



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Health and Safety Sciences / Emergency Medical Technologies (Emergency Medical Technician) For Planning Years: 2025-2026

Name of person leading this review: Darren Watters

Names of all participants in this review:

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

The Antelope Valley College (AVC) Emergency Medical Technician (EMT) Training Program aligns closely with the district's mission to provide a quality, comprehensive education that fosters student success and serves the community. Our program equips students with the knowledge, skills, and values necessary to excel as entry-level EMTs, emphasizing compassion, adaptability, and proficiency. Guided by a commitment to equity and inclusivity, the EMT Program develops healthcare providers who are prepared to meet the diverse needs of the community with empathy and cultural competence. The training includes rigorous academic standards and hands-on experience through classroom instruction, laboratory sessions, and clinical field internships. This approach not only ensures students are prepared for certification but also instills a foundation of lifelong learning, critical thinking, and ethical patient care. Through its alignment with AVC's values, the EMT Program contributes to the college's overarching mission by preparing graduates who are capable of making meaningful contributions to healthcare and public safety in the region and beyond.

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year? Success Rates: The success rate for the EMT program has increased significantly over the past four academic years. It started at 33.3% in 2020-2021 and saw gradual improvements, reaching 57.4% in 2023-2024. Retention Rates: The retention rate has shown variability over the last four years, beginning at 83.3% in 2020-2021, dropping to 74.6% in 2021-2022, then recovering to 80.3% in 2022-2023, and finally reaching 81.9% in 2023-2024. What are the trends for the number of awards granted? Are the number of awards going up or down? Since the EMT program at Antelope Valley College is not affiliated with a degree or major, there are no awards or degrees granted directly through this program.

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates? Ethnicity: In the 2023-2024 academic year:

- *Hispanic/Latine students had a success rate of 58.9% and a retention rate of 82.3%, with an enrollment of 423 students. This group represents the largest portion of the student body and shows strong success and retention outcomes.*
    - *White students had a success rate of 56.7% and a retention rate of 76.7%, with an enrollment of 90. These figures indicate that White students also perform well, though their retention rate is slightly lower than that of Hispanic/Latine students.*
    - *Black/African American students had a success rate of 38.5% and a retention rate of 84.6%, with an enrollment of 39. Although Black students demonstrate a high retention rate, their success rate is notably lower than that of Hispanic/Latine and White students, highlighting a need for targeted support.*
  - *Ethnicity: In the 2023-2024 academic year:*
    - Hispanic/Latine students had a success rate of 58.9% and a retention rate of 82.3%, with an enrollment of 423 students. This group represents the largest portion of the student body and shows strong success and retention outcomes.
    - White students had a success rate of 56.7% and a retention rate of 76.7%, with an enrollment of 90. These figures indicate that White students also perform well, though their retention rate is slightly lower than that of Hispanic/Latine students.
    - Black/African American students had a success rate of 38.5% and a retention rate of 84.6%, with an enrollment of 39. Although Black students demonstrate a high retention rate, their success rate is notably lower than that of Hispanic/Latine and White students, highlighting a need for targeted support.
- **Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.**
  - *Ethnic Groups*
    - **Success Rate Gaps:**
      - In 2023-2024, the largest success rate gap is between Hispanic/Latine students (58.9%) and Black/African American students (38.5%), a difference of 20.4 percentage points.
      - Comparison to 2022-2023: In 2022-2023, Hispanic/Latine students had a success rate of 36.4%, which improved significantly to 58.9% in 2023-2024. Black/African American students also experienced an increase, from 30.8% in 2022-2023 to 38.5% in 2023-2024, but this improvement was more modest. Enrollment Disparities:
      - White students had a success rate of 62.5% in 2022-2023, which decreased to 56.7% in 2023-2024. Although White students remain one of the higher-performing groups, this slight decrease narrowed the gap between White and Hispanic/Latine students but increased the disparity with Black/African American students.
    - **Retention Rate Gaps:**
      - In 2023-2024, the retention rate for Black/African American students was 84.6%, higher than Hispanic/Latine students (82.3%) and close to White students (76.7%). Compared to the previous year, where both Black/African American and White students had a retention rate of 87.5%, Black/African American students experienced a minor decrease, while Hispanic/Latine students showed improvement from 78.8% in 2022-2023 to 82.3% in 2023-2024.
    - **Enrollment Disparities**
      - Hispanic/Latine students had the highest enrollment in both years, with 200 enrollments in 2022-2023, increasing significantly to 423 in 2023-2024. In contrast, Black/African American student enrollment was much lower, with 26 enrollments in 2022-2023 and 39 in 2023-2024. White students had 34 enrollments in 2022-2023 and 90 in 2023-2024.
  - *Gender Groups*
    - **Success Rate Gaps:**
      - In 2023-2024, women had a success rate of 58.6%, slightly higher than 56.7% for men. This small difference indicates relatively balanced performance between genders.

- Comparison to 2022-2023: In 2022-2023, men had a success rate of 43.0%, which increased to 56.7% in 2023-2024, while women improved from 40.0% to 58.6%. Both genders saw significant improvements, but the increase for women was slightly higher, closing the gender gap in success rates for the current year.
- Retention Rate Gaps:
  - In 2023-2024, men had a retention rate of 82.7% compared to 81.0% for women. In 2022-2023, men's retention rate was 82.8%, while women's was lower at 74.0%. The improved retention rate for women in 2023-2024 indicates progress in engaging and retaining female students, reducing the gender retention gap.
- Enrollment Disparities
  - Men had higher enrollment numbers in both years, with 190 enrollments in 2022-2023 and 381 in 2023-2024. Women had 100 enrollments in 2022-2023 and 174 in 2023-2024.
- *Analysis and Reflection*
  - Comparing 2022-2023 and 2023-2024 data reveals a notable improvement in success rates across all groups, yet persistent equity gaps remain. The significant increase in Hispanic/Latine students' success rate (from 36.4% to 58.9%) widened the gap with Black/African American students, highlighting a continued need for targeted academic support and resources for this group. The smaller enrollment of Black/African American students may contribute to these challenges by limiting peer support opportunities and representation.
  - For gender, both men and women demonstrated substantial improvements in success rates and retention, with women slightly outperforming men. This balanced performance across genders suggests effective program support, though additional resources tailored to the larger male population may further enhance outcomes and sustain these gains.

**Strengths and Accomplishments:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Consider the following questions:

- **What does your program/area do well, including capabilities and greatest accomplishments?**
  - The EMT program has demonstrated substantial improvements in both success and retention rates over the past year. The success rate increased from 42.2% in 2022-2023 to 57.4% in 2023-2024, marking a significant achievement that underscores the program's effectiveness in supporting student performance.
  - Retention rates have remained high and stable, with a slight increase from 80.3% in 2022-2023 to 81.9% in 2023-2024. This consistency suggests that the program effectively engages students, keeping them motivated and committed to completing their courses.
  - The program has excelled in supporting Hispanic/Latine students, who make up the largest enrollment demographic (423 students in 2023-2024), achieving a success rate of 58.9% and a retention rate of 82.3%. This outcome reflects the program's commitment to serving its diverse student population and highlights successful strategies that can be extended to benefit other groups.
  - Another accomplishment is the improvement among Black/African American students, whose success rate rose from 30.8% in 2022-2023 to 38.5% in 2023-2024. Although there remains an equity gap, the increase signals progress and an effective response to targeted support measures.
- **What are the practices that were implemented to increase success and retention rates or program awards?**
  - Increased In-Class Time and Restructured Lesson Sequencing:
    - The program increased lecture and lab time from 8 hours per week to 10 hours per week, allowing for more hands-on practice, in-depth discussions, and enhanced learning opportunities. This additional time supports students' mastery of complex skills essential to EMT training.
    - Lessons were restructured to follow a scaffolding approach, where foundational skills are taught first and progressively built upon. This pedagogical strategy, rooted in instructional design principles, helps reinforce prior knowledge, creating a stronger understanding of complex concepts by revisiting and expanding upon them through each lesson.
  - Enhanced Exam Preparation Aligned with National Standards:

- The program increased focus on exam preparation by aligning quizzes and exams closely with NREMT certification standards. This alignment ensures that assessments reflect the rigor and content of the national exam, helping students become familiar with the types of questions and practical applications they will encounter.
- Building a Sense of Community and Open Communication:
  - Recognizing the importance of a supportive learning environment, the program actively fostered a sense of community among students. This includes increasing opportunities for open dialogue, encouraging collaborative learning activities, and creating spaces where students feel comfortable asking questions and supporting each other. Such practices not only improve engagement but also promote persistence and resilience.
  - Regular feedback loops and open lines of communication between students and instructors have also been emphasized, fostering a culture of trust and mutual support.
- Increased Use of Educational Technology:
  - The Canvas Learning Management System (LMS) has been leveraged extensively to supplement in-person learning. Through Canvas, students can access lesson materials, review lectures, and utilize supplemental resources online. This integration of technology offers flexibility and ensures that students have continuous access to key materials, accommodating different learning paces and styles.
  - Self-assessment tools on Canvas encourage students to review material at their own pace, reinforcing concepts outside of class time. These resources also provide data-driven insights into student performance, allowing instructors to adjust instruction based on real-time metrics.
- Data-Driven Self-Review and Continuous Improvement:
  - The program engaged in data-driven self-assessment to identify areas in need of improvement and areas of strength to maintain. By analyzing student performance metrics, the program could pinpoint specific challenges, adjust instructional methods, and implement targeted supports to help students succeed. This iterative process promotes a responsive, evolving curriculum that meets students' needs effectively.

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- **What does your program/area need to do better to support/improve student success?**
  - Creating More Flexible Learning Options: Introducing more flexible class times or blended learning options could accommodate students who balance work, family, or other commitments. By integrating more online and hybrid course options within the existing Canvas LMS structure, the program can support students who may otherwise struggle with a traditional schedule, potentially improving both retention and success rates.
    - The program's success rate has significantly improved, rising from 42.2% in 2022-2023 to 57.4% in 2023-2024, showing that recent initiatives are moving the program in the right direction. Further flexibility in learning options could continue this positive trend by offering more accessible pathways for students to engage with the material and complete the program successfully.
  - Increasing access to academic support resources, such as tutoring, skills workshops, and structured study groups, can provide the reinforcement many students need, especially those facing academic challenges. For example, Black/African American students have demonstrated strong retention (84.6%) but a lower success rate (38.5%). This disparity suggests that while these students are committed to the program, they may benefit from additional academic support to achieve successful course completion.
- **What actions can be taken to help close equity gaps?**
  - Outreach and Engagement with Underrepresented Communities:
    - The program's Hispanic/Latine enrollment has increased significantly (from 200 in 2022-2023 to 423 in 2023-2024), demonstrating the effectiveness of inclusive outreach. However, enrollment for Black/African American students remains low, with only 39 students in 2023-2024, compared to much higher enrollments for other groups.

- Continue collaborating with the AVC Outreach Department to hold on-site and off-site presentations about the EMT program in local high schools, community centers, and organizations that serve underrepresented populations. Emphasize career pathways within EMS and the benefits of EMT certification to inspire a wider range of students to enroll. This will increase diversity within the program, enhancing representation and fostering an environment where all students feel included and supported.
- Building Partnerships with Community Organizations: Working with community-based organizations and local high schools to promote the EMT career path early on can help build a pipeline of interested students from various backgrounds. Outreach with organizations that focus on underserved communities would also ensure that students know about resources available to them, such as academic advising, financial aid, and counseling services.

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- **What does your program/area want to be known for?**
  - The Antelope Valley College EMT program aspires to be recognized as a leader in academic excellence, student success, and innovative training. This includes a strong commitment to high success and retention rates, with the program achieving a significant increase in success rate, from 42.2% in 2022-2023 to 57.4% in 2023-2024, and maintaining a high retention rate of 81.9% in 2023-2024. The program aims to be distinguished for its commitment to inclusivity and diversity in training EMT professionals who can respond effectively to a wide array of emergency situations.
  - Additionally, the program envisions itself as a central resource within the community for emergency medical services training, actively engaging in outreach to underrepresented communities and enhancing awareness of the EMT profession. By building partnerships with local healthcare providers and agencies, the program seeks to solidify its reputation for preparing well-rounded, community-oriented EMTs who possess the skills, compassion, and resilience needed for emergency response.
- **What is a desired future?**
  - In the near future, the program aims to exceed a success rate of 80% and a retention rate above 85%.
  - A key goal is to increase the National Registry of Emergency Medical Technicians (NREMT) first-time pass rate to 80% by providing comprehensive exam preparation aligned with certification standards.
  - To create an enhanced learning environment, the program plans to expand enrollment by broadening its outreach efforts, particularly among diverse groups. Investing in upgraded facilities and state-of-the-art simulation equipment is also a priority to provide students with realistic, hands-on experiences. This infrastructure improvement would elevate the program's training quality, making it a leader in emergency medical education.

N/A

**Advisory Committee Recommendations for 2024**

1. **Christy Camarillo (2024) – Highland High School – EMT Program Director / Paramedic**
  - "Establish a **weekly or bi-weekly Skills Lab Day** where students can voluntarily practice key skills in a simulated setting, giving them extra hands-on experience outside of regular lab hours."
2. **Edward Aguiler (2024) – University of Antelope Valley / American Medical Response - EMS Program Director / Paramedic**
  - "Introduce a **hybrid EMT course option** that combines online learning with in-person skills labs, allowing for more flexibility for students balancing work and family commitments."
  - "Add **ACLS (Advanced Cardiac Life Support)** and **PALS (Pediatric Advanced Life Support)** certification courses to expand students' clinical expertise and career readiness."
3. **Genaro Alvarado (2024) – American Medical Response / EMT**
  - "Incorporate a **professional development series** focusing on resume-building, interview preparation, and job search strategies to better equip students for entering the workforce."
4. **Kevin Schott (2024) - American Medical Response - EMT/Field Training Officer**
  - "Host **guest speakers** from different specialties within EMS and emergency care to expose students to various career paths and industry insights, enhancing their professional outlook."
5. **Katrina Watters (2024) – Blue Heart Industries, Inc. - Registered Nurse**
  - "Collaborate with Antelope Valley Medical Center to make **BLS (Basic Life Support) renewal courses available** to students and community EMTs, ensuring local providers maintain their certifications."
6. **Mark Gillman (2024) - Antelope Valley College - Fire Technology Director**
  - "Develop a **physical fitness course tailored to first responders**, focusing on injury prevention, endurance, and strength training, which are critical for EMTs and other emergency personnel."
7. **Lory Gilroy (2024) - Antelope Valley College - Wildland Fire Technology Director**
  - "Secure a **high-fidelity manikin** for training, allowing students to practice critical interventions on a simulator that can replicate advanced medical conditions, improving the realism of their training."
8. **Roberto Garcia (2024) - Antelope Valley Medical Center - Registered Nurse**
  - "Offer **recertification courses** throughout the year to ensure students are up-to-date on the latest EMT techniques, preparing them for both certification exams and fieldwork."
9. **Olga Ramirez (2024) - Antelope Valley Medical Center - Charge Nurse**
  - "Incorporate a **monthly skills lab day** to review and reinforce key skills, particularly focusing on challenging procedures to ensure student competency and confidence."
10. **Justin Johnson (2024) - American Medical Response - Emergency Medical Technician**
  - "Expand student opportunities with **ride-along shifts** and **interview workshops** to increase students' preparedness for applying to EMT positions post-certification."
11. **Victoria King (2024) – All Town Ambulance – EMT**
  - "Provide students access to **specialized courses in areas like ACLS and PALS** as well as renewal certifications, ensuring they enter the workforce with a broader skill set that aligns with employer expectations."

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

**Emergency Medical Technicians (SOC Code : 29-2041, TOP Code : 12500, CIP Code : 51.0904)**

**California:**

- 2018-2028 Employment Projection: Jobs in this field are expected to increase from 16,800 to 18,600, marking a 10.7% growth over the period.
- Annual Openings: 13,570 job openings are anticipated annually across the state, due to both growth and replacement needs.

**Los Angeles County:**

- 2018-2028 Employment Projection: Positions for EMTs and paramedics are projected to grow from 4,300 to 4,690, representing a 9.1% increase.
- Annual Openings: Approximately 3,380 openings per year are expected in Los Angeles County alone.

**U.S. Bureau of Labor Statistics (<https://www.bls.gov/>)**

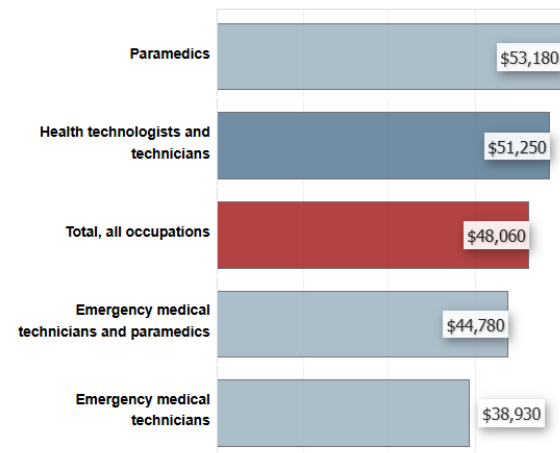
**Employment projections data for EMTs and paramedics, 2023-33**

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Emergency medical technicians and paramedics	29-2040	270,400	286,600	6	16,200	<a href="#">Get data</a>
Emergency medical technicians	29-2042	169,700	180,000	6	10,300	<a href="#">Get data</a>
Paramedics	29-2043	100,600	106,500	6	5,900	<a href="#">Get data</a>

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

**EMTs and Paramedics**

Median annual wages, May 2023



Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics

**Summary**

Quick Facts: EMTs and Paramedics	
2023 Median Pay ?	\$44,780 per year \$21.53 per hour
Typical Entry-Level Education ?	Postsecondary nondegree award
Work Experience in a Related Occupation ?	<a href="#">See How to Become One</a>
On-the-job Training ?	None
Number of Jobs, 2023 ?	270,400
Job Outlook, 2023-33 ?	6% (Faster than average)
Employment Change, 2023-33 ?	16,200

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
2023-2024 Demonstrate proficiency in EMT-1 skills and EMS equipment use during patient care scenarios (Active since Fall 2018)	Achievement Target: 70% Actual Performance: 73.58%

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase achievement and success rate of program SLOs (43.28% → 70%)	In 2022-2023, the program achieved a success rate of <b>73.58%</b> , exceeding the 70% target. For 2023-2024, the program has sustained improvements, with ongoing enhancements in course content and in-class lab time aimed at maintaining high student performance.
Increase NREMT First Attempt Pass Rates (Target: 80%)	In 2022-2023, <b>61%</b> of students passed the NREMT exam on their first attempt, falling short of the 80% target. Enhanced exam preparation initiatives in 2023-2024 aim to bridge this gap, with initial indicators showing increased readiness among students.
Expand exposure to diverse populations and real-world applications	Partnerships with All-Town Ambulance and Antelope Valley Medical Center in 2022-2023 expanded students' clinical exposure. In 2023-2024, additional partnerships with Palmdale Regional Medical Center and Henry Mayo Hospital are in progress, further increasing hands-on learning opportunities in varied healthcare settings.



