
FT/Overload	1.2	0.8	0.8	0.6
TOTAL FTEF	6.0	6.0	5.6	5.4
PT/FT	0.1	0.3	0.2	0.5
FTES	123.2	112.8	105.4	92.3
FTES/FTEF Ratio	20.5	18.8	18.8	17.1
WSCH/FTEF Ratio	616.0	563.8	564.8	512.7

4

2018-2019 Program Review Report

Division/Area Name: Health and Safety Sciences/Kinesiology – includes KINT, KINF and IATH	For Years: 2020-2021
Name of person leading this review: Dr. Glenn Haller	
Names of all participants in this review: Joe Watts, Tim Atkerson, John Taylor, Perry Jehlicka, Barry Green, Deanna Butler, Edward Eaton, Carrie Miller, Mark Cruz, Jerry Stupar, Cindy Vargas, Meagan Rinn, Chad Shrout, George Fetters, Justin Webb	

Part 1. Program Overview:

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

1.2.State briefly program highlights and accomplishments: the Department has developed, had approved and has begun giving and AA-T degree in Kinesiology and a Certificate of Achievement in Yoga Trainer. Additionally, graduates with the AA-T degree have increased every year since its implementation.
1.3.Check each Institutional Learning Outcome (ILO) supported by the program.

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

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

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

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

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

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

Student surveys along with Community Advisory Committees consistently bear out need for more and varied local certificate and degree programs
Strong community voice asking for more and different kinds of Adapted PE.

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

Strengths	Strong growth in Kinesiology transfer degree; Yoga training; Strong success and retention rates - higher than AVC's
Weaknesses	Lack of local degree programs and modern facilities
Opportunities	Community want for new and various opportunities; Entering into a building phase on campus.
Threats	Nearby colleges with more offerings and much better facilities, especially Canyons

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

Action plans are being discussed and submitted to the department chair for nearly 75 percent of the courses. The department chair and department is pushing for that mark to be at least 90 percent in September of 2019.

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

In the year since our comprehensive program review, nothing has changed with regard to progress on the goals. For some we are still pushing forward. For most, we are in a holding pattern.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*

#1 Increase KIN program offerings	Over 60 percent of classes have action plans which call for the need for more certificate and major offerings. Additionally, student surveys consistently bear this out need, along with Community Advisory Committees	Serve our Kinesiology students better by providing more and more varied activity courses and degree and certificate programs.	Have faculty continue working on various local degree and certificate programs, as well as the accompanying curriculum. . Increase personnel as necessary.
# 2 Increase Adapted PE Curriculum	The SLO for KINF 100 speaks to this, as well as a strong community voice asking for more and different kinds of Adapted PE.	Serve our Adapted PE students better by providing specialized instructors, increasing types of classes offered and creating dedicated facilities for these classes.	Have faculty create curriculum to better serve the community by going from one "catch-all" class to a full set of curriculum so the adapted students can have specialized classes to better their physical education in consideration with their various needs and requirements. Work with Division Dean and Administration to have built an Adapted Pool facility as well as other dedicated classrooms which contain proper and necessary materials and technologies. improvement which contain proper and necessary materials and technologies. Increase personnel as necessary.
#3 Increase sub-discipline diversity in faculty	Action plans for KINF 100 and 144 as well as KINT 102, 103, 241, 242, 243 and 244 each cite the need for non-coaching instructors in the various disciplines.	Serve our Kinesiology students better by providing specialized instructors, dedicated only to their discipline. Over the last five years there have been four retirements and there is one more which have announced their retirement in 2020. This will leave only one	Work with Dean, Administration and other Department Chairs to hire new full-time, non-coaches for the department, especially for the Yoga training and Adapted PE disciplines.

		full-time non-head coach Kinesiology instructor.	

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Three non-coaching Kinesiology instructors	Repeat			Glenn Haller, Greg Bormann
Classified Staff					
Technology					
Physical/Facilities	Dedicated Adapted PE pool and classroom facilities	Repeat			John Taylor, Glenn Haller, Greg Bormann
Supplies					
Professional Development					
Other					

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

Select Subject: KIN

Select Subject again: (Multiple values)

Select Major(s) for Program Awards: (Multiple values)

or Select Major Code for Awa▽ (All)

Academic Year: (Multiple values)

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

Subject	Acade.. ↕	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
KIN	2014-2015	90.7%	86.2%	192	3,927
	2015-2016	91.0%	86.9%	175	3,235
	2016-2017	92.7%	88.3%	177	3,426
	2017-2018	92.8%	89.3%	189	3,271

Enrollment and Number of Sections by *Modality* in KIN

	Instr. Method	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Inter-Col Athletic	53	51	64	64
	Other Indep Study				1
	Traditional	139	124	113	124
Enrollment	Inter-Col Athletic	1,126	869	1,140	1,057
	Other Indep Study				2
	Traditional	2,801	2,366	2,286	2,212

Enrollment and Number of Sections by *Location* in KIN

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	189	172	175	187
	Palmdale	3	3	2	2
Enrollment	Lancaster	3,857	3,175	3,383	3,239
	Palmdale	70	60	43	32

Number of Degrees/Certificates Awarded in All

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
AA-T Kinesiology	KINT	Degree	2015-2016	3 / AA
			2016-2017	14 / AA
			2017-2018	18 / AA
Yoga Instructor	KIN1	Certificate	2016-2017	20 / CL
			2017-2018	16 / CL
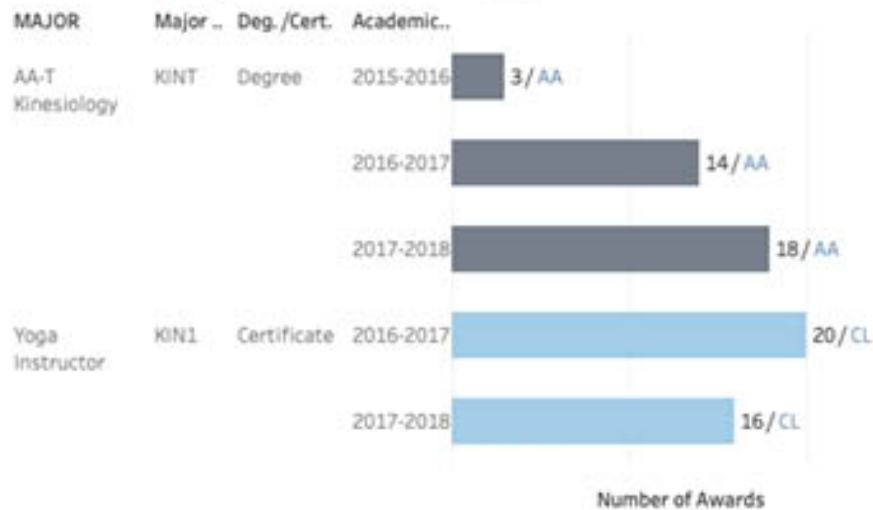
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in KIN

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct	4.3	4.1	4.4	3.2
FT/Regular	5.3	4.7	4.9	6.2
FT/Overload	0.8	0.5	0.3	0.9
TOTAL FTEF	10.3	9.2	9.6	10.3
PT/FT	0.8	0.9	0.9	0.5
FTES	203.0	178.7	189.1	176.3
FTES/FTEF Ratio	19.7	19.3	19.7	17.1
WSCH/FTEF Ratio	592.5	579.8	590.4	511.8

ANTELOPE
VALLEY
COLLEGE

2018-2019 Program Review Report

Division/Area Name: Health and Safety Sciences	For Years: 2020-2021
Name of person leading this review: Candace Martin	
Names of all participants in this review: Candace Martin	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>: The Vocational Nursing Program (VNP) provides quality, comprehensive education to a diverse population of students who desire to work in the health care industry. It contributes to the Antelope Valley College (AVC) District mission by offering a certificate of "essential career technical instruction," namely, the Certificate of Vocational Nursing. This certificate allows the students to sit for the National Council Licensure Exam (NCLEX), the exam leading to licensure in the state of California.	
1.2.State briefly program highlights and accomplishments: The last two graduating classes of the VNP have experienced excellent pass rates (90% in 2016 and 100% in 2018) of the NCLEX. Through anecdotal evidence, it is known that at least 80% of the graduates who chose to pursue a job as a licensed vocational nurse (LVN) were able to obtain one. Licensure has also qualifies students to enter the third semester of registered nursing programs, including the associate degree nursing program here at AVC. Many have done so. Finally, this academic year, the VNP has returned to its original 12-month schedule for which the curriculum was designed.	
1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
X **Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4.Check each <u>Educational Master Plan (EMP)</u>/<u>Strategic Plan Goal</u> supported by the program.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	

☐	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
X	Goal 5: Align instructional programs to the skills identified by the labor market.

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

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

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

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

Strengths	Ninety percent of the students who complete the first semester (VN 110) go on to complete the program. The VNP is an academically solid program that leads to passage of the NCLEX.
Weaknesses	Admission to the VNP is based on a lottery system that only requires a high school diploma. This leads to a very poor success rate for the first semester (VN 110) of the VNP. Also, there were well over 100 applicants to the program for both the 2016-2017 and 2018-2019 academic years and only an average of 25 students accepted each time. Finally, the number of certificates for the VNP have declined over the past four years.
Opportunities	Job opportunities for LVNs is excellent in a variety of settings including clinics, skilled nursing homes, schools, long-term home care, prisons, and more. Students can enter into the third semester of registered nursing programs and many students do so.
Threats	Private VN schools attract potential AVC students since admission to these programs are easy. These schools are also very expensive.

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

- Equipment in the skills lab has been maintained and remains adequate to meet the students' needs.
- The use of *Virtual Clinical Excursions* continues to have a positive impact on student success.
- Students continue to utilize on-campus resources such as OSD, the Learning Center, and workshops.

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

- The VNP has maintained BVNPT approval.
- The VNP has returned to a 12-month schedule.
- A plan has been implemented that assures a full class in VN 110.

- Approval has been achieved to replace the full time VN instructor, a position that was unmeritoriously taken away five years ago. This process is currently on-going. However, the goal is to hire a third full time VN instructor.
- Student success is very good throughout the program except for VN 110.
- It was determined during the last Program Review that the goal of integrating simulations into the program had been achieved. However, the BVNPT initiated new, rigorous criteria to be met in order to do this. Therefore, simulations have not been integrated during the current academic year.

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

| Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Increase student success in the program with emphasis on VN 110	ILO 1, 2, 4	The only requirement for acceptance into the VNP is a high school diploma. Consequently, many students have little or no academic experience and are not prepared for the rigors of this program.	A multi-criteria admission tool has been developed to evaluate and determine applicants that have a better capability of success in the VNP. This tool is currently going through AP&P and should be implemented for the 2020-2021 academic year.
#2 Maintain BVNPT approval	ILO 4	The VNP is reapproved every three years. This is an on-going goal.	The VN program was approved for another three-year cycle.
#3 Hire a third full-time instructor	ILO 4	LVN and RN employment positions are in high demand. Application to the VNP are excessive. Expanding the program by hiring a third full time VN instructor would serve both students and the community.	Achieve approval from AVC administration.
#4 Integrate simulation into the current curriculum.	ILO 1, 2, 4 SLO 1 VN 110, 111, 112 SLO 2 all courses SLO 3 all courses	Simulations are excellent tools to use in the skills lab to help students apply their knowledge and utilize critical thinking skills.	Complete documentation required by BVNPT to obtain approval.
#5 Maintain equipment in the skills lab	ILO 2, 4 SLO 1 VN 110, 111, 112 SLO 2 all courses SLO 3 all courses	Equipment maintenance and replacement.	Repair and replace broken equipment.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Third full time VN instructor	Repeat	Unknown	Recurring	Candace Martin
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Repair and replace broken equipment	Repeat	$10,000	Recurring	Candace Martin
Professional Development					
Other					