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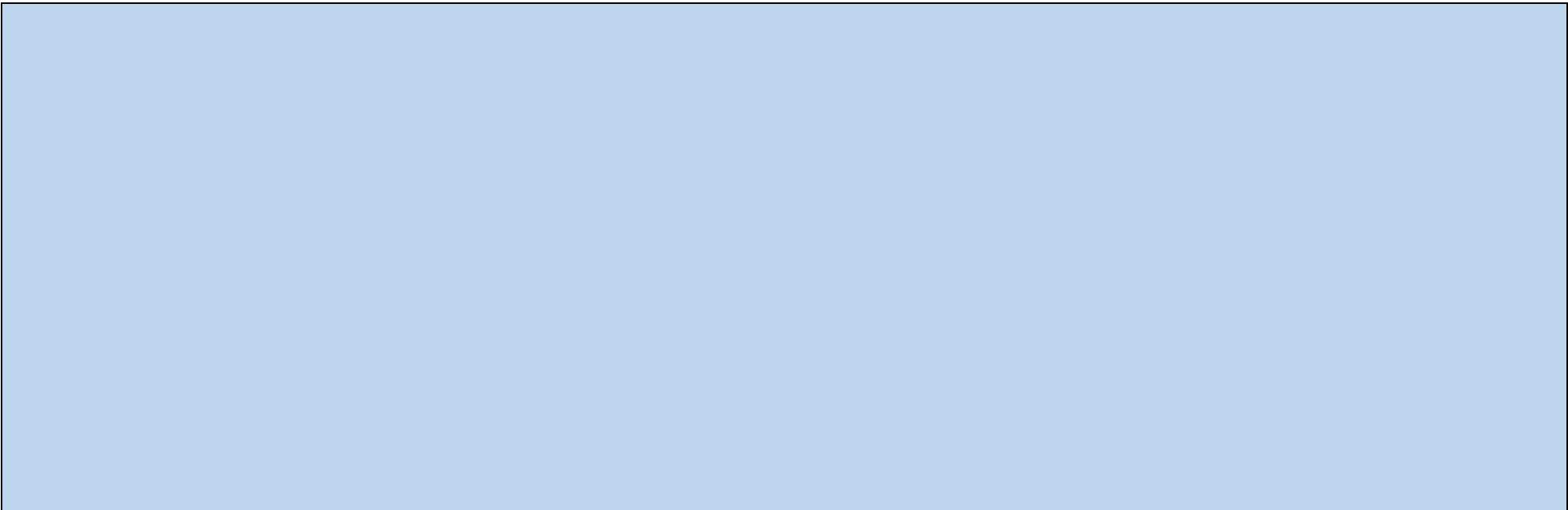
**Part 3: Based on Part 2 above, please list program/area goals:**

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge		SLO #1: Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios.		Goal #3 Resources: Increase student awareness about campus resources.	To improve student success by increasing the NREMT first-attempt pass rate to 70%	<ol style="list-style-type: none"> <li>1. Increase targeted exam preparation sessions, including mock exams and focused review sessions.</li> <li>2. Collaborate with tutors for NREMT-specific tutoring.</li> <li>3. Track progress with periodic practice exams to identify and support students needing extra help.</li> </ol>	Success will be measured by achieving a 70% or higher NREMT first-attempt pass rate in 2024-2025
#2	ILO 1. Communication		SLO #2: Students will demonstrate clear, empathetic, and professional communication while adhering to legal and ethical standards of practice, respecting patient rights and confidentiality in all interactions and clinical settings.		Goal #6 Success: Boost success rates by prioritizing the student experience.	To improve students' professional communication skills for patient interaction	<ol style="list-style-type: none"> <li>1. Implement structured communication role-playing scenarios in lab sessions.</li> <li>2. Incorporate feedback sessions after role-playing to refine skills.</li> <li>3. Partner with faculty to review and integrate communication best practices.</li> </ol>	Success will be measured by improved scores in SLO assessments related to communication, with at least 80% of students meeting or exceeding expectations.
#3	ILO 4. Career and Specialized Knowledge	PLO #2: Demonstrate competency in skills needed to provide	SLO #3: Students will effectively assess, manage, and provide immediate care for both medical and trauma emergencies,		Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient,	To better prepare students for workforce demands by offering additional Skills Lab Days and	<ol style="list-style-type: none"> <li>1. Schedule bi-weekly Skills Lab Days for practice in high-demand skills.</li> <li>2. Host workshops on interview preparation,</li> </ol>	Success will be measured by feedback from students on skills day

		immediate medical and trauma care.	applying the correct procedures and protocols.		and responsive to students, employees, and the community.	professional development activities	resume writing, and professional etiquette. 3. Include guest speakers from EMS to discuss career pathways and expectations.	participation and a 10% increase in job placement rates within six months post-graduation.
#4	ILO 4. Career and Specialized Knowledge		SLO #4: Students will demonstrate the ability to synthesize and apply comprehensive knowledge, skills, and best practices acquired throughout the course to effectively assess and manage a range of medical and trauma-related emergencies, ensuring patient safety and well-being in diverse and dynamic settings.		Goal #6 Success: Boost success rates by prioritizing the student experience.	To improve hands-on skills proficiency and workforce readiness by incorporating weekly simulation-based skills practice sessions using high-fidelity manikins	1. Secure a high-fidelity manikin for use in advanced simulation training sessions. 2. Schedule weekly skills lab sessions focusing on high-acuity medical and trauma scenarios. 3. Collect feedback from students and instructors to adapt and refine training scenarios	Success will be measured by a 10% increase in students' performance on practical skills assessments and a 5% improvement in NREMT first-attempt pass rates by the end of 2024-2025.

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

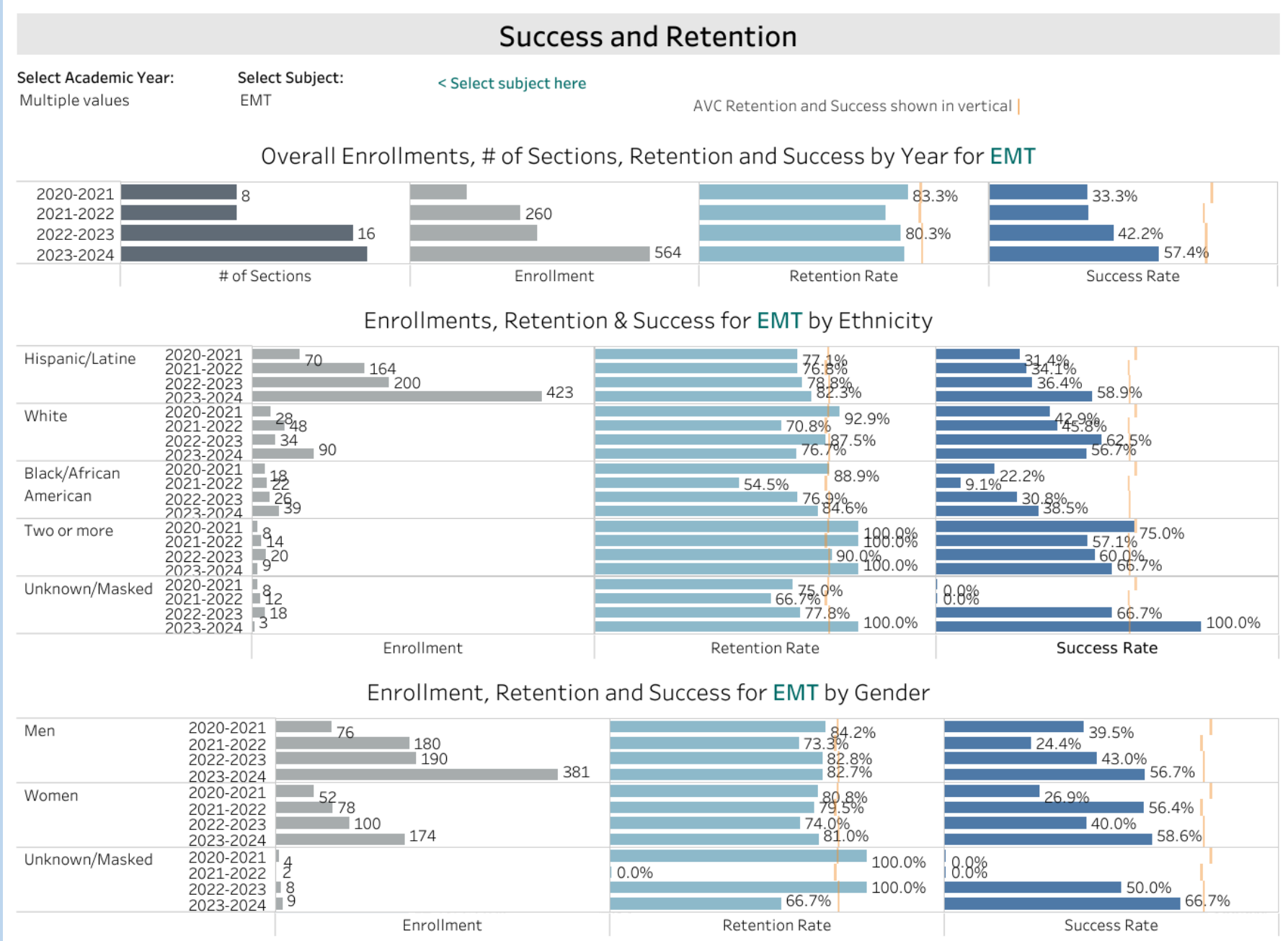
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Adjunct Instructors to expand EMT section offerings, i.e. Hybrid Section, support expanded lab and Skills Lab Days	Goal #3	Repeat	10 LHE/Adjunct/ Semester	Recurring	PCT
Technology	High-Fidelity Manikin for advanced simulation training	Goal #4	Repeat	\$90,000	One-time	Guarmard
Other	NREMT Exam Prep Software Licenses	Goal #1	Repeat	\$10,000	Recurring	EMT Prep
Other	NREMT Exam Vouchers for student certification	Goal #1	Repeat	\$10,000	Recurring	NREMT
Physical/Facilities			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
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**Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).**

Required:

- Success & Retention tab

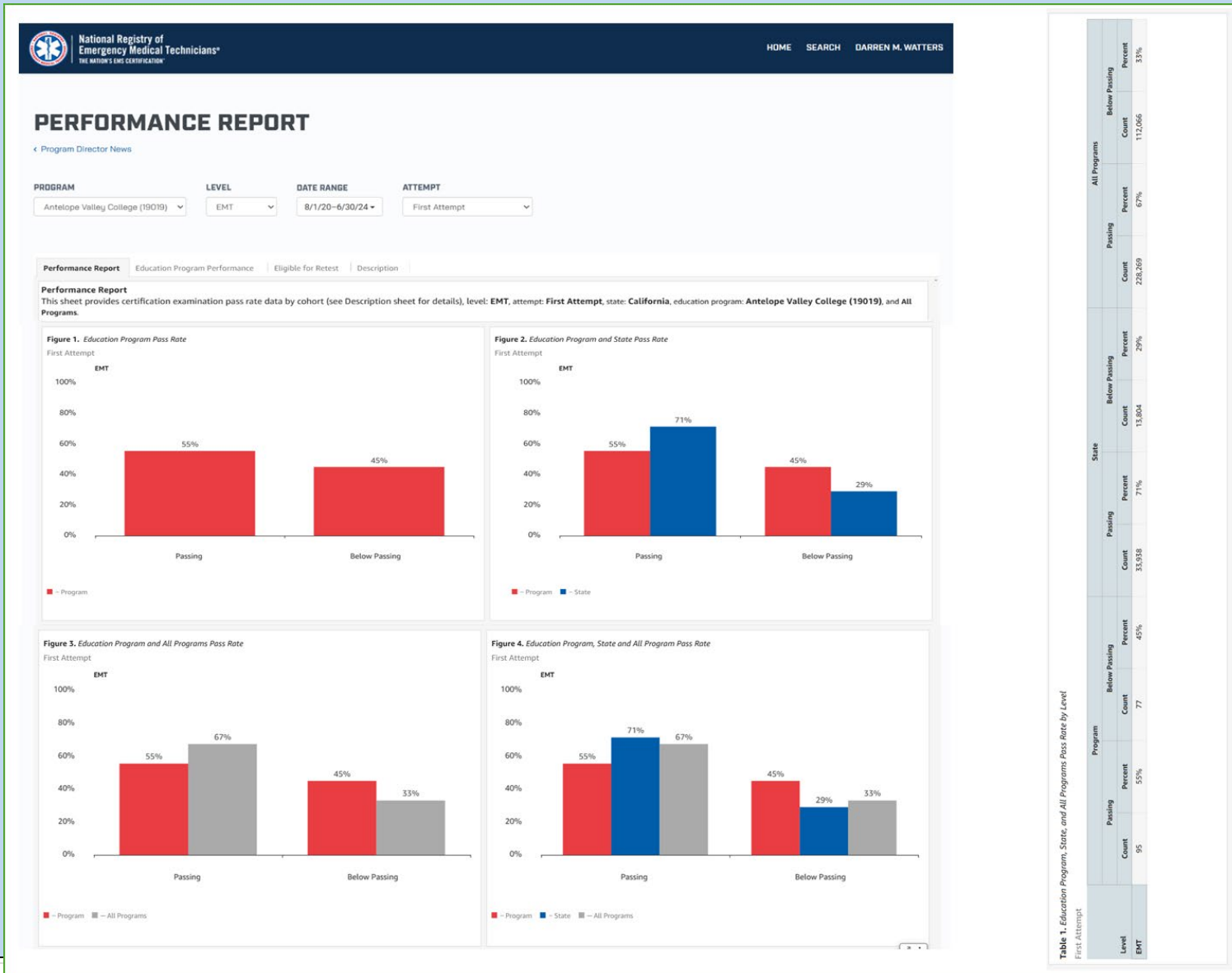


- Program Awards tab  
(Not Applicable)

**Optional:**

- Other supporting data/information

**National Registry of Emergency Medical Technicians (NREMT) Performance Report (08-01-2020 to 06-30-2024)**



Los Angeles County EMS Agency 1<sup>st</sup> Attempt NREMT Pass Percentages (2021 – 2023)



LOS ANGELES COUNTY APPROVED EMT PROGRAMS WITH  
NREMT Exam 1<sup>st</sup> Attempt Pass Rate less than 70% (last 3 year average)

Organization/Program	Address Registration Information	Contact Person Phone / Email	1 <sup>st</sup> Attempt Pass Rates			3 Year Average
			2021	2022	2023	
( ) = total students taking exam						
<b>Alhambra Unified School District</b> B	1515 W Mission Rd Alhambra, CA 91803	Leann Huang 626-943-6990 <a href="mailto:huang_leann@ausd.us">huang_leann@ausd.us</a>	0% (0) No NREMT Exams Taken	0% (0) No NREMT Exams Taken	0% (0) No NREMT Exams Taken	0% (0) No NREMT Exams Taken
<b>Antelope Valley College</b> B	3041 West Avenue K Lancaster, CA 93536	Darren Watters 661-202-0448 <a href="mailto:dwaters@avc.edu">dwatters@avc.edu</a>	36% (11)	63% (17)	60% (63)	53% (91)
<b>California Advancing Pathways for Students (Cal APS)</b> B **Open to BUSD students only**	16703 S Clark Ave, Bldg. C Bellflower, CA 90706	Arlene Whitney 562-866-9011 x2184 <a href="mailto:awhitney@busd.k12.ca.us">awhitney@busd.k12.ca.us</a>	50% (2)	0% (0) No NREMT Exams Taken	0% (0) No NREMT Exams Taken	50% (2)
<b>California State University Long Beach (CSULB)</b> B	6300 State University Dr, #104 Long Beach, CA 90815	Peter Kreysa 562-985-8839 <a href="mailto:peter.kreysa@csulb.edu">peter.kreysa@csulb.edu</a>	80% (44)	46% (12)	57% (30)	61% (86)
<b>Downey Adult School</b> Mariana Pacheco B	12340 Woodruff Ave Downey, CA 90241	Marianna Pacheco 562-940-6277 <a href="mailto:mpacheco@dusd.net">mpacheco@dusd.net</a>	55% (42)	39% (7)	54% (24)	49% (73)

Type of Training Program Approved: **B** = Basic or Primary Training **R** = Refresher Training

**Academic Program Review – Overall Grade Distribution (2020-2024)**

## Grade Distribution

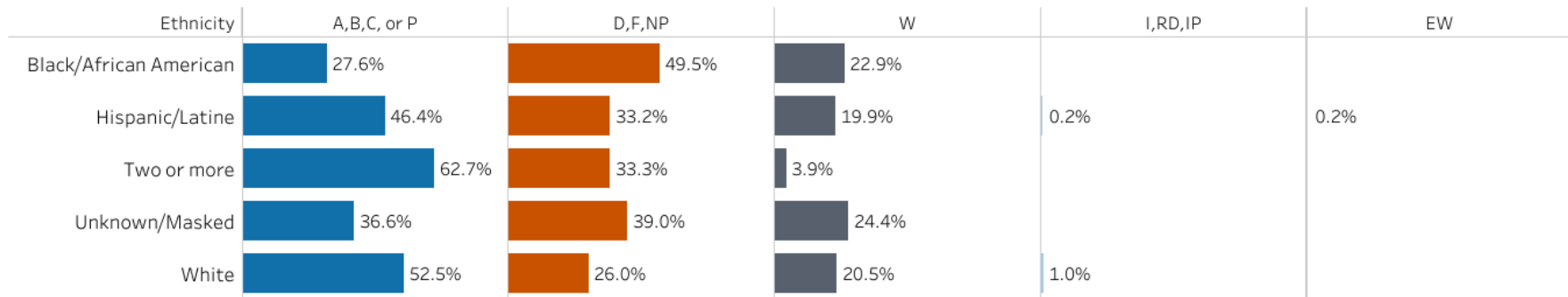
Academic Year  
Multiple values

Subject  
EMT

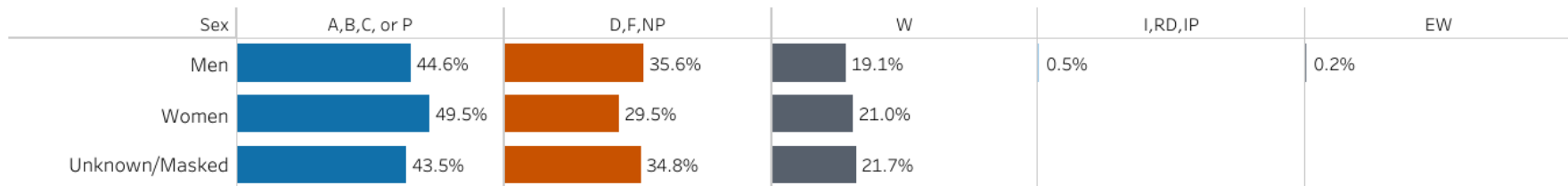
### Overall Grade Distribution for EMT



### Grades Distribution for EMT by Ethnicity



### Grade Distribution for EMT by Gender





Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Health and Safety Sciences – Fire Technology (FTEC) For Planning Years: 2025-2026

Name of person leading this review: Mark Gilman

Names of all participants in this review: N/A

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

(How does your program/area help the college meet its mission?)

As part of Health and Safety Sciences, Fire Technology contributes to the district’s mission by providing educational opportunities to a diverse population that will lead to meaningful careers in firefighting that will help the well-being and safety of the entire community.

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments?
o We offer a state-accredited fire academy led by experienced instructors, serving a wide geographic area. Graduates who successfully complete the program will earn a Firefighter I certification from the state, qualifying them to apply for firefighter positions. Our academy has a strong track record of graduates securing employment within the fire service.
• What are the practices that were implemented to increase success and retention rates or program awards?
o In collaboration with the Counseling Department, we have established a unified approach to guide students in selecting the appropriate courses to achieve their academic goals in Fire Technology, whether they are pursuing a degree or a certificate. This partnership ensures that students receive accurate, supportive advice, tailored to their educational and career aspirations in the fire service.
o Additionally, we are actively expanding our program offerings by developing new certification options within our Fire Academy. These enhancements aim to make our academy more competitive in the region, providing students with a broader range of credentials that align with industry standards and increase their marketability in the field.

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:



- What does your program/area need to do better to support/improve student success?
  - As previously noted, one of our greatest challenges is managing the administrative work required to maintain our accreditation. This involves overseeing the logistics of purchasing and maintaining a substantial amount of technical equipment, as well as dedicating considerable time to fulfill college program responsibilities, such as program reviews.
  - As our program continues to grow, additional instructors and support staff will be essential to ensure smooth operations and maintain a high-quality experience for our students.
- What actions can be taken to help close equity gaps?
  - We have introduced a new course specifically designed to support students who need additional preparation in physical fitness, with a strong emphasis on meeting the standards of the Candidate Physical Ability Test (CPAT), a critical industry requirement. This course utilizes newly acquired, specialized equipment that replicates the conditions of the CPAT, providing students with hands-on experience that closely mirrors the actual test.
  - In collaboration with the Kinesiology Department (KINF), we have developed a high-quality, comprehensive program that focuses on building the strength, endurance, and techniques required for success. Our inaugural class began in the fall of 2024, and we are committed to continuously monitoring and refining the course to ensure that students who need extra support receive the training necessary to achieve their goals in the fire service.