Annual or Term Selector
Annual

Term
All

Grade Distribution for VN
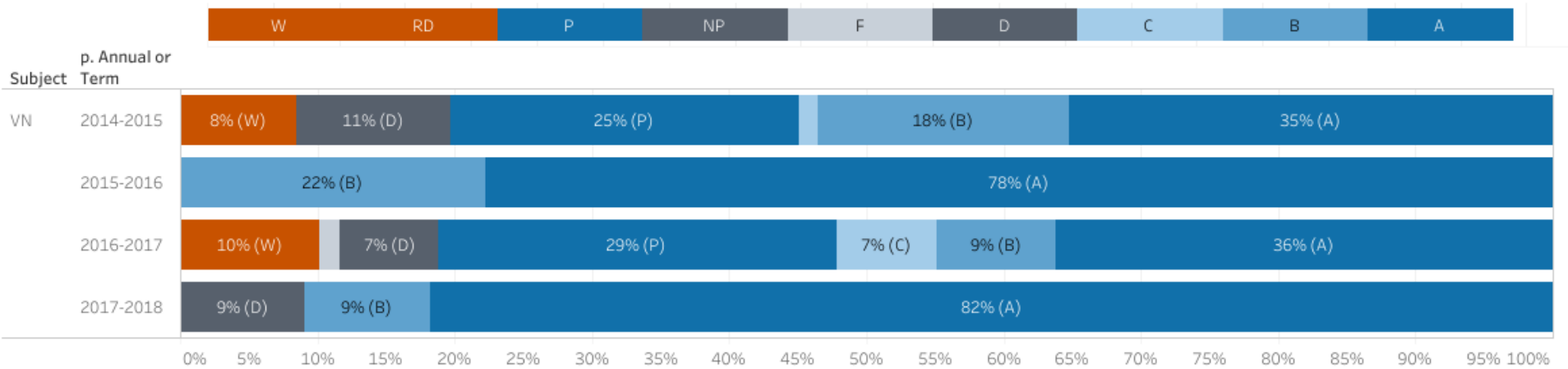
Academic Year
Multiple values

Break by..
None

Subject
VN

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

	2014-2015	2015-2016	2016-2017	2017-2018	Grand Total
VN	80.3% (71)	*** ()	81.2% (69)	90.9% (11)	82.5% (160)
Grand Total	80.3% (71)	*** ()	81.2% (69)	90.9% (11)	82.5% (160)

Enrollment, Number of Sections by Course Number

Annual or Term
Annual

Term
All

Select a Course Number
All
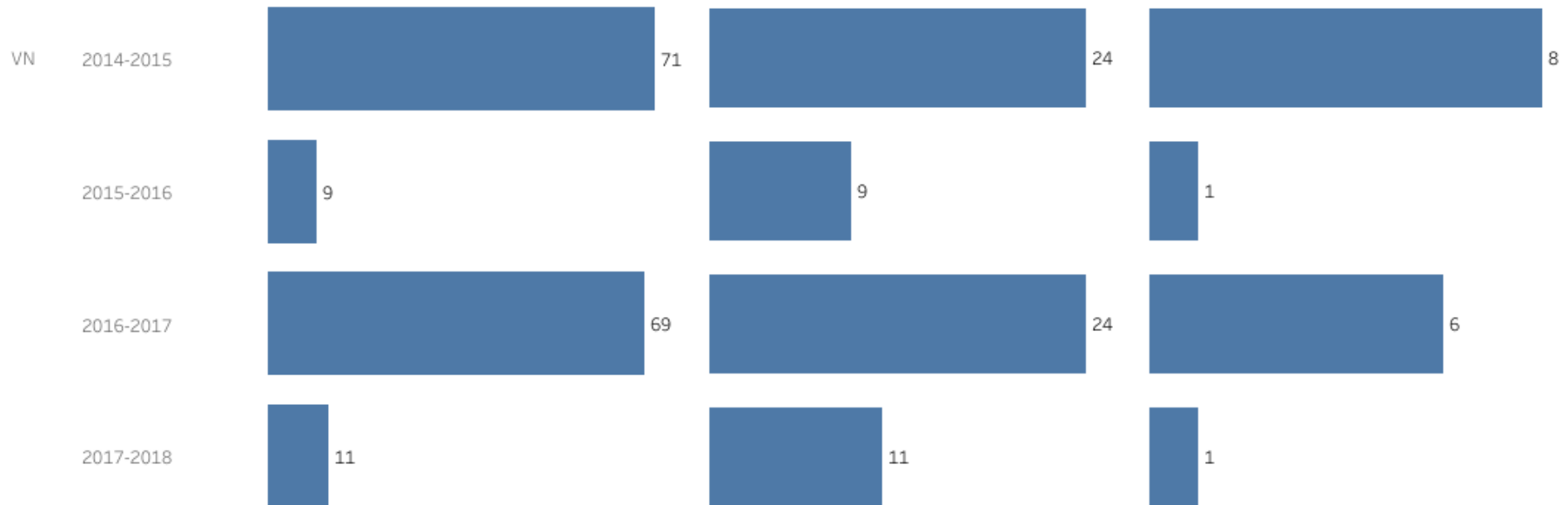
		Enrollment N (Duplicated)	Unduplicated Headcount	# of Sections
VN	2014-2015	71	24	8
	2015-2016	9	9	1
	2016-2017	69	24	6
	2017-2018	11	11	1

5

2018-2019 Program Review Report

Division/Area Name: Health and Safety Sciences Medical Office Assisting TOP Code 120800	For Years: 2020-2021
Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC	
Names of all participants in this review: Patricia Karnstedt, Paularita Bossier, Karen Stenback	

Part 1. Program Overview:

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

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

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

1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.	
☒ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
☒ Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
☒ Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
☒ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
☒ Goal 5: Align instructional programs to the skills identified by the labor market.	

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

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

Geographic Area	2016 Employment SOC Code 31-9092/CIP Code 510801 Medical Office Assistant	Projected Employment (2016-2026)	Growth (2016-2026)	Annual Job Openings Reported (2016-2026)	
California	84,900	109,600	29.2%	127,200	

2018 Student Surveys respondents expressed confusion regarding MOA program areas of concentration in addition to the lack of practical clinical experiences within the program.

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

Strengths	Based on the above statistics and projections, industry needs are increased from last report 22.4% to 29.2%
Weaknesses	1) MOA struggles with a limited supply budget as they are not eligible for Perkins grants. It should be noted that the MOA program is disjointed as there are 2 pathways front office and back office majors that are in different divisions. There has been consideration to join the 2 areas of focus that has not been addressed fully. 2) MOA has only 3 adjunct faculty and has been unsuccessful at coordinating the 2 pathways into one program. 3) A lack of clinical experiences places students at a disadvantage within the hiring pool.
Opportunities	1) Hire/convert an adjunct position to FT faculty in order to coordinate 2 areas of focus and add clinical experiences.

Threats	1) This program in its current state is obsolete. Employers want graduates with clinical experiences that can function at a higher level. The 2 pathways currently in place within the industry do not exist.

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

All SLO's have been met as measured it is important to maintain course budget for durable supplies. It is also imperative to continue to make necessary curriculum changes to reflect current practices of a MOA.

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

Goal 1: This in part has been met by the use on one-time block grant of $15,000.00 and maintaining Prop 20 funding, however the $1,000.00 supply budget has not been restored.
Goal 2: This has not been met; there was a committee formed to address this issue but has not met in over 1 year.
Goal 3: This goal has not been met as it would be the responsibility of a non-existent advisory committee

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal 1	*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Improve student success by providing necessary learning material in the classroom	Restore annual 1,000.00 supply budget and maintain Prop 20 funding. Added budgetary allowance will enable program to maintain training equipment and simulation supplies.
Goal 2	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Combine both areas of study (back and front office) into 1 cohesive program. To increase the FTEF for the discipline (MOA 110 and 111) with full-time instructor in the discipline and maintain or replace adjunct faculty improve skill competency.	Addition of one full-time faculty for program coordination and increase community partnerships by the addition of clinical experiences. This would allow for program expansion by complying with State requirements and allow for program accreditation with certification of graduates.
Goal 3	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	Improve stakeholder relationship	To truly strengthen institutional effectiveness within the community it serves the program needs to conform/re-engineer to the industry standards and provide graduates a pathway to employment.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Addition FT faculty	Repeat		Recurring	Jeff Stephens
Classified Staff					
Technology					
Physical/Facilities					
Supplies	Restoration of supply budget	Repeat	$1,000.00	Recurring	Jeff Stephens
Professional Development					
Other					

Division/Area Name: HSS/Nutrition and Foods	For Years: 2020-2021
Name of person leading this review: Ann Volk	
Names of all participants in this review: Rona Brynin	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission:
The area of Nutrition and Foods contributes to the district mission by supporting students interested in transferring to a 4-yr university. An AS-T in Nutrition is in the process of being approved which will provide this path. Also, courses in this area can be used to fulfill General Education requirements.

1.2.State briefly program highlights and accomplishments:
The AS-T Nutrition was submitted in CurricUNET in Feb 2019 for approval. NF 150 Food and Culture was also submitted in Feb 2019 to be reviewed to qualify as a General Education course in Area C-2 (Humanities) and Area E (Additional Breadth).

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

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

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

☐	Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
☐	Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X	Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.

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

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

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

| N/A |

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

Strengths	According to the data, the overall current retention rate is 82%, which has been consistent since 2014-15 data. Overall success rate has improved from 55% four years ago to 60% in 2017-18. However, these results may be inaccurate (see weakness below)
Weaknesses	A weakness may be the data used for this analysis. Per the data, total enrollment for 2017-18 was 1,066 and the overall NF success rate was 60%; 63% for traditional and 55% for online. Current enrollment for spring 2019 is 405 and fall 2018 was 427 which is a total of 832. To match the enrollment total listed in the 2017-18 data, 234 students would need to enroll this summer. This is highly unlikely since the max enrollment is 105. If this data is based on enrollment, which it appears to be by reviewing the numbers, it gives an unreliable result. Therefore, the biggest weakness is the inability to accurately analyze the 2017-2018 data.
Opportunities	AST-Nutrition is in the process of being approved. This is an opportunity to increase the number of students transferring to a 4 yr. college. NF 150 is being reviewed to qualify for Area C-2 and Area E of General Ed courses. This offers students another class to take to satisfy the GE requirement and could increase enrollment in that course.
Threats	Enrollment of traditional vs online may need to be monitored to assess if online courses are attracting students away from traditional courses. 2017-2018 data show that enrollment at the Lancaster campus declined (although see above regarding enrollment numbers) when 2 online sections were added. It should also be noted that 3 traditional courses were dropped that year due to low enrollment (although one course was different then what was being offered online).

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

| Action plans have not been needed last year since all SLOs were met |

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

| |

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*

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

During the last 4 years, the achievement target had not been met for the SLO related to the case study project. Faculty addressed this by meeting and reviewing the rubric, guidelines and due date of the project to all be aligned with one another. As a result, achievement results have increased. Also, a student tutor has been available for the NF 100 courses and continues to be a resource for those students.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities	Palmdale campus has a known sewage problem. The administration building where faculty office are held has a constant sewage odor. It has caused nausea in some staff, and headaches in some faculty. We have been told they are working on it but nothing has changed. It is VERY unhealthy to breath in sewage gases				
Supplies					
Professional Development					
Other					

ANTELOPE
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2018-2019 Program Review Report

Division/Area Name: Health & Safety Sciences: Radiologic Technology	For Years: 2020-2021
Name of person leading this review: Robert Desch MA, ARRT, CRT (F)	
Names of all participants in this review: Robert Desch MA, ARRT, CRT (F)	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>:   The Radiologic Technology Program contributes to the College's mission by providing a career pathway toward State Certification and National credentialing as a Registered Radiologic Technologist. The course incorporates: 1) specialized knowledge, skills, and abilities related to students educational goals and entry level career in radiologic technology; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing radiological care to patients with medical disease or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community.
1.2.State briefly program highlights and accomplishments: The Radiologic Technology Program encompasses a specialized body of knowledge to include cognitive (knowledge), psychomotor (clinical proficiency), and affective (behavioral skills). Since the program inception in 2008, the program has maintained national accreditation by the Joint Review Commission in Education Radiologic Technology (JRCERT) and the California Department of Radiation Health Branch, (RHB). The program has maintain and exceeds national performance on board examination and has maintain a 100% pass rate sense 2008. The program currently has the highest national accreditation of 8 years and has just submitted it interim report for 2017 and was accepted by the JRCERT to continue the 8 year accreditation level. The program has maintain 100% job placement sense 2010 post graduate 12 months.

1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
☒**Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications
☒**Creative, Critical, and Analytical Thinking**	☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☒Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☒**Community/Global Consciousness**	☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☒ **Career and Specialized Knowledge**	☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

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

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

Geographic Area	2016 Employment SOC Code 29-2034/CIP Code 510911 Radiologic Technologist	Projected Employment (2013-2023)	Growth (2013-2023)	Annual Job Openings Reported (2013-2023)
California	14,100	15,490	13%	470

California Accredited Programs	Number of Graduates Estimated (24 students =Mean)	Job Short Fall
25	425	45

Based on the labor market data available there is projected 0.98% state wide job market growth 2012-2023. The estimated growth is potentially slightly more than students currently in programs. Currently most of the potential jobs will come from out of the Antelope Valley area and most of our students will have to travel outside the area for employment. The Radiologic Technology Program has double the size of the amount of students attending from previous years adding to meet potential future shortfall in the job market. (Some data taken from national data sources).