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- What does your program/area want to be known for?
  - Our goal is to establish a strong, distinguished reputation for our program as a premier training ground in fire service education—one that meets or exceeds the standards of other institutions in the region. By continually enhancing the quality and rigor of our curriculum, we aim to attract students from across a broad geographic area who are seeking a top-tier educational experience in fire technology.
  - In addition to training new entrants to the field, we are also committed to supporting the ongoing development of those already working within the fire service. As part of this commitment, we plan to introduce advanced and specialized courses tailored to meet the needs of current fire service professionals who seek to expand their knowledge, update their skills, and advance in their careers.
  - Our vision is to make our program a destination of choice for both aspiring firefighters and seasoned professionals, offering the highest standard of training and education to all who enroll.
- What is a desired future?
  - Our vision is to establish a Fire Technology program at AVC that is widely recognized for its exceptional training and commitment to excellence in fire service education. We aim to develop a curriculum that not only upholds the highest standards of quality but also provides a clear, structured pathway for students to complete their degree and certification requirements efficiently and effectively.
  - To support this vision, we are dedicated to offering a robust selection of courses that align with both degree requirements and industry standards, enabling students to meet their academic and career objectives with ease. Our goal is to maintain full classes led by highly experienced instructors who bring real-world expertise and mentorship to the learning environment.
  - Additionally, we seek to build a strong administrative support system to ensure that all accreditation and institutional requirements are consistently met. By focusing on these pillars—quality instruction, structured pathways, and strong administrative backing—we strive to cultivate a program that is both reputable and highly respected within the fire service community.

Includes: Los Angeles County

### Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
332011	<a href="#">Fire Fighters</a>	4,770	4,050
332021	<a href="#">Fire Inspectors and Investigators</a>	130	150
	<b>Total</b>	4,900	4,200

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data	
<input type="checkbox"/> N/A Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.) <ul style="list-style-type: none"> <li><b>The general consensus was that additional help would be the biggest benefit to the program.</b></li> </ul> Insert Labor Market Data here <a href="https://www.labormarketinfo.edd.ca.gov/commcolleges/">https://www.labormarketinfo.edd.ca.gov/commcolleges/</a>	
Part 2C: Review and comment on progress toward past Course Improvement Plans	
List your past <b>Course Improvement Plans</b> (CIPs) and progress toward meeting those plans. <ul style="list-style-type: none"> <li>We have worked on creating a consistent schedule that would accommodate students to be able to meet their goals. This is increasing enrollment.</li> </ul>	
Past Course Improvement Plans	Progress Made
To increase student enrollment in FTEC programs.	All of our classes were waitlisted in Fall 24.
Part 2D: Review and comment on progress towards past program review goals:	
List your past program review goals and progress towards those goals.	
Past Goal	Progress Made
Obtaining proper amount of and updated equipment for students to be job ready when graduating from the program.	We have made significant progress in acquiring the essential equipment needed to support our students' training and development. However, this remains a challenging process due to the substantial time and coordination required to navigate the purchasing procedures and collaborate effectively with multiple vendors.

	Despite these complexities, we are committed to ensuring that our students have access to the high-quality, up-to-date equipment they need to succeed. We will continue to prioritize these efforts to maintain and enhance the resources available to our program.

**Part 3: Based on Part 2 above, please list program/area goals:**

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO				Goal #5 Education: Expansion of offerings and effective course scheduling.	Expand the classes that we offer in a logical way to help student success.	Continue to promote program. Expand instructor base.	Monitor enrollment trends
#2	Choose ILO				Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide high quality instruction with up to date and realistic industry equipment,.	Obtain and provide equipment for students to learn from.	Testing of student skills and ultimately students obtaining jobs.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Hire an instructional assistant to help with workload.	Being able to purchase and maintain the needed equipment for students.	Repeat	3	Recurring	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required.

- Success & Retention tab

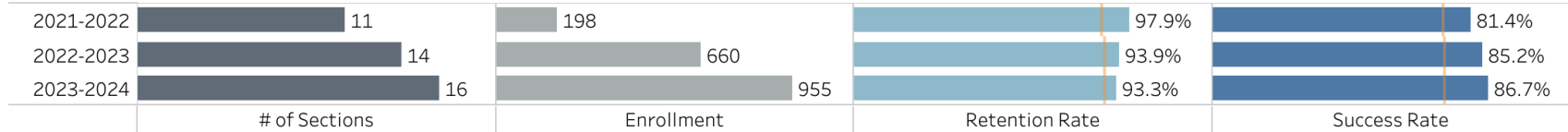
## Success and Retention

Select Academic Year:  
Multiple values

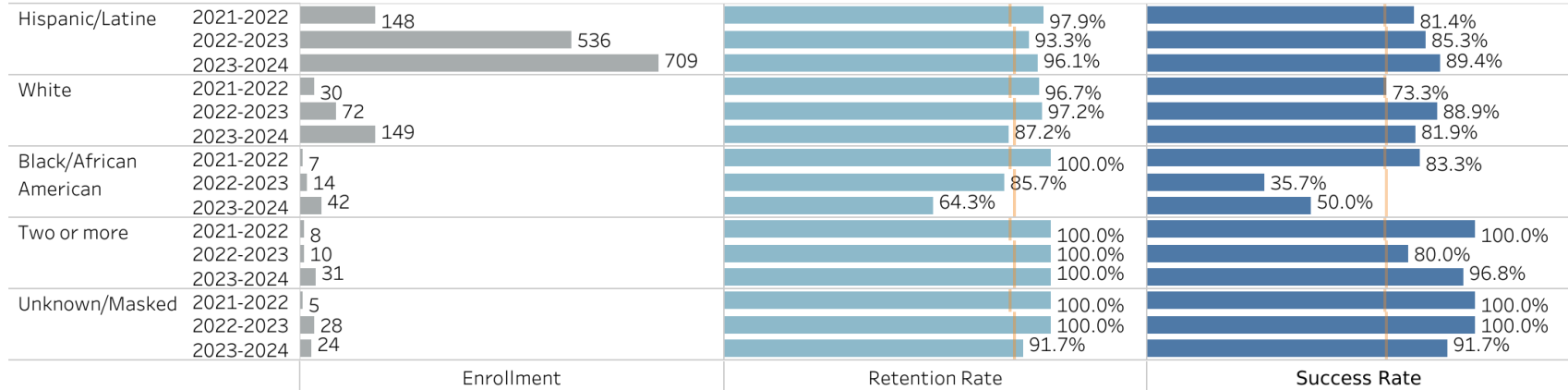
Select Subject:  
FTEC [< Select subject here](#)

AVC Retention and Success shown in vertical |

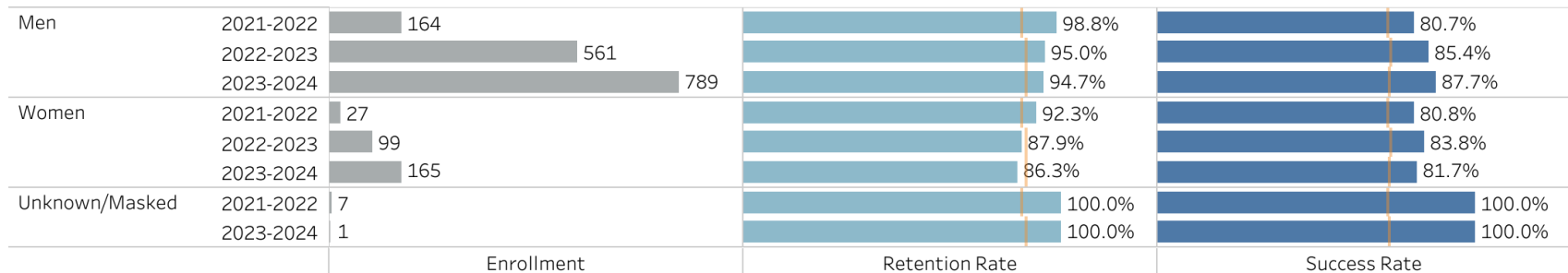
### Overall Enrollments, # of Sections, Retention and Success by Year for FTEC



### Enrollments, Retention & Success for FTEC by Ethnicity



### Enrollment, Retention and Success for FTEC by Gender



[< Click to go back](#)

[Click to go next >](#)

- Program Awards tab

Optional:

- Other supporting data/information



Fall 2024 Program Review Report | Instructional Areas

<b>Division/Area Name: CTE / HSS / FTW (Wildland Technology Fire)</b>	<b>For Planning Years: 2025-2026</b>
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**Name of person leading this review: Lori Gilroy**

**Names of all participants in this review: Lori Gilroy**

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

The Fire Technology Wildland program at Antelope Valley College directly supports the district mission by offering technical certificates and degrees that enhance students’ knowledge and skills for careers in fire management and emergency response. This program not only prepares students for employment in a critical field but also fosters community safety and resilience through effective fire prevention and response strategies.

By combining theoretical knowledge with practical training, the program equips students with the competencies needed to excel in various roles within fire services. Additionally, it promotes leadership, teamwork, and problem-solving abilities, aligning with the district's goal of preparing graduates who can contribute positively to their communities. Through this program, Antelope Valley College demonstrates its commitment to workforce development and public safety, ultimately benefiting both students and the wider community.

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

**Use the following questions to guide your analysis:**

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

**Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)***

The Fire Technology Wildland program at Antelope Valley College has made significant strides to enhance its curricula by clearly distinguishing between structural fire courses (FTEC) and Wildland fire courses (FTW). 2023 we assisted in placing 17 students in seasonal positions with the United States forest Service / Bureau of Land Management, 10 full time permanent positions. In the summer of 2023, the Wildland Firefighter Academy was reorganized and updated to align with the latest standards set by the National Wildfire Coordination Group and the State Chancellor’s Office. This effort culminated in the graduation of 26 students, equipping them with essential skills for wildland firefighting.

During the 2023 fire season, the Student Type 2 IA Wildland Hand Crew, sponsored by the Inyo National Forest, successfully completed two wildland fire assignments, totaling 37 days, along with three engine cover assignments. This amounted to over 1,222 hours of hands-on experience in fire suppression, fuels treatment, and forest health management, directly contributing to the efforts of the National Forest in California.

Given the increasing demand for firefighters and an extended fire season, the program anticipates additional assignments, further enhancing students' practical experience and preparedness for careers in this vital field. This proactive approach not only supports student success but also addresses the pressing needs of fire management in the region.

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- Lack of faculty – (Full time Instructional Assistance and Adjunct instructors) is needed to maintain span of control and ensure the safety of our students while providing them with the proper training and skills needed. Assistance with the AVC Marauders Fire Crew as well as release time of 4 hours a week to process hiring paperwork, payroll and placement of crew members on the Inyo National Forest.
- Instructional Assistance and Adjunct instructors need to be Qualified in Wildland Fire Fighting.

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- We would like to be known for providing an excellent program that is equal or better than other Wildland Fire Programs in the state. We want to give opportunities to the surrounding area so that students do not have to go to other areas for this training. While promoting cultural change in the work force and to emphasize the vital importance of leadership concepts in the wildland fire service by providing educational and leadership development opportunities. For our desired future is to bring up student enrollment
- Success for Students: Cultivating an inclusive and supportive learning environment that empowers all students to succeed academically and professionally, ensuring they are competitive in the job market.

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

N/A

Insert Advisory Committee Recommendations here: USFS is needing more qualified applicants , Wildland EMR needs/classes, Also program needs additional full time personnel due to workload of classes and academy.

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

**Occupations Matched to Top Code(s):**

011400 *Forestry*

**Geography:** California

**Counties:** All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2020 Employment	Annual Job Openings <sup>1</sup>
454011	<a href="#">Forest and Conservation Workers</a>	3,400	5,040
	<b>Total</b>	3,400	5,040

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430203 *Fire Science/Firefighting*

**Geography:** California

**Counties:** All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2020 Employment	Annual Job Openings <sup>1</sup>
332011	<a href="#">Fire Fighters</a>	27,200	21,520
	<b>Total</b>	27,200	21,520

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**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase in student enrollment	Enrollment in the Wildland Fire Program has shown a marked increase, particularly following the updates to the curriculum and the introduction of new marketing efforts.
Students enrolled have interest in the Field.	Expanded Course Offerings: <ul style="list-style-type: none"><li data-bbox="1108 440 2011 545">• Introduce introductory courses that cater to students new to wildland fire management, allowing them to explore their interests before committing to a full program.</li></ul>

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase in student enrollment	We have made progress; we have received a lot of new equipment. But we are being challenged by the lack of time and additional help that is needed to achieve this goal. We must do everything relating to obtaining needed equipment with very little assistance from any other department. This is where an Instructional Assistant could help us reach our goals.

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 3. Community /Global Consciousness				Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	With updated equipment we provide hands on training opposed to videos, Utilizing an Instructional Assistant and qualified Adjuncts.	Instructional Assistant and adjuncts, to assist in technical training, maintain a span of control and provide additional opportunities for our students.	Team Feedback Session Evaluations: Field Performance: Positive feedback from employers or field supervisors regarding the readiness and capability of students.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Expanding the program to offer more courses for advanced Fire fighters	Provide recognized certifications for completed training, which can enhance career prospects and job readiness.	Long-Term Tracking of Alumni
#3	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Student-Centered Curriculum Development Hands-On Learning: Incorporate more practical, hands-on training opportunities that allow students to apply their skills in real-world scenarios.	Develop a Live Burn Training area. Collaborative Training Sessions with local Forest Service Stations.	Gather Feedback and Assess Progress: Increased Student Engagement:
#4	ILO 1. Communication				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase number of Students retained in the program, completing a certificate and getting a degree	Enhance Orientation and Onboarding Programs	Performance evaluations -Student Surveys -Individualized Feedback -Portfolio Reviews

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Full time Instructional Assistant to help with day-to-day activities that are not currently being completed. Assist in technical training, maintain a span of control and provide additional opportunities for our students. Coordinating worksites such as locating areas with less restriction on the National Forest (conditions change at the last minute) and assisting with the required documents, as well as providing one-on-one hands-on training, and play a critical role ensuring the safety of students during technical training.	All	Repeat	4	Recurring	AVC
Faculty	Adjunct Instructor(s)	All	New	1	Recurring	AVC
Other	Live Burn Area	Goal 4	New	1	One-time	AVC
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

- Required:
- Success & Retention tab
  - Program Awards tab
- Optional:
- Other supporting data/information

# Success and Retention

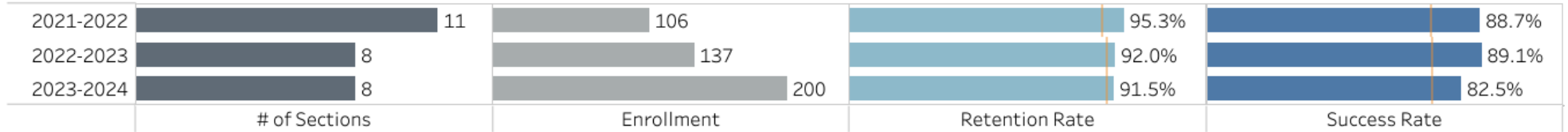
Select Academic Year:  
Multiple values

Select Subject:  
FTW

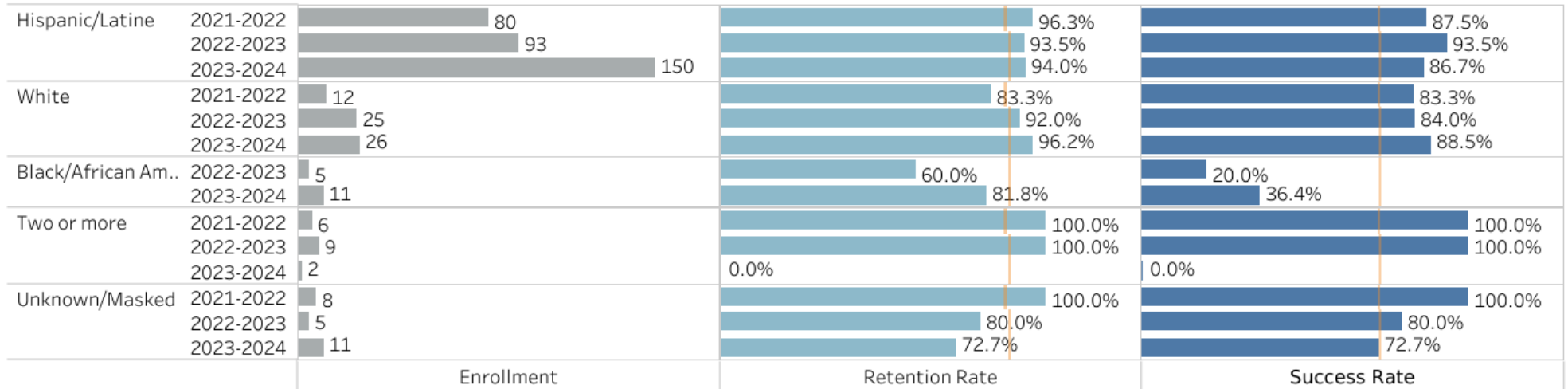
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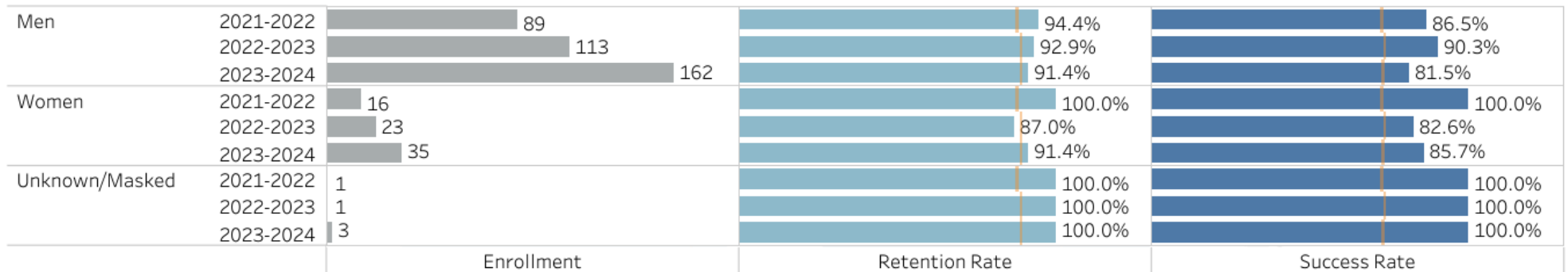
## Overall Enrollments, # of Sections, Retention and Success by Year for FTW



## Enrollments, Retention & Success for FTW by Ethnicity



## Enrollment, Retention and Success for FTW by Gender



[< Click to go back](#)

[Click to go next >](#)

# Program Awards

Select Academic Year:  
Multiple values

Select Ethnicity:  
All

Gender  
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

## Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
<b>Grand Total</b>	<b>3912</b>	<b>3285</b>	<b>3319</b>

Select Program Majors:  
Multiple values

< Select Program Major for the chart below

### Subject Awards for Fire Technology, Fire Technology Cert, Wildland Fire Technology and 1 more

Award Type	Degree Desc	Academic ..	Count
AA/AS	Fire Technology	2021-2022	<5
		2022-2023	<5
		2023-2024	<5
Wildland Fire Technology	Wildland Fire Technology	2021-2022	<5
		2022-2023	<5
		2023-2024	<5
Certificate	Fire Technology Cert	2021-2022	<5
		2022-2023	<5
		2023-2024	<5
	Wildland Fire Technology Cert	2022-2023	<5
		2023-2024	<5

< Click to go back

Click to go next >



Fall 2024 Program Review Report

<b>Division/Area Name: HSS</b>	<b>For Planning Years: 2025-2026</b>
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<b>Name of person leading this review: Elinda Parkinson</b>
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<b>Names of all participants in this review: Elinda Parkinson, Jennifer Taylor</b>
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<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>
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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.