Licensure Exam Results:
Review of SLO data and national test results revealed pass rates better than the national average.

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2014	7	100%	100%	N/A
2016	10	100%	100%	N/A
2017	10	100%	100%	N./A
2018	9	100%	100%	N/A

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

Program outcome summary reveals 5 year average (2014-2018)

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

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

Strengths	1) The Radiologic Technology Program continues to provide students' with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidence by national exam performance, graduate surveys, student surveys, and employer surveys. 2) National testing results and accreditation standards show that AVC's Radiologic Technology Program exceed required benchmarks and national pass rates. 3) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands.
Weaknesses	1) The Radiologic Technology Program is limited by the number of clinical sites for training, due to the limited amount of hospitals in the area.
Opportunities	1) We have the opportunity to teach the Radiologic Technology student in other modalities like computer tomography and mammography as well as general radiography training.
Threats	1) The program does not see any threats currently or in the future.

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

Action Plan 1
SLO's identified additional areas in (critical thinking). Additional changes made in competencies in American Registry of Radiologic Technology (ARRT). The competency have been changed to manual techniques for all ARRT competency for national accreditation requirements. All courses in the RADT program have continued to meet requirements in the current SLO to date.

Program learning outcomes have not been changed to reflect National Board Radiologic Technology standards. The current program learning outcomes are in compliance.

Action Plan 2:
While the PLOS and SLOS are being been met for this program it is important to maintain program budget for durable supplies. It is also imperative to continue to make necessary curriculum changes to reflect National Board for Radiologic Technology standards, and California State standards for entry level practice in to the field of Radiologic Technology.
Progress:
Changes in the Radiologic Technology field have a greater need for students to learn other modalities, communication, and positioning skills. The addition of a new positioning mannequin and added lab equipment donated by local hospitals will help the students be ready for clinical training and patient care.

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

Goal #	Discipline/area goal and objectives	Progress
Goal 1:	*Fulfill the need for entry level radiologic technologist in our community and nationally.*	The radiologic technology program has to date filled open positions at both area hospitals in our 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 concerning the radiologic technology sciences and professional job skills.
Goal 2:	*Continue to maintaining accreditation standards for the radiologic technologist program.*	The program will continue to provide the students training in the radiologic technology sciences meeting national and state accreditation standards.
Goal 3:	*Continue monitoring student progress by utilizing data from standardized testing and national board examinations.*	National accreditation (JRCERT) requires national board examination. The program has maintained passing standards greater than the national average. The program has provided accreditation standards meeting all requirements by the State of California concerning the RHB, CDPH.

Goal 4:	Continue to provide the radiologic technology program accreditation standards.	The radiologic technology program has maintain accreditation standards both state and national and is currently accredited till 2021.	

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills 5.Align instructional programs to the skills identified by the labor market	*Fulfill the need for entry level radiologic technology jobs in our community and or in the state and nationally.*	These goals are ongoing and reflect student success, curriculum advancement, licensure and employment.

Increase funding to maintain state-of-the-art training through up-to-date equipment and clinical simulation. To include training for instructors.

Increase current budget structure due to increase cost of supplies and current training equipment. |
| *Goal #2* | 1. Commitment to strengthen Institutional Effectiveness measures and *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills - Supporting PLO(s), SLO(s), OO(s), ILO(s) | *Maintain program faculty and hold to a high quality while maintaining accreditation standards for radiologic technology.* | Provide funding for faculty and instructional material lecture and lab training. |
| *Goal #3* | 1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills *4. Advance more students to college-level coursework. | *Continue monitoring graduate progress by utilizing data from standardized testing and national board examinations.* | Continue to utilize the American Registry of Radiologic Technology (ARRT) portal to access national board examinations data. To monitor graduate progress implement an electronic survey and phone or txt communication. |

Goal # 4	*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills 5.Align instructional programs to the skills identified by the labor market	Provide educational activates which support technical, communication and patient imaging skills.	Acquire funding and equipment to support educational training in the radiologic technology sciences.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
FT Faculty	Faculty	Repeat	unknown	Recurring	Robert Desch
Adjunct Faculty	Adjunct Instructors	Repeat	unknown	Recurring	Robert Desch
Technology	Positioning Mannequin for lab	New	31,000	One-Time	Robert Desch
Physical/Facilities	Expand the laboratory	New	unknown	One-Time	Robert Desch
Supplies	Increase Program Supply budget	Repeat	2,500	Recurring	Robert Desch
Program Accreditation	Accreditation for State and National	Repeated	3,160	Recurring	Robert Desch
Machine registration	Maintain x-ray machine registration	Repeat	2,318	Recurring	Robert Desch
Machine Maintenance agreement	Maintain x-ray machine	Repeat	7,200	Recurring	Robert Desch

2018-2019 Program Review Report

Division/Area Name: Health & Safety Sciences: Respiratory Care TOP Code 121000	For Years: 2020-2021
Name of person leading this review: Jeff Stephens RRT, RN, MSN, FNP-BC	
Names of all participants in this review: Wendy Stout RRT EdD	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district <u>mission</u>:   The Respiratory Care Program contributes to the College's mission by providing a career pathway toward State licensure and National credential as a Registered Respiratory Care Practitioner. The course incorporates: 1) specialized knowledge, skills, and abilities related to student educational goals and entry level career in respiratory care; 2) requires students to acquire skills in communication with the health care team; 3) use critical thinking, analytical skills, and technology in providing respiratory care to patients with respiratory disease or life-threatening injury; and 4) requires ethical behavior and promotes lifelong learning within the community at large.
1.2.State briefly program highlights and accomplishments: The Respiratory Care program encompasses a specialized body of knowledge to include cognitive (knowledge), psychomotor (clinical proficiency), and affective (behavioral skills). Since the program inception in 2006, the program has maintained national accreditation by the Commission on Accreditation for Respiratory Care in addition to exceeding national performance on board examinations. The program has been awarded accreditation by the National Institute for Occupational Health (NIOSH) and is the only college in the State of California to award national certification in occupational screening of pulmonary function to its students.

1.3.Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
☒**Communication**	☒Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. ☒Demonstrates listening and speaking skills that result in focused and coherent communications
☒**Creative, Critical, and Analytical Thinking**	☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☒Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
☒**Community/Global Consciousness**	☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

☒ **Career and Specialized Knowledge**	☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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

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

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

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

Geographic Area	2016 Employment SOC Code 291126/CIP Code 510908 Respiratory Care	Projected Employment (2014-2024)	Growth (2016-2026)	Annual Job Openings Reported (2016-2026)
California	17,000	21,300	+1.25%	13,100

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

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

Program Personnel & Student Survey Findings - personnel resources, medical director, facilities, laboratory equipment, learning resources, support personnel, financial resources, program budget, clinical resources, and physician interaction for the last 5 years 100% participants have rated Antelope Valley College RCP program greater than 3 (average) on a 5 point Likert scale. Recommendations include: provision of additional learning resources and up-to-date equipment.
Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains. Recommendations include: continue curriculum that meet industry standards.
Advisory Committee Meeting Results: Maintain accreditation standards and continue to provide industry standard training and supplies.

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

Licensure Exam Results:
Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students exceed national standards.
National Board Respiratory Care Testing Statistics AVC #200523
TMC – High Cut Score – Instituted 6/2014 and required by the State of California 1/2015 for licensure.

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2015	11	100%	72.7%	27.3%
2016	11	91.7%	81.8%	9.1%
2017	9	90%	77.8%	11.1%
2018	10	90%	70%	20%

Clinical Simulation (CSE)

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2016	11	100%	72.7%	27.3%
2017	9	100%	66.7%	33.3%
2018	9	100%	77.8%	22.2%

TMC All Candidate Summary	Program Pass %	National Pass%	% of National Pass
2016-2018	60.38%	48.22%	125.22%

CSE All Candidate Summary	Program Pass %	National Pass%	% of National Pass
2016-2018	60.00%	52.62%	114.03%

Review of national testing shows Antelope Valley College exceeds all 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 (2015-2018)

Retention	Job Placement	On-Time Graduation	Employer Satisfaction	Graduate Satisfaction
83%	82%	94%	100%	100%

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

Strengths	1) The Respiratory Care Program continues to provide students' with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidence by national exam performance, graduate surveys, student surveys, and employer surveys. 2) National testing results and accreditation standards show that AVC's Respiratory Care Program exceed required benchmarks and national pass rates. 3) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands.
Weaknesses	1) The Respiratory Care Program at AV College is an Associate's Degree program. The Commission on Accreditation for respiratory Care (CoARC) is no longer accepting associate degree programs for accreditation as entry level. By 2022 there are plans to eliminate all associate degree programs.
Opportunities	1) We have the opportunity to teach the NIOSH training course to the community 2) We have the personnel to offer specialty train in sleep disorders medicine
Threats	1) **The program director is retiring June 1, 2019 and we are required to have 2 full-time faculty to maintain accreditation.**

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

Action Plan 1

The Program outcome data review showed that while there has been improvement in the TMC performance there is still a weaknesses in equipment manipulation of mechanical ventilation. Also there is still a below average score on the CSE exit examination. During the annual RCP advisory committee meeting it was determined that we need to seek funding for the RespiPatient simulator. The simulation allows the students to assess chest rise, lung, heart and bowel sounds, x-rays, ABG values, and ventilator and CO2 waveforms before treating their patient. Student will be able to make changes to a simulated mechanical ventilated patient. By allowing students to make changes and see changes that occur to a patient, the hope is there will be an increase in understanding equipment manipulation of mechanical ventilation. Curriculum will also be looked at to find ways to help students better prepare for the CSE.

Progress: The funding and equipment has been acquired to put into place a respiratory care simulation. Training will begin for the simulations in June for the instructors as well as students. Outcome data will then be looked at for those taking the TMC in summer of 2020. It will also be important to maintain training and equipment budgets

Action Plan 2:

While the PLOS and SLOS are being been met for this program it is important to maintain program budget for durable supplies. It is also imperative to continue to make necessary curriculum changes to reflect National Board for Respiratory Care standards, and California State standards for entry level practice in to the field of respiratory care.

Progress:

We have made several changes but in review we can now see the need to provide educational activities that support optimal, technical, communication and patient care skills. Changes in the respiratory care field have a greater need for students to learn computer charting skills, communication, and patient care skills. The addition on the simulation lab will help with patient care skills but the program needs to find a way to help with communication and technology related charting.

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

Goal #	Discipline/area goal and objectives	Progress	
Goal 1:	*Fulfill the need for Advanced Respiratory Care Practitioners in our community.*	The Respiratory Care program has to date filled open positions at both area hospitals and durable medical supply companies who perform out-patient services	

		within the local community. In addition, our students have expanded outward into other communities as well as additional states. All measures the graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain).	
Goal 2:	*Increase program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.*	In order to achieve inter-rater reliability and consistency in preceptor teaching and evaluation the respiratory care program has purchased and has used a the AARC preceptor training. All fulltime and adjunct instructors have completed the program. This should be done every few years to maintain inter-rater reliability.	
Goal 3:	*Continue monitoring student progress by utilizing data from standardized testing and national board examinations.*	CoArc requires that we monitor and report this information. The NRBC provides the data necessary to monitor students' progress on the National board examination. However, the program still has a hard time receiving employer surveys from graduates who work outside of the area.	
Goal 4:	*Continue to provide medical direction for Respiratory Care Program as required by accreditation (CoARC) body.*	We continue to employ a medical director for our program as mandated **CoARC Accreditation Standards 2.03** The sponsoring institution must appoint, at a minimum, a full-time Program Director, a full-time Director of Clinical Education, and a Medical Director. **2.14** The program must appoint a Medical Director to provide and ensure direct physician interaction and involvement in student education in both the clinical and non-clinical settings; the Medical Director must be a Board certified, licensed physician, credentialed at one of its clinical affiliates, with recognized qualifications,	

by training and/or experience, in the management of respiratory disease and in respiratory care practices. **Recommendation from CoARC site visit 2009**/ initial accreditation was to increase physician (medical director) involvement. It was agreed by consensus to recommend an increase to Dr. Ahmed's stipend to $3000 per year. This budget request was approved	

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

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Goal #1	*1. Commitment to strengthen Institutional Effectiveness measures and* *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services* *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills* *5.Align instructional programs to the skills identified by the labor market*	*Fulfill the need for Advanced Respiratory Care Practitioners in our community.*	These goals are ongoing and reflect student success, curriculum advancement, licensure and employment. Increase funding to maintain state-of-the-art training through up-to-date equipment and clinical simulation. To include training for instructors. Increase current budget structure due to increase cost of supplies.
Goal #2	*1. Commitment to strengthen Institutional Effectiveness measures and* *3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills* *- Supporting PLO(s), SLO(s), OO(s), ILO(s)*	*Maintain program faculty and hold to a high quality while maintaining accreditation standards for respiratory care.*	Provide funding for reoccurring inter-relator instructor training. Hire a full-time faculty member to replace Jeff Stephens as the Program director and thereby maintain program accreditation.
Goal #3	*1. Commitment to strengthen Institutional Effectiveness measures and* *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services*	*Continue monitoring graduate progress by utilizing data from standardized testing and national board examinations.*	Continue to utilize the NBRC portal to access national board examinations data. To monitor graduate progress implement an electronic survey.