<b>Part 2A: Analyze the program review data (<a href="#">retrieval instructions</a>), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b>
---

**Use the following questions to guide your analysis:**

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

<b>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>
--

The graduates of the VNP have experienced excellent pass rates of the NCLEX. According to the BVNPT website, pass rates were as follows: 100% in 2018, 100% in 2019, 100% in 2020 and 92% in 2021, 84% in 1<sup>st</sup> and 2<sup>nd</sup> quarter of 2022 and 100% in 3<sup>rd</sup> and 4<sup>th</sup> quarter of 2022 (mean of 92% for that year), 100% in 2023, and 100% in 2024 so far (see below for screenshots of this data). The need for Licensed Vocational Nurses (LVN) in the job market continues to increase as a result of the aging population in California and the nation as a whole. A quote from the Employment Development Department of the State of California states, “Growth in the employment of LVNs is in response to the long-term care needs of a rapidly growing elderly population and the general growth of healthcare. Replacement needs will be a major source of job openings as workers leave the occupation.” ([Occupation Profile, California LaborMarketInfo](#))

Equity data showed that 82% of students in all age groups and races/ethnicities were successful 2023-2024. This is decreased from 83.7% in 2022-2023. In both years the success rate is close to the college average. It is slightly lower and higher in various age groups, but overall has shown improvement. Unlike the college, our enrollment was not impacted by Covid, and our improvement in success rates can be attributed to increased enrollment and implementation of points-based admission criteria. The equity data for gender is not consistent with what is seen in the classroom. We have a disproportionate amount of female students in our program. This year we have 3 male students out of the 36 students admitted to the program. Last years’ graduating class was entirely female. This is consistent with the historical and current trends of males in nursing. We do not currently give priority to students based on gender, though this has been considered in some nursing programs in our nation and state.

The Program Review data listed in part 5 shows a much higher success and retention rate for 2022-2023. Additionally, both the 2022-2023 and 2023-2024 have increased sections and enrollment. This data indicates that the points-based admission system and the increase in max capacity for the program has been successful. We will continue to utilize these aspects of the VN Program.

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Last year, the National Counsel for State Boards of Nursing (NCSBN) announced that, beginning 04/2023, the National Counsel Licensure Exam (NCLEX) will undergo significant changes to a new format called Nex-Gen. We have completed extensive training of faculty regarding test development and implementation using Examsoft. Last year we were able to slowly introduce the new styles of questions and exams throughout the year. This year, and in future years, we are utilizing Examsoft, NexGen Style Case Studies, and example questions in the NexGen Style format in all courses. We have also provided funding for the past 2 years for all enrolled students to take NexGen style HESI exams at the end of each course. This package also includes a 2 day NCLEX-PN review through Evolve (the company we work with for this Bundle).

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The VNP at Antelope Valley College is well known throughout the community and highly regarded by both students and nursing staff of the various medical facilities. The program typically receives between 150 and 200 applicants each year. As stated earlier, the NCLEX pass rate has been consistently between 90 and 100%. The faculty would like to maintain this respected standing among the community to continue to serve the community in providing LVNs that are critically needed.

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

The committee expressed concern that students are not knowledgeable enough about regulatory issues related to conditions such as CAUTI and pressure ulcers. They requested that more emphasis should be placed on addressing how to prevent these conditions. They also requested that students be aware that a hospital is a business, and that cost containment should be included in the curriculum.

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

**Projections of Employment by Occupation, 2018 - 2028**

Top of Form

Annual Job Openings by Occupation			
SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
292061	<a href="#">Licensed Practical and Licensed Vocational Nurses</a>	76,600	74,390
	<b>Total</b>	76,600	74,390

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past Course Improvement Plans (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
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Continued use of Examsoft, Sherpath, HESI NexGen	Funding had been obtained and utilized for continued use of these programs. Currently seeking continued funding through Strong Work Force and Annual Budgeting.
Use of a multi-screening tool	We have utilized this tool since 2020. Since attrition is not where we want it, we are working on adding an entrance exam to the tool.
Use of remediation assignments	We are remediating students who do not pass an exam with assignments geared to improve study habits.
Maintain supplies and equipment in skills lab.	Ongoing goal. Requests for funding are being submitted.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success in the program with emphasis on VN 120 utilizing the multi-criteria screening tool.	Multi-screening tool is well established. Students admitted 2021 was 30. We had 17 graduates that year. 2022 we enrolled 30 and had 18 graduated. We admitted 36 students in 2023 and 2024. 16 graduated from the 2023 cohort.
Maintain BVNPT approval.	The VN program was approved for another four-year cycle Spring 2024. The next approval will be completed Spring 2028.
Hire a third full-time instructor.	We currently have 2 full time instructors. The 3 <sup>rd</sup> instructor hired in 2023 put our full-time faculty to 3. However, we had a full-time faculty member retire after Spring of 2024.
Integrate simulation into the current curriculum.	Simulation has been integrated into the curriculum and has been completed as part of the curriculum 2022-2023. This goal can now be removed.
Maintain equipment in the skills lab.	Ongoing goal. We continue to restock supplies and equipment as needed.
Implement Nex-Gen style test exam format.	The curriculum has been updated. Examsoft is currently being utilized. Pending pass rates for the NCLEX-PN since the transition to NexGen style testing. The first cohort to take the NexGen style NCLEX is currently in the test taking process.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Improve attrition rates to 25% with emphasis on VN 120 utilizing the multi-criteria screening tool	ILO 1, 4				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Students will continue to be admitted based on their scores using a multi-criteria admission tool.  Students will begin taking an entrance exam as a part of this admission tool beginning in 2026.	Students have been admitted based on their scores using a multi-criteria admission tool since 2020.  We are working on getting an entrance exam approved and	The attrition rate for VN 120 will be reduced to 25%.



and remediation.						implemented as a part of the admissions process.	
#2 Maintain BVNPT continuing approval	ILO 4				Goal 5: Align instructional programs to the skills identified by the labor market	The VNP is reapproved every four years. This is an on-going goal which allows the program to continue running so that students can enroll in and complete the program.	Maintain compliance with BVNPT requirements.  The VN program was approved for another four-year cycle Spring 2024. The next approval will be completed Spring 2028.
#3 Improve NCLEX-PN pass rates to greater than 90% consistently.	ILO 1, 4	PLO 1, 2	SLO 1 VN 120, 121, 122 SLO 2 all courses		Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Simulations are excellent tools to use in the skills lab to help students apply their knowledge and utilize critical thinking skills.  The NCSBN has changed the format of the NCLEX (licensing exam) effective 04/2023. Students must be taught using up to 20% NexGen style test items in order to be successful on their NCLEX.	Simulations have been added but require regular updates.  The software <i>ExamSoft</i> has been implemented into the curriculum.  Continue to use Examsoft for testing purposes to prepare students for NCLEX.  HESI NexGen Bundle has been used since 2023.

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Other	Examsoft Continuing Fees	#6 Implement Nex-Gen style test exam format.	New	\$10,000	Recurring	Elinda Parkinson
Other	HESI NexGen Bundle	#6 Implement Nex-Gen style test exam format.	New	\$20,000	Recurring	Elinda Parkinson
Other	Manikins Various (10)	#5 Maintain equipment in the skills lab.	New	\$20,000	One-time	Elinda Parkinson
Other	Welch Allyn 6500 Vital sign machines (2)	#5 Maintain equipment in the skills lab.	New	\$3,000	One-time	Elinda Parkinson
Other	HillROM Bedside tables (10)	#5 Maintain equipment in the skills lab.	New	\$6,000	One-time	Elinda Parkinson

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

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

# Success and Retention

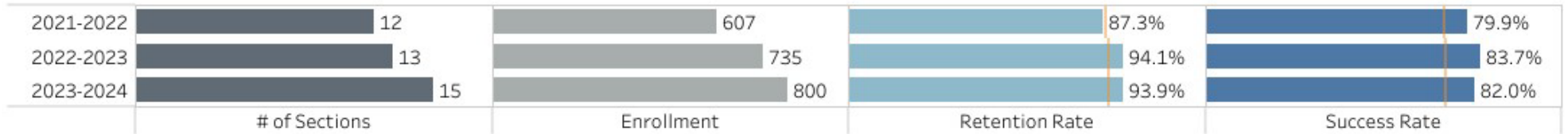
Select Academic Year:  
Multiple values

Select Subject:  
VN

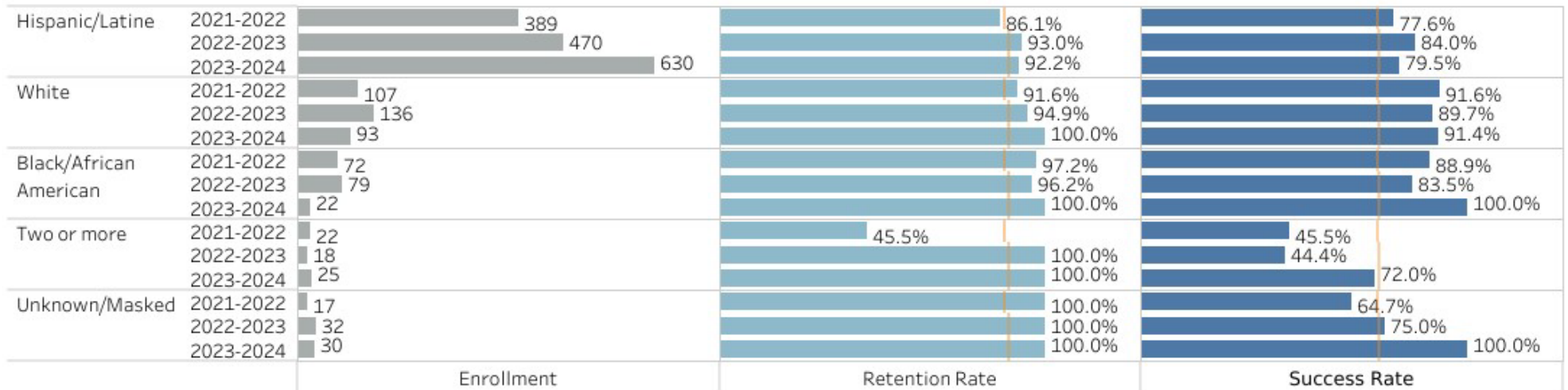
< Select subject here

AVC Retention and Success shown in vertical |

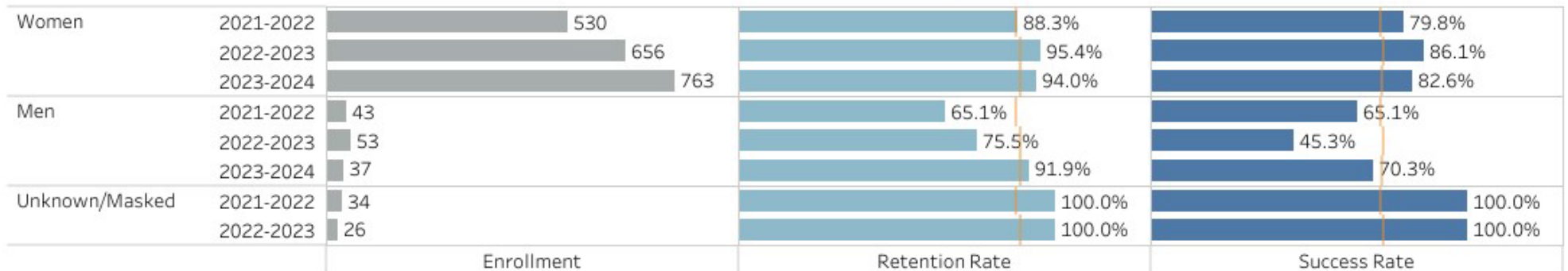
## Overall Enrollments, # of Sections, Retention and Success by Year for VN



## Enrollments, Retention & Success for VN by Ethnicity



## Enrollment, Retention and Success for VN by Gender



< Click to go back

Click to go next >

# Program Awards

Select Academic Year:  
Multiple values

Select Ethnicity:  
All

Gender  
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

## Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
<b>Grand Total</b>	<b>3912</b>	<b>3285</b>	<b>3319</b>

Select Program Majors:  
Vocational Nursing Cert

< Select Program Major for the chart below

## Subject Awards for Vocational Nursing Cert



< Click to go back

Click to go next >

# Grade Distribution

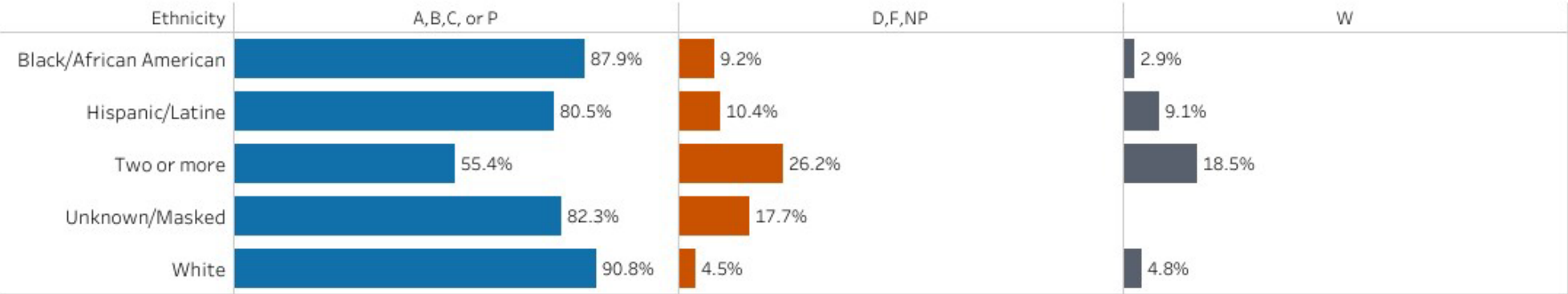
Academic Year  
Multiple values

Subject  
VN

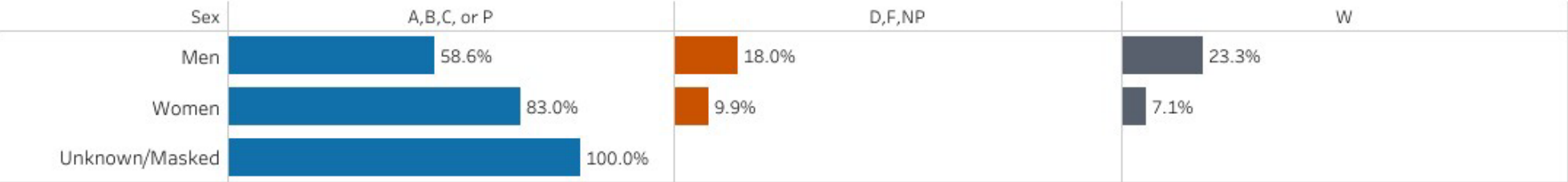
## Overall Grade Distribution for VN



## Grades Distribution for VN by Ethnicity



## Grade Distribution for VN by Gender



< Click to go back


Click to go next >

**Department of Consumer Affairs  
Board of Vocational Nursing and Psychiatric Technicians**

**Vocational Nursing Program Pass Rates**

The table below represents the performance of all first-time graduates of approved California vocational nursing programs who have completed the NCLEX-PN® during the past five years.

Updated 01/16/2024

 Gray bars equate to no testers in the given year.

Program Name	2019		2020		2021		2022		2023	
	#	%	#	%	#	%	#	%	#	%
	Tested	Passed	Tested	Passed	Tested	Passed	Tested	Passed	Tested	Passed
Allan Hancock College	33	97%	33	97%	36	97%	29	97%	30	97%
Allied Medical & Health Services, Inc.	5	80%	5	80%	10	90%	6	83%	6	100%
American Career College, Anaheim (Orange County)	135	93%	135	93%	189	88%	238	82%	266	88%
American Career College, Los Angeles	189	97%	189	97%	222	90%	278	86%	228	93%
American Career College, Ontario	192	90%	192	90%	240	83%	227	84%	283	88%
Angeles College, City of Industry					12	75%	31	90%	80	83%
Angeles College, Los Angeles	34	65%	34	65%	25	88%	37	86%	43	91%
Angeles Institute	30	87%	30	87%	39	90%	44	80%	54	85%
Annenberg School of Nursing	12	100%	12	100%	2	100%	7	100%	10	90%
Antelope Valley College	9	100%	9	100%	26	92%	19	84%	19	100%



# Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



Pearson VUE's reporting database includes all exam records from 2002 to present.

NCSBN Confidential

**CA - ANTELOPE VALLEY COLLEGE (US04100300)**

**NCLEX-PN**

NCSBN Education Program	NCSBN Education Program City	NCSBN Graduation Date	07/01/2022 - 09/30/2022				10/01/2022 - 12/31/2022				01/01/2023 - 03/31/2023				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - ANTELOPE VALLEY COLLEGE (US04100300)	LANCASTER	08/2022	1	1	0	100.00%	12	12	0	100.00%	4	4	0	100.00%	17	17	0	100.00%
	<b>Total</b>		<b>1</b>	<b>1</b>	<b>0</b>	<b>100.00%</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>100.00%</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>100.00%</b>	<b>17</b>	<b>17</b>	<b>0</b>	<b>100.00%</b>

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Health & Safety Sciences/ Medical Office Assistant For Planning Years: 2025-2026

Name of person leading this review: Robin Jordan

Names of all participants in this review: Robin Jordan

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

The mission of Antelope Valley Community College District is to serve to community by placing student success and student-centered learning as our No. 1 priority through higher educational standards, innovative programs and services in a professional, team-driven environment. The MOA program upholds the mission of Antelope Valley College by providing students with the skills and training necessary to obtain a successful career towards National certification as a medical assistant. The standards that the MOA program adheres to coincide with the mission by centering on students' didactic and laboratory skills that will ensure quality training and professionals within the community. The program embodies: 1) specific skills, knowledge, and instruction that coincides with a promising career as an entry-level medical assistant; 2) students obtain training, education and communication skills essential to becoming a vital member of the health care team; 3) use objective analysis, deductive reasoning and technology in providing quality patient care; 4) requires lifelong dedication from a student that is committed to the highest ethical principles within the community as a whole.

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award tabs to inform your analysis)

- What are the success and retention rates for your discipline? The Success Rate is 88.2% and the Retention Rate is 92.8%.
• Did they decrease or increase in the last year? In the last year both rates have increased (Success rate was 80.7% and Retention rate was 89.1%).
• What are the trends for the number of awards granted? The number of awards has been the same for the 3 previous years (12) prior to last year (7).
• Are the number of awards going up or down? The number of awards went up from 7 to 12.

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates? Two or more students complete their course at the highest rate (94.4%); Unknown/Masked gender completed their courses at the highest rate (100%).
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Hispanic/Latine have a rate of 86.7%; Women have a rate of 87.3%. Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area do well, including capabilities and greatest accomplishments? The MOA program has a retention rate of 92.8%. The rate of retention is important because there is such a high demand for medical assistants. This high demand can lead to a short supply in the community, therefore having a good retention rate can assist with that short supply. The MOA success rate is at 88.2% which means that more students will have an opportunity to help patients within the community. These students' success rates will create a demand for the program within our organization. These rates have significantly increased in the last year.



- What are the practices that were implemented to increase success and retention rates or program awards? Sending our students to externship has given them an opportunity to have hands on experience and assist our local clinics, hospitals, and doctors' offices to meet their patients' needs. Externship has also increased the students' chances of gaining employment by completing 160 hours of externship within the community.

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- What does your program/area need to do better to support/improve student success?
  - 1) Coordinate with local medical facilities to increase our number of extern sites to compensate for the increase in student enrollments to allow our students to complete their extern hours locally.
  - 2) Employers want graduates with clinical experiences that can function at a higher level and who have taken certification examinations. Only those graduates who complete the program with an AS (and within one year of taking MOA111) can sit for the California state certification. By becoming accredited, we will give our students the opportunity to take national certification examinations.
  - 3) Coordinate with the office on requirements, prerequisites and classes needed to obtain accreditation format the program appropriately so that students are not confused about which classes to take first.
  - 4) We need to obtain more sites so that our students have more options to complete their hours. The increase in students requires us to obtain more sites to accommodate.
- What actions can be taken to help close equity gaps?  
 Providing students with support and making them feel like they belong can help close equity gaps. Offering services in remediation can help with student retention. Having a better understanding of the student demographics in the area can help close cultural gaps and gives students a sense of inclusivity. Offering externship has shown to increase enrollment in the program.

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- What does your program/area want to be known for?  
 The MOA program wants to be viewed as a program for all people in all walks of life. A program that shows their students compassion and the students pay that same compassion forward in the community. We are a program that treats our students, faculty and colleagues with respect while maintaining a positive and professional mindset. Instilling values of empathy and integrity in our students can help them provide quality patient care- One patient at a time. The Success Rate (88.2%) was increased by 6.5%, which shows a higher interest in the program.
- What is a desired future?  
 The MOA program at AVC is working on being more aligned with the industry. Implementing a program that is accredited where students will be able to get nationally certified will increase our students' rates of entry-level positions within the community and allow them the opportunity to travel anywhere in the world to work.

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



Insert Advisory Committee Recommendations here : Members are Proposing more EHR experience. His office uses Mod Med and would like the students to be experienced in how to submit vitals and history taking prior to starting extern. Another member office uses NextGen EHR and agrees with the students learning EHR.