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	3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills *4. Advance more students to college-level coursework.*		
Goal # 4	*3. Focus on utilizing proven instructional strategies that will fostertransferable intellectual skills* *5.Align instructional programs to the skills identified by the labor market*	*Provide educational activates which support technical, communication and patient care skills*	Acquire funding and equipment to support educational activities in computer based charting, communication and patient care skills.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	FT Faculty to replace retiring program director	New		Recurring	Wendy Stout
Classified Staff					
Technology	Simulated Electronic Medical Record	New	15000	One-Time	Wendy Stout
Physical/Facilities					
Supplies	Increase Program Supply budget	Repeat	2,500.00	Recurring	Wendy Stout
Professional Development	Preceptor Training Course	New	249	Recurring	Wendy Stout
Other	Maintain accreditation fees	Repeat	2,100.00	Recurring	Wendy Stout
Other	Maintain Medical Director Stipend	Repeat	3,000.00	Recurring	Wendy Stout

2018-2019 Program Review Report

Division/Area Name: Recreation and Leisure Studies – REC	For Years: 2020-2021
Name of person leading this review: Dr. Glenn Haller	
Names of all participants in this review: Perry Jehlicka, Chad Shrout	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission: The Department has two primary goals completely in line with the mission. The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics. Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs.
1.2.State briefly program highlights and accomplishments: The Discipline has been stagnant, and in fact has lost enrollment, for reasons which will be addressed.

1.3.Check each Institutional Learning Outcome (ILO) supported by the program.	
X **Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X **Creative, Critical, and Analytical Thinking**	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X **Community/Global Consciousness**	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. ☐Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X **Career and Specialized Knowledge**	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4.Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.	
☐ Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	

X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
☐ Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

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

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

Community Advisory Committee formed and preliminarily voted to move forward.

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

Strengths	Recreation and Leisure Studies is a major at several CSU schools – including Northridge – and is one of the largest grow industries. According to 2014-2024 Occupational Employment Projections, jobs in this industry are to grow by between 12 and 23 percent by 2024.
Weaknesses	No major or certificate program in place currently
Opportunities	Creation of certificate and degree program currently progressing, including community advisory committee assent. Move to online for many classes ongoing, including one being designed to meet OEI standards.
Threats	Most local community colleges, including Canyons, has a degree program in place

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

Action plans from SLO 1 of REC 101 and SLO 2 of REC 102 are to promote Recreation and Leisure Studies as a major and certificate program. As indicated above in opportunities, this is moving forward.

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

Goals from the last two program reviews is to promote Recreation and Leisure Studies as a major and certificate program. As indicated above in opportunities, this is moving forward.

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

Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*
1. Create certificate and degree programs.	SLO 1 of REC 101 and SLO 2 of REC 102	Create a Recreation and Leisure Studies and certificate program.	Continue work with Advisory Committee and finish the steps necessary to approval.
2. Create online presence,	SLO 2 of REC 101	Create on online presence, including embracing OEI and OER.	Create and implement online classes for all possible classes, specifically attempting to create an OEI approved class. Additionally, attempt to move curriculum into the ability to OER

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

Type of Resource Request	*Summary of Request*	*New or Repeat Request*	*Amount of Request, $*	*One-Time or Recurring Cost, $*	*Contact's Name*
Faculty					

Classified Staff				
Technology				
Physical/Facilities				
Supplies				
Professional Development				
Other				

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

Select Subject	Select Subject *again*	Select Major(s) for Program Awa ▼	or Select Major Code for Awards	Academic Year
REC ▼	REC ▼	(None) ▼	(All) ▼	(Multiple values) ▼

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

Subject	Acade.. ↕	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
REC	2014-2015	95.1%	76.5%	3	81
	2015-2016	88.0%	88.0%	3	75
	2016-2017	90.7%	90.7%	3	75
	2017-2018	95.0%	90.0%	3	60

Enrollment and Number of Sections by *Modality* in REC

	Instr. Met..	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Traditional	3	3	3	3
Enrollment	Traditional	81	75	75	60

Enrollment and Number of Sections by *Location* in REC

	Location	2014-2015	2015-2016	2016-2017	2017-2018
Number of Sections	Lancaster	3	3	3	3
Enrollment	Lancaster	81	75	75	60

Number of Degrees/Certificates Awarded in All

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

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
PT/Adjunct				0.2
FT/Regular	0.2	0.2	0.2	
TOTAL FTEF	0.2	0.2	0.2	0.2
PT/FT				
FTES	3.3	2.7	2.9	2.1
FTES/FTEF Ratio	16.5	13.6	14.6	10.7
WSCH/FTEF Ratio	495.0	408.0	436.5	321.0

ANTELOPE VALLEY COLLEGE

2018-2019 Program Review Report

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

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission: The nursing program supports the district mission by providing a quality education that empowers students with the knowledge, skills and caring attitudes to become competent entry-level professional registered nurses, life-long learners, and community service partners.
1.2. State briefly program highlights and accomplishments: • Nursing is the #1 declared major at AVC. • The enrollment fill rate for nursing is usually 100% or more. • The majority of NCLEX quarterly reports are at or above national average. • Greater than 90% of our graduates are employed. • Received a Gold Star from the Chancellor's Office: graduates achieved strong outcomes in all three categories: earnings gains, living wages, and employment in a job similar to their field of study

- Attrition is 15%.
- Simulation lab is state of the art with a new birthing mannequin and SimAnne mannequins.
- Added a clinical site which focuses on community health and primary care