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

**Projections of Employment by Occupation, 2020 - 2030**

**Occupations Matched to CIP**

**Code(s):**

510801 *Medical/Clinical Assistant*

**Geography:** Los Angeles County

**Counties:** Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2020 Employment	Annual Job Openings <sup>1</sup>
319092	<a href="#">Medical Assistants</a>	21,620	32,010
	<b>Total</b>	21,620	32,010

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<sup>1</sup>Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Promote critical thinking skills	Assignments given help the students to use critical thinking which improves progress.
Facilitate student engagement and opportunities to share with their peers and instructor.	Students work together and create rapport with each other which builds relationships. Instructors create activities where everyone participates which improves progress
Contact students weekly via Canvas to remind students of upcoming assignments	The instructor can make announcements to the class to communicate any upcoming assignments. Progress has been made in this area.

Continue to use online surveys of students - one survey mid-semester and one survey at end of course, to assess students' learning needs and improve course design.

Survey monkey gives students opportunities to express how they feel about the progress of class and instruction. Progress was made here.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Continue to provide students with necessary learning material in the classroom	There are supplies that are available to the students. There is progress here, however we are in the process of getting more materials for the students.
Combine areas of study (front and back office)	The curriculum has front and back-office studies within it.
Gain accreditation (CAAHEP) for the program	Accreditation processes have begun.

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

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	Main Program outcome	Demonstrate competency in medical office procedures		Goal 5: Align instructional programs to the skills identified by the labor market	To prepare medical assistants who are competent in cognitive and affective learning domains to enter the profession	<ol style="list-style-type: none"> <li>Hire instructor to teach and organize clinical rotations</li> <li>Gain clinical sites and work on MOU</li> <li>Maintain durable medical equipment supply budget</li> </ol>	<ol style="list-style-type: none"> <li>Hired an instructor to fulfill the goal.</li> <li>Clinical sites are being organized at this moment.</li> <li>Some equipment still needs attention or replaced.</li> </ol>
#2	ILO 4. Career and Specialized Knowledge	Main Program outcome	Demonstrate competency in medical office procedures		Goal 5: Align instructional programs to the skills identified by the labor market	Increase completion and employment rates of MOA graduates	<ol style="list-style-type: none"> <li>Hire full time MOA staff member that meets accreditation requirements.</li> <li>Create one cohesive program that meet the requirements for accreditation</li> <li>Apply for accreditation (\$1500) with an annual fee of \$2100.</li> <li>Have a site visit \$2700.</li> <li>Provide students with clinical experiences that are required for employment.</li> <li>Reevaluate</li> </ol>	<ol style="list-style-type: none"> <li>Full time staff member hired.</li> <li>Working on accreditation requirements.</li> <li>Need to be accreditation ready prior to applying.</li> <li>Track graduate exam performances.</li> <li>Employment surveys.</li> </ol>
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

					Goal		Measure of Success
--	--	--	--	--	------	--	--------------------

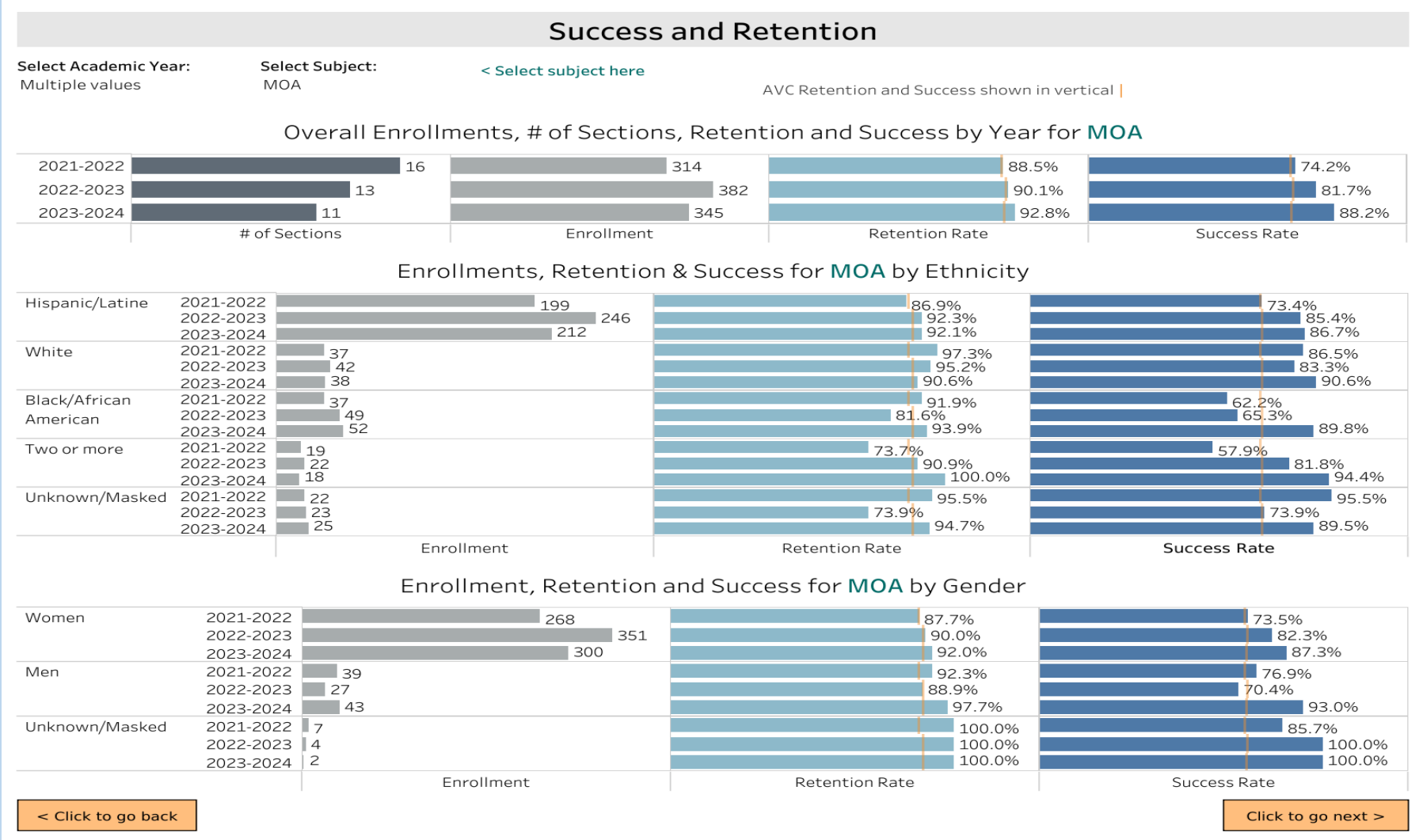
		PLO	SLO	OO	ESP Goal Primarily Supported:	(Student-focused)	Steps to be taken to achieve the goal?	(How would you know you've achieved your goal?)
					Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Supplies	Having all the supplies needed to ensure lab skills are supported	Preparing medical assistants who are competent in cognitive and affective learning domains to enter the profession	Repeat	unspecified	Recurring	Robin Jordan-King
Other	Apply for accreditation	Increase completion and employment rates of MOA graduates	Repeat	\$1500 with annual fee of \$2100, site visit of \$2700	Recurring	Robin Jordan-King
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

Required:

- Success & Retention tab



• Program Awards tab

## Program Awards

Select Academic Year:  
Multiple values

Select Ethnicity:  
All

Gender  
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

### Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
<b>Grand Total</b>	<b>3912</b>	<b>3285</b>	<b>3319</b>

Select Program Majors:  
Multiple values

< Select Program Major for the chart below

### Subject Awards for Medical Assistant & Medical Assistant Cert

Award Type	Degree Desc	Academic ..	
AA/AS	Medical Assistant	2021-2022	13
		2022-2023	<5
		2023-2024	12
Certificate	Medical Assistant Cert	2021-2022	12
		2022-2023	<5
		2023-2024	<5

< Click to go back

Click to go next >

Optional:

- Other supporting data/information

## Grade Distribution

Academic Year  
2023-2024

Subject  
MOA

### Overall Grade Distribution for MOA



### Grades Distribution for MOA by Ethnicity



### Grade Distribution for MOA by Gender



< Click to go back

Click to go next >



Fall 2024 Program Review Report | Instructional Areas

<b>Division/Area Name: HSS/ Nutrition</b>	<b>For Planning Years: 2025-2026</b>
<b>Name of person leading this review: Ann Volk</b>	
<b>Names of all participants in this review: R. Brynin</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
Nutrition and Food courses provide health and wellness education that assists students in preparing for the workforce, personal development, and community service.	

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

**Use the following questions to guide your analysis:**

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

**Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)**

The 2023-24 data show the average retention rate was 89.7%. This is consistent with previous years and is above the AVC rate. Retention rates by ethnicity and gender, which varies from 88-89%, have also remained consistent with previous data. Enrollment data indicates there was a significant increase this review period. In 2023-2024, enrollment was 904, as compared to 2022-23 enrollment was 776. Increase in both in-person and online enrollment increased. Success rates have also remained consistent in this review period compared to the previous time. Rates average 62%, including both online and in-person modalities. Black/African American continue to have the lowest rate, while White the highest.

- 

**Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)**

Success rates have been lower than the AVC rate. Overall, the rate was 62%, consistent with the previous year. It is difficult to determine the exact cause of the overall low success rate since all Nutrition courses are put together. The "NF" title includes the NF 100, 102, 103, 110 and 150 courses. The faculty member who is leading this review made changes to the NF 100 courses she teaches, as well as to 102 and 150 (only one faculty member taught 102 and 150 in this review period). Per those records, the success rate was 77%.

**Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)**



AS-T for Nutrition is an option that has been recently developed for students wishing to transfer. The desire is to inform students of this program and expand their participation.

•

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

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

**Projections of Employment by Occupation, 2020 - 2030**

**Occupations Matched to Top Code(s):**

130620 *Dietetic Services and Management*

**Geography:** Los Angeles County

**Counties:** Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2020 Employment	Annual Job Openings <sup>1</sup>
352012	<a href="#">Cooks, Institution and Cafeteria</a>	5,030	9,260
291031	<a href="#">Dietitians and Nutritionists</a>	2,200	2,060
351012	<a href="#">First-Line Supervisors/Managers of Food Preparation and Serving Workers</a>	26,860	60,160
513092	<a href="#">Food Batchmakers</a>	5,100	7,340
119051	<a href="#">Food Service Managers</a>	12,660	21,890
251192	<a href="#">Home Economics Teachers, Postsecondary</a>	180	180
	<b>Total</b>	52,030	100,890

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<sup>1</sup>Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

<sup>2</sup>This occupation has been suppressed due to confidentiality.

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

The NF 102 SLO was changed to reflect student learning. In some NF 100 sections, assignments were revised to improve student success.

Past Course Improvement Plans	Progress Made
Maintain retention rates	Continuing to be above AVC standards
Improve success rates	Rates have improved in some courses

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

AS-T Nutrition has been approved and appears in the college catalog.

Past Goal	Progress Made
Develop AS-T Nutrition	Approval of the transfer degree has been granted

**Part 3: Based on Part 2 above, please list program/area goals:**

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve student success rates	Revise assignments/ due dates	Faculty to monitor their own success rates

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

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

- Required:
- Success & Retention tab
  - Program Awards tab
- Optional:
- Other supporting data/information

# Success and Retention

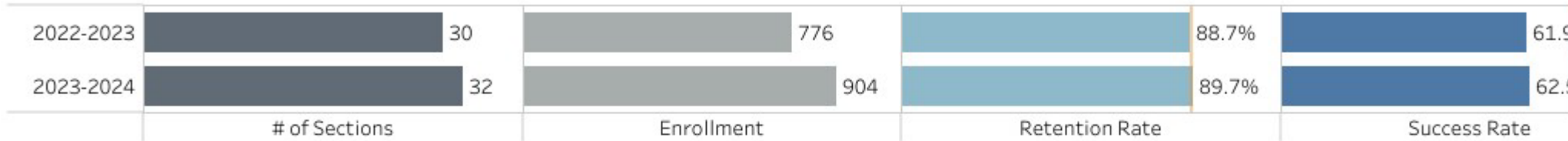
Select Academic Year:  
Multiple values

Select Subject:  
NF

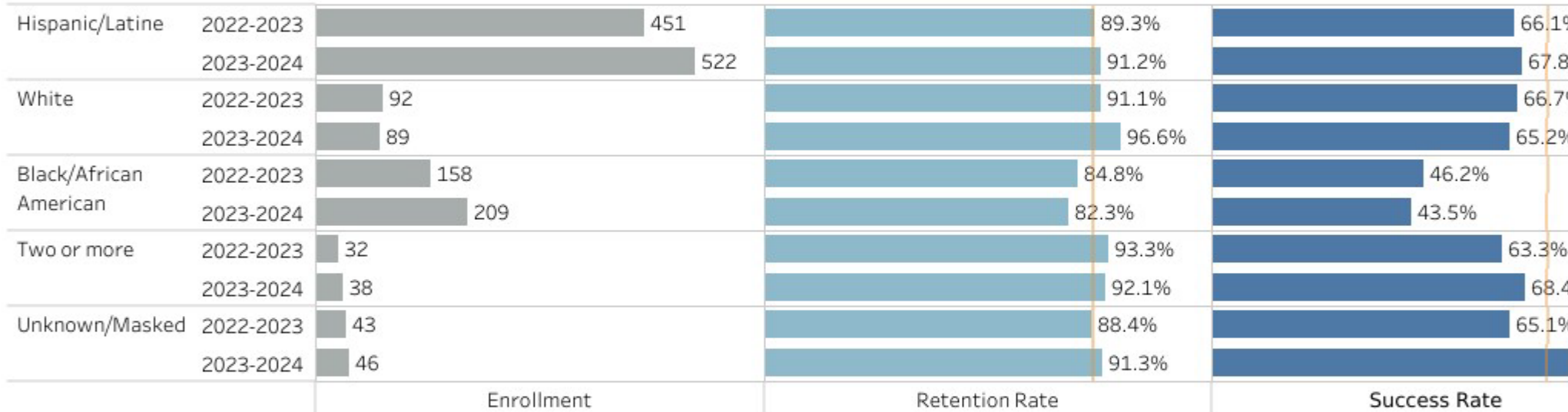
< Select subject here

AVC Retention and Success shown in vertical

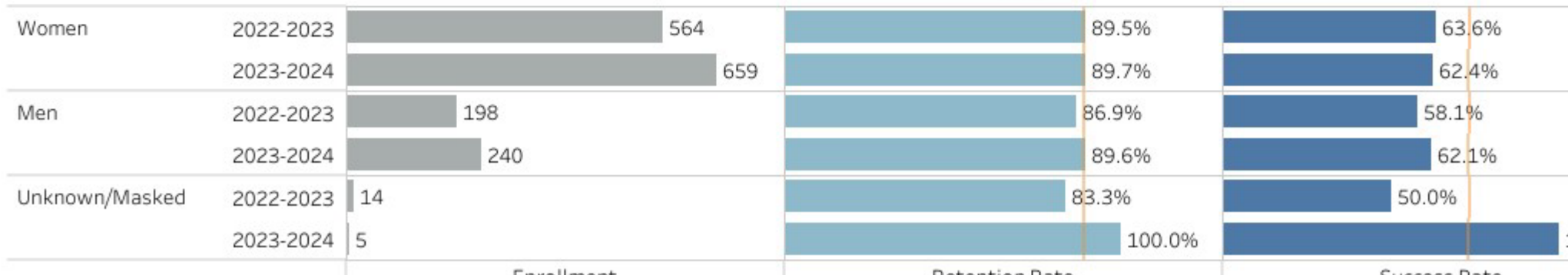
## Overall Enrollments, # of Sections, Retention and Success by Year for NF



## Enrollments, Retention & Success for NF by Ethnicity



## Enrollment, Retention and Success for NF by Gender



# Program Awards

Select Academic Year:  
Multiple values

Select Ethnicity:  
All

Gender  
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

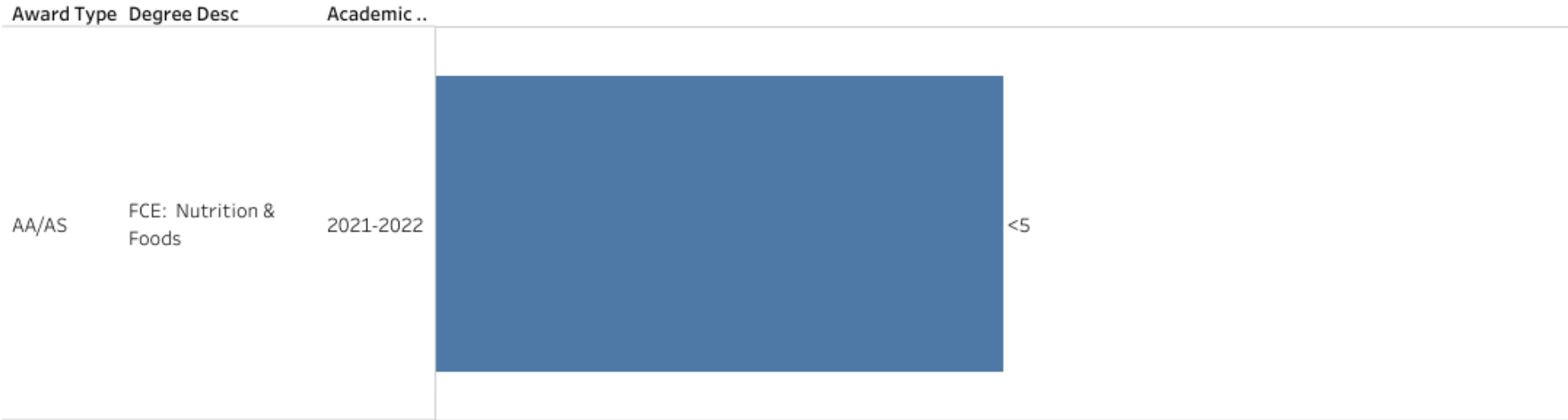
## Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
<b>Grand Total</b>	<b>3912</b>	<b>3285</b>	<b>3319</b>

Select Program Majors:  
FCE: Nutrition & Foods

< Select Program Major for the chart below

## Subject Awards for FCE: Nutrition & Foods



< Click to go back

Click to go next >





Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: Health Science Department/RADT For Planning Years: 2025-2026

Name of person leading this review: Robert Desch

Names of all participants in this review: Robert Desch, Abu-Taher M Mahfuzur-Rahman

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

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

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

Use the following questions to guide your analysis:

Overall (Use the Success & Retention and Program Award tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
• What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the Success & Retention tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender groups complete their courses at the highest rates?
• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

The current data review from the California Employment Development Department reveals a short fall in radiologic technology jobs. Annual job openings have increased consistently over the past year to year. Programmed surveys conducted with students and employers have provided high scores in all areas and have remained high for the past 10 years. Students pass rate concerning national and state testing is above average with scores in the top 90%. nationally. This pass rate trend continued for 10 years consistently.

Program Personnel & Student Survey Findings - personnel resources, radiology directors, facilities, learning resources, support personnel, financial resources, program budget, clinical resources, and student interaction for the last 5 years. There are 100% participants ratings concerning Antelope Valley College Radiologic Technology Program greater than 3 (average) on a 5-point Likert scale. Recommendations include the provision of additional learning resources to maintain current procedures in the radiology field. Students have comments concerning adding additional clinical sites with evening rotations and additional clinical outpatient experience. This has not changed since the previous year. The program has added 3 additional clinical sites outpatient this year and added evening rotations options for Antelope Valley Hospital and Palmdale Regional Medical Center. The program currently has 9 affiliated clinical sites for the students to rotate and complete their clinical training. This is the most clinical sites the program has provided to students with since the program has been implemented at Antelope Valley College.

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 continued curriculum revisions to meet industry standards. The program has been very consistence with employer surveys with positive feedback concerning employment of our students.

**Advisory Committee Meeting Results:** maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide expanded clinical training sites. The program continues to use the 3 Kaiser Permanente and new addition sites 3 Antelope Valley Outpatient Centers sites in the Lancaster and Palmdale area. The students have been providing positive feedback and find the training most helpful in their clinical training. The student survey continues to provide positive feedback concerning the Kaiser and all Lancaster Imaging Centers (RADNET). The students are finding clinical training at smaller facilities, other than hospital work helps the students learn in different clinical environments than

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- Keep providing improvement for ARRT testing for first time pass rate.
- Provide students with other clinical training hours. (Program change in progress for spring 2025)
- Expand the program to increase the number of students per year. (Program has potential change fall 2025)

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- 1) In 2022 the program retention rate was 90%. The success rate is 90%. There were 8 AS degrees awarded.
- 2) In 2023 the program retention rate was 100%. The success rate is 100%. There were 10 AS degrees awarded.
- 3) In 2024 the program retention rate was 90%. The success rate is 90%. There were 9 AS degrees awarded.
- 4) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.
- 5) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2023-2024 reporting data 100% of graduates are employed. The 2023-2024 job placement data is 100% job placement in the first 3 months post-graduation. This data is taken from students actively looking for employment.
- 6) There is a positive employer and student surveys continuous every year. The program provides high quality education with a student teacher ratio of 6/32. The program provides 6 instructors for every 32 students with all hospitals clinical training with a faculty instructor. The program provides a 100% job placement rate and is accredited by JRCERT and the California Department of Public Health and the Radiation Health Branch of California.
- 7) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.
- 8) The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2023-2024 reporting data 100% of graduates are employed. The 2024 job placement data is 100% job placement in the first 2 months post-graduation.
- 9) The Radiologic Technology Program continues to provide students with meaningful education that meets and exceeds industry standards in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain). As evidenced by national exam performance, graduate surveys, student surveys, and employer surveys.

The program continues to fulfill its obligation to the community by providing qualified graduates to meet employer demands. In the 2023-2024 reporting data 100% of graduates are employed. The 2024 job placement data is 100% job placement in the first 3 months post-graduation.



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

N/A

**Occupational Employment and Wages, May 2023  
29-2034 Radiologic Technologist and Technicians**

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

Employment estimate and mean wage estimates for Radiologic Technologists

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
221,170	1.0 %	\$ 36.18	\$ 75,250	0.3 %

**(California Wages are in the 75%-90%-Percentile range)**

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 24.05	\$ 29.18	\$ 35.29	\$ 40.71	\$ 49.22
Annual Wage (2)	\$ 50,020	\$ 60,690	\$ 73,410	\$ 84,670	\$ 102,380

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

Objective	Target met:	Objective Met
<b>RADT 101</b> Students wall demonstrate written communication skills. True false, Performance, Demonstration, Simulation, Multiple Choice 75% of students will obtain 75% score on examination	Target met: YES	Yes
Students will summarize the value of lifelong learning. True false, Demonstration, Simulation, Multiple Choice 75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
<b>RADT 102</b> Demonstrate patient care techniques. True false, Demonstration, Simulation, Multiple Choice 75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
<b>RADT 103</b> Students will utilize radiation protections. Demonstration procedure forms: technical selection criteria, Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes

	Students will apply positioning skills.	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will select technical factors/ Manual Techniques	Demonstration procedure forms: technical selection criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
<b>RADT 104</b>	Students will select technical factors.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100%
	Students will critique images to determine diagnostic quality.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
<b>RADT 107</b>	Students will apply positioning skills.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will select technical factors/Manual Techniques	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
	Students will utilize radiation protection.	Demonstration procedure forms: positioning criteria,	Target: class average of all forms, 3/5 likert scale.	Target met: YES	9:9=100% Yes
<b>RADT 108</b>	Students will critique images to determine diagnostic quality.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
<b>RADT 109</b>	Diagram the components of the x-ray generator and tube.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
	Evaluate the differences between target interactions and tissue interactions involved in the production of the radiographic image.	Essay	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes

	Diagram the components of the fluoroscopic image intensifiers and recording devices.	Essay	75% of students will obtain 75% score on examination	Target met: YES	9:9=100% Yes
<b>RADT 199</b>	Work Experience		N/A -No Data		
<b>RADT 201</b>	Students will apply positioning skills.	Competency form: positioning criteria	Class average of all forms, all students, average of 4/5 likert scale.	Target met: yes	9:9=100% Yes
	Students will select technical factors/Manual Techniques	Competency form: technical selection criteria	Class average of all forms, all students, average of 4/5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will utilize radiation protections.	Competency forms: radiation protection criteria	Class average of all forms, all students, average of 3.5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will adapt standard procedures for non-routine patients.	Technologist Evaluation, Problem solving/judgment criteria:	Class average of all forms, all students, average of 7.5/10 likert scale.	Target met: Yes	9:9=100% Yes
	Students will critique images to determine diagnostic quality.	Image evaluation form, image critique criteria	Class average of all forms, all students, 90%	Target met: Yes	9:9=100% Yes
<b>RADT 202</b>	Students will demonstrate oral communication skills.	Radiographic Pathology Case Presentation	Class average, section 6 grading rubric, 85%	Target met: Yes	9:9=100% Yes
<b>RADT 203</b>	Students will demonstrate oral communication skills.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	9:9=100% Yes
<b>RADT 204</b>	Students will summarize the value of life-long learning.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	9:9=100% Yes

<b>RADT 207</b>	Students will apply positioning skills.	Competency form: positioning criteria	Class average of all forms, all students, average of 4/5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will select technical factors/Manual Techniques	Competency form: technical selection criteria,	Class average of all forms, all students, average of 3/5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will utilize radiation protection.	Competency form: radiation protection criteria	Class average of all forms, all students, average of 3/5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will demonstrate oral communication skills.	Competency form: effective communication/approach to patient criteria	Class average of all forms, all students average 5/5 likert scale.	Target met: Yes	9:9=100% Yes
	Students will adapt standard procedures for non-routine patients. Students will summarize the value of like-long learning.	Competency form: Adapts procedure for diverse patient needs criteria	Class average of all forms, all students, average of 4.5/5 likert scale.	Target met: Yes	9:9=100% Yes
		Essay	Class average of all papers, 90%	Target met: Yes	9:9=100% Yes
				Target met: Yes	9:9=100% Yes
<b>RADT 208</b>	Assess readiness for ARRT registry certification examination.	True false, Demonstration, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	9:9=100% Yes
		True false, Performance, Demonstration, Simulation, Multiple Choice	75% of students will obtain 75% score on examination	Target met: Yes	Yes
<b>RADT 210</b>	Demonstrate venipuncture			Target met: Yes	9:9=100% Yes

Past Course Improvement Plans	Progress Made
See document above:	Progress and objective met.
	See document above:

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

**Program Assessment Plan: 2023-2024**

To ensure continuous program improvement, the program employs an ongoing and systematic assessment process to measure and document student learning outcomes. The Antelope Valley College Radiologic Technology Program uses the following assessment plan to monitor its success.

**GOAL # 1 Students will graduate with a high degree of clinical competency and knowledge.**

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will produce diagnostic images.	Clinical Image Evaluation form, line items 1-10. Assessment of image evals. Evaluated each semester as per syllabus	Students will score an average of 3.0 or higher on image evaluation. (0-to-5-point scale)	1 <sup>st</sup> and 2 <sup>nd</sup> year of the program. RADT 103,107,201,207 courses.	Clinical coordinator, Program director, and Adjunct Faculty	Achieved
	Laboratory Image Evaluation form, on all line items.	Students will score an average of 3.0 or higher on image evaluation on imaging evaluation. (0-to-5-point scale)	1 <sup>st</sup> year of the program	Rad 103L and Rad 107L Instructors	Achieved
Students will apply positioning skills.	Student Clinical Evaluation form, sections 1-9. Grading scale 1-10.	Students will score an average of 75% or higher on demonstration of positioning skills. 100 points total (0 to 10 scale)	1 <sup>st</sup> and 2 <sup>nd</sup> year of the program. RADT course 103,107,201,207.	Clinical Instructors	Achieved
	Laboratory Positioning Book. (Positioning Lab) RADT 103,107 positioning check off sheet evaluated by instructor.	Students will score an average of 3.0 or higher on positioning demonstration form during laboratory practice.	1 <sup>st</sup> year of the program	Rad 103L and Rad107L Instructors	Achieved
Students will select appropriate technical factors.	Student Clinical Evaluation section 4 manual technique used during ARRT competencies at clinical training.	Students will score an average of 75% or higher on proper selection of technical factors. Must score 3 or higher for 75% pass rate.	1 <sup>st</sup> and 2 <sup>nd</sup> year of the program. RADT 103,107,201,207 clinical courses.	Clinical Instructors	Achieved
	Laboratory Image Evaluation form ( Laboratory imaging manual technique used)	Students will score an average of 3.0 or higher on knowledge of technique. (0-to-5-point scale)	1 <sup>st</sup> year of the program RADT Courses 103,107,201.207.	Rad 103L and Rad 107L Instructors	Achieved
Students will practice proper radiation protection.	Student Clinical Evaluation form area and progress reports by instructors and clinical training staff and technologists.	Students will score an average of 75% or higher on radiation protection for self and patient. (0-5 grading score)	1 <sup>st</sup> and 2 <sup>nd</sup> of the program RADT Course 103,107,201,207	Clinical Instructors	Achieved
	Laboratory Positioning Book. Students will show radiation protection techniques with lab positioning sheet check off list.	Students will score an average of 75% or higher on patient shielding area of procedure evaluations (1-5 grading score)	1 <sup>st</sup> and 2 <sup>nd</sup> of the program RADT 103,107,201,207.	Instructors Rad 103L / 107L	Achieved

**Goal: #2 Students will graduate with effective oral and written communication skills**

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will display effective Oral Communication Skills.	Student Clinical Competency Evaluation Form section 1	Students will score an average of 75% or higher for adequate patient communication on their clinical evaluation by greeting patients, introducing self, and checking I.D. bracelet. (scale 0-5)	1 <sup>st</sup> year of the program. RADT 103,107.	Clinical Instructors	Achieved
	Student Clinical Competency Evaluation Form Section 1	Students will score an average of 75% or higher for adequate patient communication on their clinical evaluation by explaining the procedure in lay terms and keeping patients informed of the examinations progress. (Scale 0-5)	2 <sup>nd</sup> year of the program of the program. RADT 201,207.	Clinical Instructors	Achieved
Students will display written communication skills.	APA Style Grading Rubric Score. Instructors will grade pathology presentation with 2-3 faculty or radiology managers from clinical hospitals.	Students will achieve a score of 75% or better on their pathology research paper (0-100%) Graded by 2-3 other faculty or hospital staff.	Third Semester	Instructor RADT 202	Achieved
	Student Clinical Evaluation Form	Students will score an average of 75% or higher for proper written communication when taking patient histories and closing out examinations. (0 to 100% scale)	1 <sup>st</sup> and 2 <sup>nd</sup> year of the program. RADT 103,107,201,207.	Clinical Instructors	Achieved

**GOAL # 3 Students will graduate with critical thinking and problem-solving abilities.**

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will possess critical thinking ability.	APA-Style-Grading Rubric Score. RADT course 202 with passing grade focusing on pathology project and presentation.	Students will demonstrate critical thinking by arriving at a sound conclusion on their pathology research paper and scoring 75% or better on grading scale	3 <sup>rd</sup> Semester RADT Course 202 pathology presentation.	Instructor RADT 202	Achieved
	Student Clinical Evaluation Form Sections 1-10	Students will score an average of 75% or higher for critical thinking skills by manipulating technique for non-routine examinations. (0-5 scale)	1 <sup>st</sup> and 2 <sup>nd</sup> year of the program. RADT 103,107,201,207.	Clinical Instructors	Achieved

Students will adapt positioning for trauma patients.	Student Clinical Competency Evaluations for Trauma and Portable ARRT Competency.	Students will score an average of 75% or better for problem solving abilities by demonstrating adaptability to difficult clinical examinations. (scale 0-5)	2 <sup>nd</sup> year of the program ARRT Competency check off with passing clinical training score.	Clinical Instructors	Achieved
	Trauma positioning Laboratory Competency Check Off. RADT 107. Students will have passing score for positioning check off sheet.	Students will demonstrate problem solving by scoring 75% or better on the "Hands-On" trauma positioning laboratory examination in their positioning lab class. ( 0-5)	2 <sup>nd</sup> year of the program	Instructor RADT 107L	Achieved

**GOAL #4 Students will graduate with the knowledge and practical skills that maintain the standards of professional and ethical values.**

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will understand the importance of ethical and professional behavior.	Ethics Final Examination on ARRT Prep Course. Students will be evaluated with written test and multiple-choice grading with passing score focusing in ethical and professional behavior.	Students will demonstrate knowledge of ethics by achieving a score of 75% or better on their ethics final examination section (0 to 100% scale)	4 <sup>th</sup> Semester / final Semester Testing and written exams.	Instructors RADT 208	Achieved
Students will understand the importance of ethical and professional behavior.	Student Clinical Evaluation Sections 1,2. ARRT competencies passing score during competency grading at clinical training sites.	Students will score an average of 75% or better on the ethical and professional areas of the Student Clinical Evaluations. (0-5 scale)	1 <sup>st</sup> and 2 <sup>nd</sup> year of the program. RADT 103,107,201,207.	Clinical Instructors	Achieved
	Students will attend professional interview mock interview. (Interview addresses ethical and professional future goals). Must have passing score during interview.	All students will attend professional interview mock interview, asking professional and ethical questions (1–5-point scale with at least average 3-point score)	End of program RADT 207	Program Director / Hospital Personal	Achieved
Students will understand the importance of ethical and professional behavior.	Students will attend RADT 101 and pass ethical analysis tests	Students will understand and pass assessment test for course RADT 101 ethical analysis in all general areas of patient care with a 75% or better (grading scale 0-100%)	1 <sup>st</sup> Summer Course RADT 101	Instructor RADT 101	Achieved
Students will pursue continued professional development.	Students Exit Survey Students will continue advancement training in second modality post-graduation.	20% or more of graduating students will plan to seek advanced education. (20%-100% score scale)	End of program	Program Director	20% of students are continuing other modalities at university level training or Hospital in-house training. Achieve



	Student-Exit-Survey 6/10 score post graduates will continue to join ASRT,CSRT or other professional organizations. Post graduate survey data.	70% or more of graduating students will plan to join the ASRT, CSRT, or other professional groups. (70% to 100% scale) and continue education other modalities	End of program	Program Director	70% of students are members. Achieved
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**GOAL # 5 The program will monitor or its overall effectiveness.**

Outcomes	Measurement Tool	Benchmarks	Timeframe	Responsible Party	Results
Students will complete the 1st year of the program.	The number of students entering the second year will be compared to the number beginning the program. Data from program retention rate each year. 10/10=100%	80% of the students entering the program will continue to the second year of the program. (Scale 0-100%)	End of the 1 <sup>st</sup> year	Program Director	Achieved
Students will complete the 2nd year and graduate from the program.	The number of students graduating from the program will be compared to the number beginning the program. Data from ARRT program retention rates are posted on program website page and provided to JRCERT each year. 10/10=100%	80% of the students entering the program will continue to complete the program. (0 to 100% scale)	End of second year	Program Director	Achieved
Students will pass the ARRT National Registry Examination on the first attempt.	ARRT Examination Results 9/10=90%	Over a rolling 5-year period, 80% of the student's graduation from the program will pass the National Registry on 1 <sup>st</sup> attempt (0 to 100% scale)	Annually upon receipt	Program Director	Achieved
Graduates will be satisfied with their education.	Student Exit Survey From sections satisfaction area. Post graduate data from program student survey provided to each graduating class.	Intern Exit surveys will average 3's or better for program and curriculum satisfaction. (0-to-5-point scale)	End of program	Program Director	Achieved
Employer will be satisfied with the graduate's performance	Clinical Education Setting Evaluation of Program. Survey and overall students during the hiring of employment by their	Clinical Education Setting Evaluation of Program surveys will average 3's or better for the program graduates. (0-5-point scale)	Up to 12 months after graduation	Program Director	Achieved

	supervisor from the radiology department. Survey provided to employers by the radiology program data collection process.				
Graduates who desire employment will be employed within 12 months, after graduation.	Graduate Employment telephone form survey or other electronic forms. Survey provided to graduates for survey analysis data collected by the program yearly. 10/10=100%	Over a rolling 5-year period 75% of the graduates who desire employment, will be employed within 12 months after graduation (0 to 100% scale)	12 months after graduation	Program Director	Achieved

Revised: 2023

All Objectives have been met for years 2023-2024

Past Goal	Progress Made
See documents 2023-2024	See documents 2023-2024
	Objective met

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 National Pass Rate 75% or Greater	ILO 4. Career and Specialized Knowledge	Yes			Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	<b>Students will graduate with a high degree of clinical competency and knowledge.</b>	See data above	See data above
#2 job Placement	ILO 3. Community /Global	Yes			Goal #1 Service: Realign college policies,	<b>Students will graduate with effective oral and</b>	See data above	See data above

75% or Better	Consciousness				practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	<b>written communication skills</b>		
#3 Retention Rate 75% or Better	ILO 4. Career and Specialized Knowledge		Yes	Yes	Goal #6 Success: Boost success rates by prioritizing the student experience.	<b>Students will graduate with critical thinking and problem-solving abilities.</b>	See data above	See data above
#4 Expand Program Acceptance Rate Per Year	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	<b>Students will graduate with the knowledge and practical skills that maintain the standards of professional and ethical values.</b>	See data above	See data above

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Maintain current faculty	Accreditation	Repeat	Current Salary	Recurring	Robert Desch
Technology	Supplies and Materials	Program Pass Rate	New	8,4050	One-time	Robert Desch
Physical/Facilities	GE X-Ray Machine 5 Service Contract/ Repairs	Teaching Lab	New	39,800	One-time	Robert Desch
Faculty	CT, MRI, Breast Imaging (12 Modules each section)	Accreditation	New	4,300	One-time	Robert Desch
Other-Students	Rad Review 3 Renewals /National Exam Material	Program Pass Rate	New	3,000	One-time	Robert Desch
Faculty	Faculty Conference / Radiology Education	Faculty Development	New	5,600	One-time	Robert Desch

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information
- 

- 1. Program review data concerning course objectives follows the program CIP (Rad Tech) data below.**
- 2. “Program Assessment Plan” stated above follows the program review concerning student SLO (See data stated above under program assessment plan).**
- 3. Currently the radiologic technology program has been meeting the national standards concerning state and national requirements. The program in the past year has been reaccredited ( Probation) by the national accreditation, Joint Review Committee on Education in Radiologic Technology (JRCERT) and has maintain the accreditation by the California Department of Public Health, Radiation Health Branch (CDPH, RHB). The program currently needs to maintain full funding to meet the requirements to keep accreditation current.**
- 4. See additional funding needed in part # 4.**

Required: **CIP for 2023-2024 Academic Year (Rad Tech)**

Course Improvement Plan (CIP) for 2021-2022 Academic Year

**Course Improvement Plan**

Course Improvement Plan (Data) : Version by Desch, Robert on 10/4/24

Courses	Achievement Target	Actual Performance
RADT101 - Introduction to Radiologic Technology		
Students will demonstrate basic radiology skills. (Active from Summer 2021)	75.00%	100.00%
Student will demonstrate a basic understanding of radiologic technology and terminology (Active from Summer 2023)	75.00%	100.00%
RADT102 - Patient Care in Radiology		
Demonstrate patient care techniques. (Active from Summer 2023)	75.00%	100.00%
RADT103 - Radiographic Positioning and Procedures I		
Students will utilize radiation protections. (Active from Fall 2023)	70.00%	100.00%
Students will apply positioning skills. (Active from Fall 2023)	70.00%	100.00%
Students will select technical factors (Active from Fall 2023)	70.00%	100.00%
RADT104 - Radiographic Principles I		
Students will select technical factors. (Active from Fall 2023)	75.00%	100.00%
Students will critique images to determine diagnostic quality. (Active from Fall 2023)	75.00%	100.00%
RADT107 - Radiographic Positioning and Procedures II		
Students will select technical factors. (Active from Fall 2023)	75.00%	100.00%
Students will apply positioning skills. (Active from Fall 2023)	75.00%	100.00%
Students will utilize radiation protection. (Active from Fall 2023)	75.00%	100.00%
RADT108 - Advanced Principles of Exposure		
Students will critique images to determine diagnostic quality. (Active from Fall 2023)	75.00%	100.00%
RADT109 - Radiation Physics		
Diagram the components of the x-ray generator and tube. (Active from Fall 2023)	75.00%	100.00%
Evaluate the differences between target interactions and tissue interactions involved in the production of the radiographic image. (Active from Fall 2023)	75.00%	100.00%
Diagram the components of the fluoroscopic image intensifiers and recording devices. (Active from Fall 2023)	75.00%	100.00%
RADT201 - Radiographic Clinical Practicum III		100.00%

Students will apply positioning skills meeting CDPH, RHB, ARRT requirements (Active from Summer 2023)	75.00%	100.00%
Students will select technical factors meeting CDPH, RHB, ARRT requirements (Active from Summer 202)	75.00%	100.00%
Students will utilize radiation protections meeting CDPH, RHB, ARRT requirements. (Active from Summer 2024)	75.00%	100.00%
Students will adapt standard procedures for non-routine patient meeting CDPH, RHB, and ARRT requirements (Active from Summer 2024)	75.00%	100.00%
Students will critique images to determine diagnostic quality. (Active from Summer 2024)	75.00%	100.00%
RADT202 - Radiographic Pathology		
Students will adapt standard procedures for non-routine patients. (Active from Fall 2023)	75.00%	90%
Students will critique images to determine diagnostic quality. (Active from Fall 2023)	75.00%	90%
Students will demonstrate oral communication skills. (Active from Fall 2023)	75.00%	90%
RADT203 - Fluoroscopic Imaging and Radiation Protection		
Students will demonstrate safe radiation protection in general radiography and fluoroscopy skills. (Active from Fall 2023)	75.00%	100.00%
RADT204 - Principles and Applications of Cross-Sectional Anatomy in Imaging		
Students will demonstrate anatomy in detail cross sectionally (Active from Fall 2023)	75.00%	88.89%
RADT207 - Advanced Radiographic Procedures		
Students will apply position skills. (Active from Fall 2023)	75.00%	100.00%
Students will select technical factors. (Active from Fall 2023)	75.00%	100.00%
Students will utilize radiation protection. (Active from Fall 2023)	75.00%	100.00%
Students will demonstrate oral communication skills. (Active from Fall 2023)	75.00%	100.00%
Students will adapt standard procedures for non-routine patients. (Active from Fall 2023)	75.00%	100.00%
Students will summarize the value of life-long learning. (Active from Fall 2023)	75.00%	100.00%
RADT208 - Radiographic Certification Preparation		
Demonstrate readiness for ARRT registry certification examination. (Active from Fall 2023)	75.00%	100.00%
RADT210 - Principles of Venipuncture for Radiology		
Demonstrate venipuncture (Active from Fall 2023)	75.00%	100.00%

Course Improvement Plan Narrative: Version by Desch, Robert on 09/13/2022 00:33

**1. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs that have met and/or exceeded the expected performance, how can this success be sustained and supported?**

Achievement targets have been met. Increase the number of faculty and support funding needed to meet achievement targets.