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

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

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

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

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

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

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

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

Strengths	• High success and retention rate, greater than 94% • Number of sections increased from 67-84 • Many applicants for the nursing program both traditional and LVN – RN. • 2017-18 NCLEX pass rate is 91.35% on the BRN website.
Weaknesses	• Difficult time filling full-time and adjunct teaching positions • Many faculty members retiring and not being replaced • More clerical assistance is need to support the nursing program
Opportunities	• Program could grow with more faculty • New faculty bring fresh creative ideas • Number of students not admitted due to room availability and space.
Threats	• New RN programs displacing student clinical sites • Potentially closing sections due to lack of faculty

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

Positive Progress:
- Simulation is integrated into every course
- Perkins money to fund new mannequins, including OB and SimAnne
- Student workers assisting in the lab
- ACUE Training for new faculty
- All media is now closed captioned

Needs:
- Defibrillator (deactivated)
- Need more faculty for lab
- Professional development for new faculty
- Lab computers still not updated routinely and do not have consistent IT support
- WiFi connectivity issues
- Electrical outlets in UH building

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

- NCLEX pass rates have improved from previous report
- Preparing for next BRN visit Spring 2020
- Technology in the classroom is an ongoing goal
  - All faculty are using Canvas
  - Computers in the lab for electronic charting to mimic the hospital

o Continue to encourage Kaplan resources	
o Staff garden for resumes	
• Lab courses created to assist student communication with lab staff and document lab usage	
• Still need a full-time lab technician for operation and maintenance of lab	

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

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

			students with tools they need to be more successful during the semester.
To Maintain BRN approval	-Commitment to strengthening Institutional Effectiveness. -Align instructional programs to the skills identified by the labor market.	Pass the accreditation process successfully in Spring 2020.	-- Comply with all requirements set forth in the California Nurse Practice Act and the Board of Registered Nursing. -- Provide 15 LHE release time for the Director of Nursing. --Change Director of Nursing to an 11 month faculty position.
Provide an open learning environment in the nursing skills lab for students to develop competency in nursing skills.	-Commitment to strengthening Institutional Effectiveness. -Increase efficient and effective use of all resources. -Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Increase availability and hours in the skills lab.	-- Hire a full-time lab technician to assist in the operation and maintenance of the nursing skills laboratory. -- Provide more academic and skills lab support for the LVN transition students. Expand skills lab check-offs for nursing skills. --Integrate multi-scenario simulations across the curriculum.
Replace faculty members	-Commitment to strengthening Institutional Effectiveness. -Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	Hire more faculty.	-- Replace full-time and adjunct faculty positions. -- It has become increasingly difficult to recruit adjunct faculty resulting in the full-time faculty taking on an ever-increasing load. Potential adjuncts are currently working at local hospitals which offer significantly more money in bonuses and overtime to the staff to work extra shifts. An adjunct can exceed their AVC

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

| | Focus on utilizing proven instructional strategies that will foster transferable intellectual skills. Align instructional programs to the skills identified by the labor market. | | -- Increase use of online educational resources in all courses, online simulation programs, CoursePoint, audience response system.
-- Increase use of Canvas for testing and course management.
-- Maintain electronic health record licensure for student simulation charting cart (KbPort).
-- Provide ongoing training for faculty and OSD personnel on computerized testing. |

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

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

	BRN approval costs		$15,000		

Select Subject	Select Subject again	Select Major(s) for Program Awards	or Select Major Code for Awards	Academic Year
NS	NS	Registered Nursing	RN	Multiple values

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

Subject	Academic Y..	Subject vs. AVC Annual Retention Rate	Subject vs. AVC Annual Success Rate	Number of Sections	Student Enrollment
NS	2014-2015	98.3%	94.0%	71	1,075
	2015-2016	99.0%	94.7%	70	978
	2016-2017	99.2%	94.1%	67	767
	2017-2018	98.6%	94.6%	84	1,058
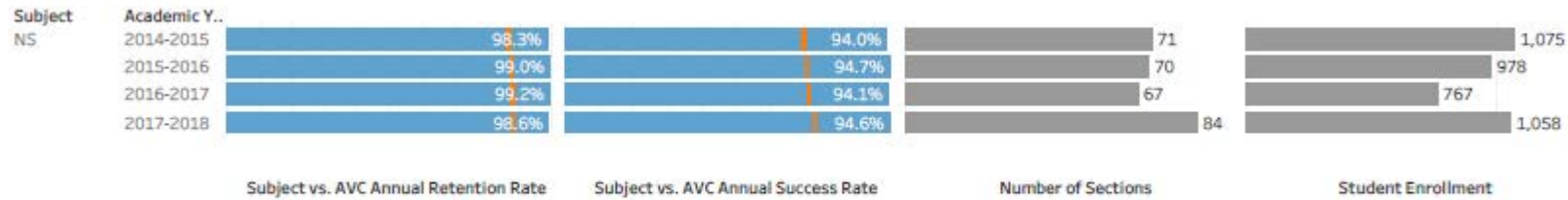
Enrollment and Number of Sections by *Modality* in NS

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

Enrollment and Number of Sections by *Location* in NS

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

Number of Degrees/Certificates Awarded in RN

MAJOR	Major ..	Deg./Cert.	Academic..	Number of Awards
Registered Nursing	RN	Degree	2014-2015	121 / AS
			2015-2016	101 / AS
			2016-2017	99 / AS
			2017-2018	101 / AS
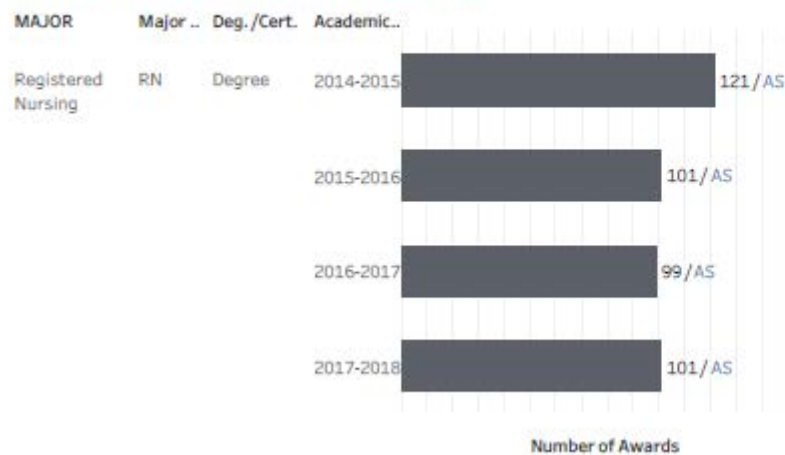
FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in NS

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