**2. Utilizing the content of the Action Plan Report and conversations with other faculty, address all SLOs reporting below the expected performance line. What high-impact practices or other changes can be implemented to improve student performance?**

Attending national and international faculty training concerning American Registry of Radiologic Technology (ARRT), American Society of Radiologic Technology (ASRT) and the European Society of Radiology (ESR) and others to improve student performance. Funding for the latest teaching materials and lab equipment.

**3. Indicate any additional resources needed to implement the changes.**

Provide additional funding to support questions 1 and 2.

The CIP data correlates with the program review data stated above.

The radiologic technology program demographic groups follow the college demographic groups for the entire college in general.

Hispanic or Latino Female 34%, Hispanic or Latino Male 26.4%. and White Male 8.6%

Racial Demographics: Hispanic 58%, White 15.4%, Black or African American 14.2%

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

# Success and Retention

Select Academic Year:  
Multiple values

Select Subject:  
RADT

< [Select subject here](#)

AVC Retention and Success shown in vertical |

## Overall Enrollments, # of Sections, Retention and Success by Year for RADT

Academic Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	19	203	99.5%	98.0%
2022-2023	19	215	100.0%	100.0%
2023-2024	19	284	100.0%	98.6%

## Enrollments, Retention & Success for RADT by Ethnicity

Ethnicity	Academic Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	141	99.3%	99.3%
	2022-2023	137	100.0%	100.0%
	2023-2024	201	100.0%	98.0%
White	2021-2022	23	100.0%	100.0%
	2022-2023	10	100.0%	100.0%
	2023-2024	42	100.0%	100.0%
Black/African American	2021-2022	12	100.0%	100.0%
	2022-2023	36	100.0%	100.0%
	2023-2024	32	100.0%	100.0%
Two or more	2021-2022	12	100.0%	100.0%
	2022-2023	11	100.0%	100.0%
Unknown/Masked	2021-2022	15	100.0%	80.0%
	2022-2023	21	100.0%	100.0%
	2023-2024	9	100.0%	100.0%

## Enrollment, Retention and Success for RADT by Gender

Gender	Academic Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	165	99.4%	99.4%
	2022-2023	157	100.0%	100.0%
	2023-2024	228	100.0%	98.2%
Men	2021-2022	38	100.0%	92.1%
	2022-2023	45	100.0%	100.0%
	2023-2024	46	100.0%	100.0%
Unknown/Masked	2022-2023	13	100.0%	100.0%
	2023-2024	10	100.0%	100.0%

< Click to go back

Click to go next >



# Program Awards

Select Academic Year:  
Multiple values

Select Ethnicity:  
All

Gender  
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

## Institutional Awards

Award Type	2021-2022	2022-2023	2023-2024
AA-T/AS-T	860	734	640
AA/AS	1366	1172	1292
Certificate	1426	1115	1108
AVC Local Certificate	189	210	194
Bachelor's	13	16	21
Non-Credit	58	38	64
<b>Grand Total</b>	<b>3912</b>	<b>3285</b>	<b>3319</b>

Select Program Majors:  
Radiologic Technology

< Select Program Major for the chart below

## Subject Awards for Radiologic Technology



< Click to go back

Click to go next >





Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: HSS/Respiratory Care For Planning Years: 2025-2026

Name of person leading this review: Chaz Burke

Names of all participants in this review: Wendy Stout Cory

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

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

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

Use the following questions to guide your analysis:

Overall (Use the *Success & Retention* and *Program Award* tabs to inform your analysis)

- What are the success and retention rates for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *Success & Retention* tab including S&R by Ethnicity and Gender data to inform your analysis)

- Which ethnic / gender student groups complete their courses at the highest rates?
- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

**Strengths and Accomplishments:** (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

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

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

2. **Program Personnel & Student Survey Findings** - personnel resources, medical director, facilities, laboratory equipment, learning resources, support personnel, financial resources, program budget, clinical resources, and physician interaction for the last 5 years 100% participants have rated Antelope Valley College RCP program greater than 3 (average) on a 5-point Likert scale. **Recommendations include:** provision of additional learning resources and up-to-date equipment. Students have complaints about current use of computers in lab as they drop internet connection. Employer and Graduate Survey Findings: over the past 5 years have rated graduates greater than 3 on a Likert scale of 5 in cognitive, psychomotor and affective domains. **Recommendations include:** continue curriculum revisions to meet industry standards.

3. **Licensure Exam Results:** Review of SLO data and national test results revealed an improvement in all previously deficient content areas; students exceed national standards. National Board Respiratory Care Testing Statistics AVC. Only 16 of 18 our graduates have been tested at the time of the writing of this report.

**TMC High Cut Score**

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
<b>2021</b>	<b>10</b>	<b>100</b>	90	10
<b>2022</b>	12	<b>100</b>	75	25
<b>2023</b>	17	88.2	70.6	17.6
<b>2024</b>	<b>17</b>	<b>82.4</b>	<b>82.4</b>	<b>0</b>

**Clinical Simulation (CSE)**

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
<b>2021</b>	10	90	80	10
<b>2022</b>	12	91.7	66.7	25
<b>2023</b>	14	78.6	<b>64.3</b>	14.3
<b>2024</b>	14	85.7	64.3	21.4

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

Program outcome summary reveals 3 year average (2021-2024) Each area has improved from previous years.

Retention	Job Placement	Employer Satisfaction	Graduate Satisfaction
<b>85%</b>	<b>75%</b>	<b>100%</b>	<b>100%</b>

**4. Looking at SLO outcomes for the 23-24 school year**

A. RCP 103, 104, and 201

Students struggle when writing their papers, especially when it applies to Pharmacology. Changes that have been made have not had time to work through the process. Peer evaluations, new rubrics and library resources and training was added.

B.RCP 204

1. There has been a drop in our overall RRT success. In 2023 we have several graduates that have not taken board examinations or who have had trouble with the CSE. To correct this, we have implemented a program to help students pay for board examinations we have not yet had enough time pass to determine if this has helped.
2. Using the sub-score data beginning 1/1/2023 and ending 12/31/2023 we fall below the national average on 3D Analysis - Administer Medications and Specialty Gases is at 83% of the national average and is the only area we are below. 3D- Action Plan- In RCP 104 we will add to the lecture pulmonary vasodilators and make sure all current lectures are up to date on medications. In RCP 202 we will ramp up lectures on specialty gases.
3. Using the sub-score data beginning 1/1/2023 and ending 12/31/2023, content area that falls below 85% of the national mean 2B Ensure infection Prevention is at

75% of national average, 3A Maintain a Patent Airway Including the Care of Artificial Airways 80% of national average, 3B Perform Airway Clearance and Lung Expansion Techniques 75% of national average, 3G Provide Respiratory Care Techniques in High-Risk Situations 78% of national average.

Action Plan 2B- We implemented new protocols this year that may need to be revised as they to fit NBRC standards rather than hospital standards.

3A and 3B - To RCP 105 we will add a new lecture regarding both Patent airways and airway clearance and all clinical rotations we will add more hands-on experience with airways.

3G-To increase performance, we added a module on transports to RCP 202 and in RCP 204 we run mock codes with our RN program to work on emergency and interdisciplinary communication

**6. Equity:** In 2024 the RCP program success rates are higher in all demographics when compared to AVC in general. We have improved this and are now higher in this area. This is a positive since the majority of our students are Hispanic.

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

1. C A new COARC requirement that is coming requires programs to provide clinical rotations in other than acute care facilities. At this time, we do rotations in a medical office and sleep lab, but the hours are not consistent and there are no hours in Subacute facilities.
2. The program still needed hands-on training with neonatal and pediatric patients to offer better training in these areas to help improve CSE scores and continue to increase the number of graduates working.
3. CoARC accreditation fees continue to increase and the budget for this has not increased which could cause us to lose our accreditation.
4. The BRSC program has also started in Fall of 2024 and we have room for growth as long as we gain accreditation and keep curriculum current.

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

1. Increase the number of degrees and completions we will be doing this by offering an Advanced Degree in Respiratory Care.
2. Provide a subacute clinical rotation and increase simulation with pediatric and neonatal care.

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

1. Advisory Committee Meeting Results: Maintain accreditation standards and continue to provide industry standard training and supplies. Suggestions have been made to provide the BSRC (advanced degree) as the industry is moving in that direction to not only AVC graduates but all graduates for an AS program accredited by COARC. The committee also requested that we find the funding to support COARC fees for the program and continue simulation training. .

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

Geographic Area	Employment SOC Code 29-1126	Projected Employment (2020-2030)	Growth (2020-2030)	Annual Job Openings Reported
Los Angeles County		6160	25.7	3840
California		20700	24.7	12790

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

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past **Course Improvement Plans** (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Plan 3G-To increase performance in this area a module on transports will be added to RCP 202 and in RCP 204 will run mock codes with our RN program to work on emergency and also interdisciplinary communication	To increase performance in this area we added a module on transports to RCP 202 and in RCP 204 we run mock codes with others to work on emergency and interdisciplinary communication. However, we have yet to run this with the RN program. It is set to start in Spring of 2025
Students struggle when writing their papers, especially when it applies to Pharmacology. Changes that can be made are possibly a stronger rubric and a peer review of each other's papers.	We implemented the changes and continue to meet the goal. We are now moving to change our rubrics and practices in all RCP courses with written work.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
<i>Fulfill the need for Advanced Respiratory Care Practitioners in our community.</i>	We continue to meet this COARC required goal.
<i>Maintain accreditation standards for respiratory care.</i>	We continue to meet COARC standards as shown in the annual report.
Improve graduate performance on national board examinations in areas that show deficiency.	We implemented changes and have seen an improvement in the areas of deficiency but have found new ones.
Offer a fully accredited bachelor's degree in respiratory care to increase potential income and career opportunities for respiratory care graduates.	The program was started this fall. We have started the accreditation process.

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Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				<a href="#">ESP Goal</a> Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	<u>ILO</u>	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice			Goal #6 Success: Boost success rates by prioritizing the student experience.	Fulfill the need for Advanced Respiratory Care Practitioners in our community by preparing students to fill the need.	<p>These goals are ongoing and reflect student success, curriculum advancement, licensure, and employment.</p> <p>Increase program budget due to an increase in the cost of annual fees and Increase supply budget structure due to increased cost of supplies.</p> <p>Continue to work with Local employers to meet the needs of the community.</p>	<ol style="list-style-type: none"> <li>1. Employer Satisfaction Surveys</li> <li>2. Licensure results</li> <li>3. Employment data</li> </ol>
#2	ILO 4. Career and Specialized Knowledge	PLO: Practice as a registered respiratory care practitioner within legal,			Goal #6 Success: Boost success rates by prioritizing the student experience.	Maintain accreditation standards for respiratory care so graduates are eligible for NBRC examinations.	<p>Continue to revise curriculum to meet COARC standards as they change.</p> <p>Maintain qualified faculty and provide professional development.</p> <p>Increase supply budget to provide required equipment to the students.</p>	COARC Annual program report outcomes.

		ethical, professional, and regulatory standards of respiratory care practice					Increase Accreditation Fees budget to meet current standard and cover the BS program. Hire faculty to teach and Replace program director.	
#3	ILO 2. Creative, Critical, and Analytical Thinking	PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory standards of respiratory care practice	SLOs: from RCP 101, 103, 202, 203, 204		Goal #6 Success: Boost success rates by prioritizing the student experience.	Improve graduate performance on national board examinations in areas that show deficiency.	TMC-3D- Action Plan- In RCP 104 we will add to the lecture pulmonary vasodilators and make sure all current lectures are up to date on medications. In RCP 202 we will ramp up lectures on specialty gases. CSE -2B- We implemented new protocols this year that may need to be revised as they to fit NBRC standards rather than hospital standards. 3A and 3B - To RCP 105 we will add a new lecture regarding both Patent airways and airway clearance and all clinical rotations we will add more hands-on experience with airways. 3G-To increase performance, we added a module on transports to RCP 202 and in RCP 204 we run mock codes with our RN program to work on emergency and also	<i>Continue monitoring student and graduate progress by utilizing data from standardized testing and national board examinations.</i>



							interdisciplinary communication	
#4	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	Offer a fully accredited bachelor's degree in respiratory care to increase potential income and career opportunities for respiratory care graduates.	<ol style="list-style-type: none"> <li>1. Hire faculty to teach and Replace program director.</li> <li>2. Gain COARC accreditation.</li> </ol> Evaluate and make curriculum changes as needed to meet COARC standards.	COARC Annual program report outcomes. And degrees offered. Graduate surveys.

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	New Full Time Faculty	All	Repeat	120,000	Recurring	Chaz Burke
Supplies	Medical supplies	All goals	Repeat	10000	Recurring	Chaz Burke
Other	Accreditation Fees	Goal 1 and 4	Repeat	3500	Recurring	Chaz Burke
Other	Curriculum Development	Goal 2 and 3	New	20000	One-time	Chaz Burke
Choose an item.						

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

- Required:
- Success & Retention tab
  - Program Awards tab
- Optional:
- Other supporting data/information

# Success and Retention

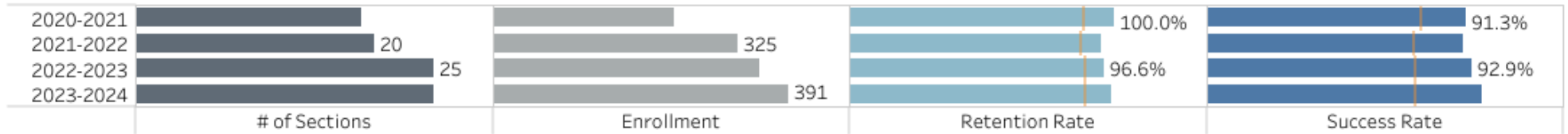
Select Academic Year:  
Multiple values

Select Subject:  
RCP

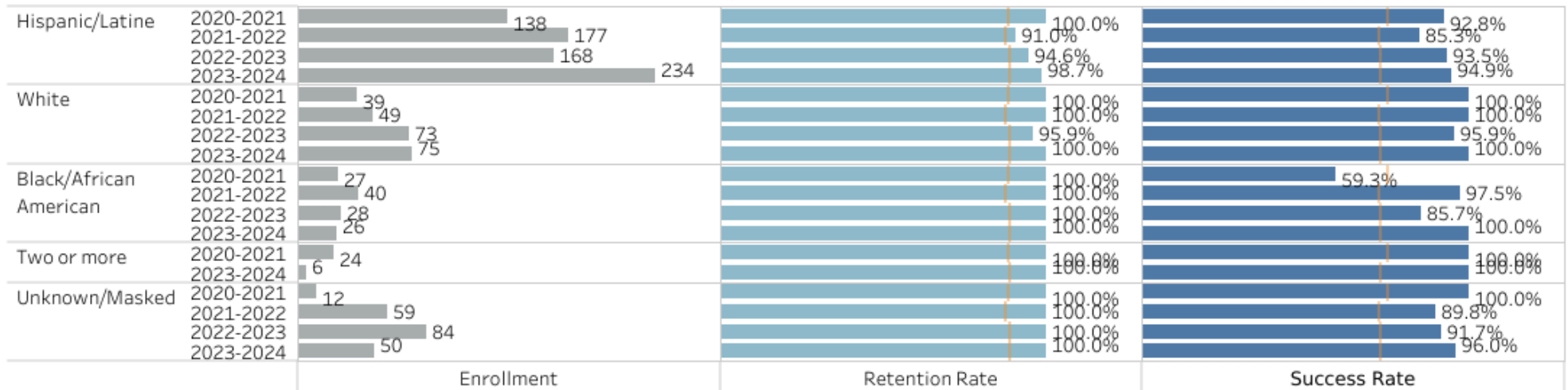
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AVC Retention and Success shown in vertical |

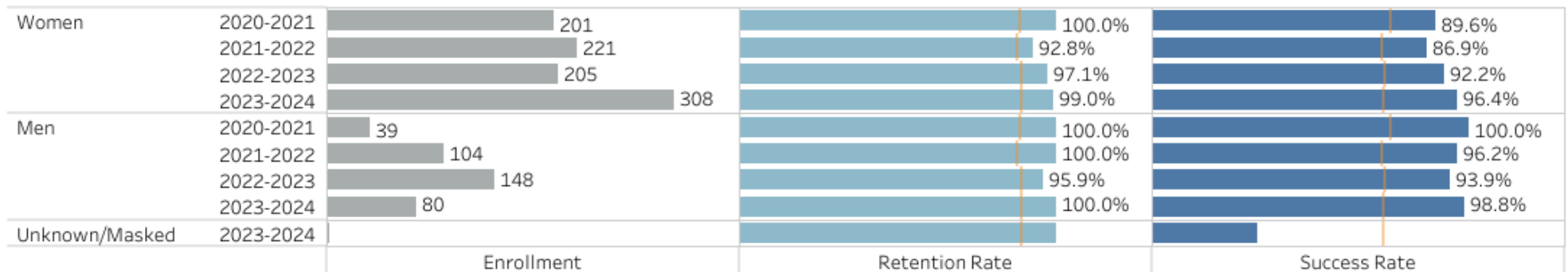
## Overall Enrollments, # of Sections, Retention and Success by Year for RCP



## Enrollments, Retention & Success for RCP by Ethnicity



## Enrollment, Retention and Success for RCP by Gender



< Click to go back

Click to go next >

# Program Awards

Select Academic Year:  
Multiple values

Select Ethnicity:  
All

Gender  
All

(Use these filters add years & disaggregate by ethnicity and gender for both of the visualizations below)

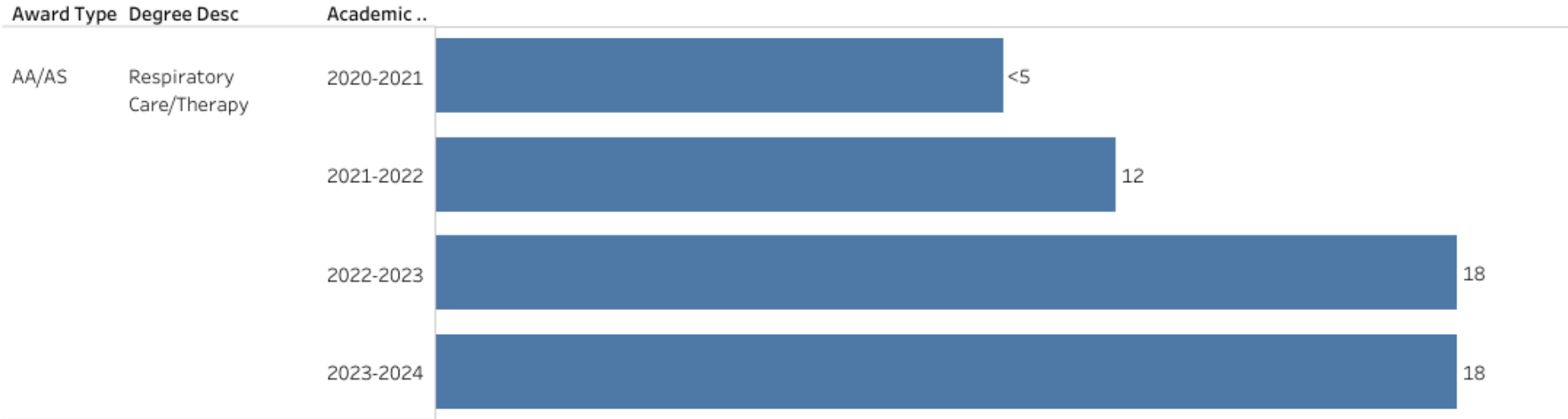
## Institutional Awards

Award Type	2020-2021	2021-2022	2022-2023	2023-2024
AA-T/AS-T	790	860	734	640
AA/AS	1184	1366	1172	1292
Certificate	1223	1426	1115	1108
AVC Local Certificate	159	189	210	194
Bachelor's	16	13	16	21
Non-Credit	82	58	38	64
<b>Grand Total</b>	<b>3454</b>	<b>3912</b>	<b>3285</b>	<b>3319</b>

Select Program Majors:  
Respiratory Care/Therapy

< Select Program Major for the chart below

## Subject Awards for Respiratory Care/Therapy



< Click to go back

Click to go next >

# Grade Distribution

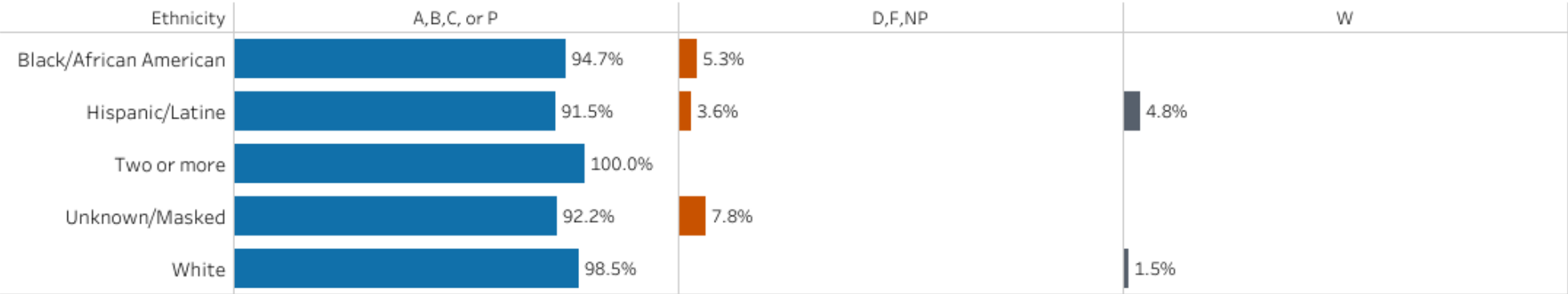
Academic Year  
Multiple values

Subject  
RCP

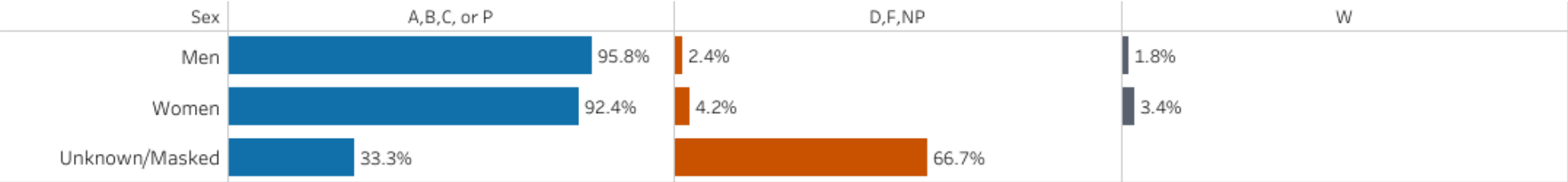
## Overall Grade Distribution for RCP



## Grades Distribution for RCP by Ethnicity



## Grade Distribution for RCP by Gender



< Click to go back

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Fall 2024 Program Review Report | Instructional Areas

Division/Area Name: HSS/NURSING	For Planning Years: 2025-2026
Name of person leading this review: MARISSA LATUNO	
Names of all participants in this review: Debra Dickinson, Aharon Groveman, Mary Jacobs, Peachie Kilayko, Jennifer Rock, Kim Smith, Susie Snyder	
<b>T Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
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.	

<b>Part 2A: Analyze the <a href="#">program review data (retrieval instructions)</a>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b>
<b>Use the following questions to guide your analysis:</b>
Overall (Use the <i>Success &amp; Retention</i> and <i>Program Award</i> tabs to inform your analysis)
<ul style="list-style-type: none"><li>• Nursing is the #1 declared major at AVC</li><li>• The enrollment fill rate is 100%</li><li>• The majority of NCLEX quarterly reports are at or above the national average. For July 2023 – September 2024, our average pass rate is 96.1%</li><li>• Greater than 90% of our graduates are employed in high demand, high wage jobs.</li><li>• Simulation lab is state of the art (including high-fidelity manikins) with 3 hospital rooms for all ages across the lifespan.</li><li>• S&amp;R rates for nursing are mostly well above the AVC S&amp;R rates (Attached below is the S&amp;R documentation). Thus, the nursing program’s Retention Rate is 93.6% vs. AVC’s rate of 89%. The nursing program’s success rate is 83.1% vs. AVC’s rate of 73.3%. Overall enrollments decreased from 85 to 77.</li><li>• Program awards for Registered Nursing went up from 76 to 79.</li></ul>
Equity (Use the <i>Success &amp; Retention</i> tab including S&R by Ethnicity and Gender data to inform your analysis)
<ul style="list-style-type: none"><li>• Which ethnic / gender student groups complete their courses at the highest rates?<ul style="list-style-type: none"><li>○ The ethnic group that completed their courses at the highest rates are: 1) 2 or more ethnicities 96%; 2) White – 89.6%; 3) Hispanic – 79.5%; 4) Black/African-American – 72% (Note: unknown ethnicity – 83.5%)</li><li>○ With regards to gender data, men outperformed women in both S&amp;R rates. Thus, the success rate for men is 85.6% versus the women, which is 82.3%. The retention rate for men is 95.1% versus women, which is 93%.</li><li>○ Interestingly, there are increasingly more male students enrolled in the nursing program since 2020. Thus:<ul style="list-style-type: none"><li>▪ 2020-2021 – 521 male students</li><li>▪ 2021-2022 – 711 male students</li><li>▪ 2022-2023 – 738 male students</li></ul></li><li>○ However, the nursing program still has predominantly women students with 2306 students in 2022-2023</li></ul></li></ul>

- Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? The Black/African American has the largest gaps compared to the highest performing group (i.e. the 2 or more ethnicities and White students). The Black/African American success rates went down significantly from 95.6% to 72% and is below AVC's rate of 73.3%. Likewise, the retention rate for the Black/African American students is also down from 100% to 85.2%, which is below AVC's rate of 89%

**Strengths and Accomplishments:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

*Consider the following questions:*

- What does your program/area do well, including capabilities and greatest accomplishments?
  - One of our greatest accomplishments is our NCLEX passing rate, which is consistently above 90%; also, most of our success and retention rates are well above AVC's S&R rates (except for the Black/African American students). Attached below are the S&R documents and NCLEX pass rates from July 2023 to September 2024. We also use our skills lab for healthcare simulation in collaboration with Kaiser and AVUHSD. We have been doing this for the last 3 summers. This healthcare simulation course will provide high school students with a real-life experience in a hospital setting. Students will take part in a simulation using a high-fidelity manikin, which we provide. The simulation takes place over a five-week period, where each week the patient's condition will progress, and the students are required to treat the patient accordingly. Our program also does a lot of community service over the years, including flu clinics at both hospitals (AVMC and PRMC).
  -
- What are the practices that were implemented to increase success and retention rates or program awards?
  - For Nursing Science courses: 2 of the 3 SLOs in all the nursing science course have achieved benchmark. Thus: SLO #2 – Integrate nursing process into the plan of care for all the patient populations and SLO#3 – Practice nursing within the legal, ethical and regulatory frameworks of nursing and standards of professional nursing practice for all patient populations.
  - We continue to use teaching strategies that have been successful including lecture and recorded lectures, which are enhanced with flipping the classroom, working in groups/collaborative assignments (using case studies and critical thinking activities) and classroom interaction with hands-on learning. Directed studying and use of resources such as ATI and Course Point, Kaplan and CJE (Clinical Judgment from NurseTim/NurseThink).
  - We sustain integration and interaction with students: Hold regular office hours or online discussion sessions where students can ask questions, share their insights, and engage with course material.
  - We provide tools and resources through lecture time: Incorporate multimedia presentations, handouts, or online resources during lectures to visually and practically illustrate complex concepts.
  - We encourage collaboration through custom assignments and assessments: Design group projects or case studies that require students to work together to apply critical thinking skills and solve real-world medical surgical patient scenarios.
  - Davis Advantage assignments were implemented for each week along with clinical judgment assignments. The students were encouraged to utilize NCLEX preparation books to help understand how the questions would be worded and how to answer the new NextGen questions. Additional time was spent in clinic and office hours assisting students with study tips, techniques for learning, and encouraging the use of tools such as the VARK questionnaire to help them comprehend. Concept mapping and theory recordings in zoom also helped the students review and prepare for tests.
  - Clinical experiences in the classroom: Nursing faculty have the opportunity to share actual clinical experiences with students. Describing encounters with patients in a real-life setting engages the student in the learning experience.
  - For Nursing Skills lab courses: (NS 101L/102L/201L/202L): Providing students with individual supplies for each competency skill to practice and six days per week open skills lab hours with available lab instructors as an additional resource.

**Opportunities and Challenges:** (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
  - For Nursing Science Courses: The SLO that did not achieve the 70% benchmark is the Kaplan exit exam. SLO#1 – Utilize critical thinking for clinical decision making for all patient populations.
  - Encourage students to utilize ATI, Kaplan and Davis resources (practice questions with rationale) and concept maps.
  - Encourage Kaplan or ATI practice tests every week to improve test taking performance by increasing preparation for NCLEX based nursing style of questions and to meet the Kaplan exam benchmark. Although VARK is done in first semester, encourage students to review assessed learning styles and implement strategies to support personal learning styles
  - Utilize technology and multimedia: Create video tutorials or interactive simulations to explain difficult concepts.
  - Incorporate simulation labs: Set up realistic medical-surgical simulations where students can practice decision-making in a controlled environment. For example, create scenarios where students have to respond to various patient conditions. We can implement more high fidelity and high stakes simulations. The NGN NCLEX is tailored to match what the nurse will encounter during their shift. We can implement more active hands-on scenarios to better prepare them for the NCLEX exam.
  - Encourage students to understand the 'why' or rationale of every nursing care plan -- identifying the needs or potential risks of each client.
  - Reflect on and digest materials: Encourage students to write reflective journals or engage in group discussions after studying a topic, helping them solidify their understanding.
  - Focus on higher-level analysis questions: Instead of asking factual questions, present scenarios and ask students to analyze and explain the potential outcomes and their reasoning. For example, present a patient's case and ask what decisions the nurse should make and why.
  - Implement a test plan framework: Create practice exams that mirror the format and style of critical thinking questions that students will encounter in actual assessments.
  - Utilizing the CJSim (Clinical Judgment Simulation) case studies and questions for student review which has increased their clinical judgment.
  
- What actions can be taken to help close equity gaps?
  - Use Equity funds to get a dedicated embedded tutors for the Black/African American students.
  - Refer these students to the Umoja Community using Umoja practices and power base as a powerful foundation to empowering the students and thus promote Black student success. Some Umoja practices are:
    - Mentoring and mattering
    - Community building communal intelligence
    - Giving them a study space on campus
    - Umoja counseling
    - Culturally relevant pedagogy and practices

**Aspirations:** (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area want to be known for?



- NCLEX pass rates of 95-100%
- High employability with competitive high paying wages
- Concurrent student enrollment or plan for enrollment in a BSN or MSN program after graduation
- Reduced attrition from 10% to 5%
- Community service to all patient populations
  
- What is a desired future?
  - Admit more students as approved by the BRN (Board of Registered Nursing) to meet the demand for nursing shortage in the area. Currently, we are approved to admit 102 students. Soon, we would like to request an enrollment increase via the LVN-RN pathway. This would require a commensurate increase in resources – both faculty, clinical sites, etc.
  - National accreditation through ACEN (Accreditation Commission for Education in Nursing)

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

N/A

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Antelope Valley Medical Center offers every semester a graduate luncheon to actively recruit the students who will be graduating soon. This active recruitment is done before the pinning ceremony. Antelope Valley Medical Center has commented on the competency and skill of our nursing students. However, they emphasized the importance of critical thinking skills in the nursing program and for the graduating class.

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

Registered Nurses  
(SOC Code : 29-1141)  
in Los Angeles County

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes "Nurse Anesthetists" (29-1151), "Nurse Midwives" (29-1161), and "Nurse Practitioners" (29- 1171).

Employers are usually looking for candidates with a Associate degree .

Los Angeles County is the same as Los Angeles-Long Beach-Glendale MD.

Occupational Wages [\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Los Angeles-Long Beach-Glendale MD	2024	1st Qtr	\$60.05	\$49.79	\$63.89	\$76.68

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
Los Angeles County	2020 - 2030	87,410	96,450	9,040	10.3	56,700

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past Course Improvement Plans (CIPs) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Increase NCLEX pass rates to 95% by working through NCLEX style questions with students during theory and clinic and encouraging students to utilize the instructor’s office hours to review NCLEX based exams and questions to develop understanding of the concepts taught during lecture	Achieved. For July 2023 – September 2024, our average pass rate is 96.1%
Provide faculty professional development on teaching strategies	Achieved. Most faculty attended educational conferences the past year, specifically those that delved into the NGN NCLEX teaching strategies to prepare students on the new NCLEX exam formats. Consequently, we instituted new technology (Examsoft) used by most colleges/universities and also modified our Clinical Worksheet to make it more relevant to clinical practice and clinical judgment. We also requested more resources for NCLEX review after graduation like UWorld.
Increase utilization of resources offered (Kaplan, ATI, Davis)	Achieved. Reviewed resources at bootcamp last August 2024. Faculty were trained to utilize resources and orient the students in creating more NCLEX style practice questions
Reduce attrition to 5%	S&R rates are 83.1% and 93.6%, respectively. We will review attrition rates per course to determine which course needs the most support. S&R rates for the Black/African American students significantly fell as enrollment rose for this group

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase student success in the program and in NCLEX	<ul style="list-style-type: none"> <li>• High S&amp;R rates above AVC rates except for Black/African American students</li> <li>• 96.1% pass rate in NCLEX from July 2023 – Sept. 2024</li> <li>• Students are encouraged to use various resources like Kaplan and the Davis Edge and Davis Advantage as well as ATI to create practice exams in preparation for NCLEX style NexGen questions given during lecture exams.</li> <li>• <b>Nursing Skills Lab courses:</b> Students are provided with adequate individual supplies to practice each competency skill. Skills lab is open six days per week with available lab instructors as an</li> </ul>

	additional resource. The students are also referred by clinical instructors to the skills lab for remediation if necessary if the student's skills need improvement and/or unsatisfactory.
Maintain BRN approval	This has been maintained. Next accreditation will be on November 2025
Provide an open learning environment in the nursing skills lab for students to develop competency in nursing skills.	Lab is open 6 days per week and students have all the supplies and faculty support necessary for success
Provide a safe environment for learning.	Only 1 injury (finger stick from practicing on a demo pillow) has been reported in the skills lab. None in the clinical sites.
Continue to use technology in the classroom and computerized testing	Faculty use technology in the classroom: a) ATI practice exam questions with NGN; b) Kaplan practice exam questions with NGN; c) Davis Edge and Advantage to augment learning after theory lectures; d) Clinical Judgment Sim – evolving case studies with questions and rationale; e) Examsoft has been used by most faculty to take exams offline for test security and connectivity issue prevention; f) NS 205 (Transition to Professional Nursing) offered exclusively online

Part 3: Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	1. Reduce attrition to 5%	<ul style="list-style-type: none"> <li>Refer at risk students to success counselor, learning center, OSD, SI.</li> <li>Refer the Black/African Americans to dedicated embedded tutors and the Umoja Community</li> <li>Encourage students to utilize the instructor's office hours to review exams and develop understanding of the concepts taught during lecture.</li> <li>Provide faculty professional development on teaching strategies</li> <li>Incorporate soft skills into classroom and clinical instruction</li> </ul>	1. Attrition is 5% or less

					2. Increase/maintain NCLEX pass results to 95% and above	<ul style="list-style-type: none"> <li>• Work through NGN NCLEX style questions with students during theory and clinic.</li> <li>• Encourage students to utilize the instructor's office hours to review exams and develop understanding of the concepts taught during lecture</li> <li>• Provide faculty professional development on teaching strategies Use resources like Kaplan, ATI, NurseThink for diagnostic tests, integrated exams, and review for NCLEX</li> </ul>	2. NCLEX pass rates is 95% or above
#2	ILO 4. Career and Specialized Knowledge			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Boost employability of graduates and facilitate transferability of credits and academic mobility	<ul style="list-style-type: none"> <li>• Seek ACEN accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Present ACEN candidacy by June 2025</li> <li>• ACEN accreditation by 2026</li> </ul>
#3	ILO 4. Career and Specialized Knowledge			Goal #5 Education: Expansion of offerings and effective course scheduling.	Enrollment Increase in the LVN-RN pathway from 22 students to 40 students	<ul style="list-style-type: none"> <li>• Apply for BRN approval of enrollment increase in the LVN-RN pathway from 22 students to 40 students</li> <li>• Seek additional clinical spots/schedule at existing clinical facilities</li> <li>• Seek additional clinical facilities</li> <li>• Hire more clinical adjuncts</li> </ul>	<ul style="list-style-type: none"> <li>• BRN approves enrollment increase in LVN-RN pathway to 40 students</li> </ul>
#4	Choose ILO			Choose an item.			

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	More clinical adjunct instructors	<p>Goal #5 Education: Expansion of offerings and effective course scheduling.</p> <p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	New		One-time	Marissa Latuno
Technology	<p>Online resources:</p> <p>ATI - \$50,000/cohort</p> <p>NurseThink – \$30,355</p> <p>UWorld - \$70,000/300 students</p> <p>Kahoot - \$1,080</p> <p>Examsoft - \$55,000 (with CJE)</p>	<p>Goal #5 Education: Expansion of offerings and effective course scheduling.</p> <p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	Repeat	\$256,435	Recurring	<p>Marissa Latuno</p> <p>Debra Dickinson</p>
Supplies	<p>4 beds</p> <p>2 med carts</p> <p>6 manikins</p> <p>6 IV pumps</p> <p>Linens</p> <p>Basic supplies</p>	<p>Goal #5 Education: Expansion of offerings and effective course scheduling.</p> <p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	New	\$100,000	One-time	<p>Marissa Latuno</p> <p>Debra Dickinson</p>
Professional development	Continuing Education for FT faculty	<p>Goal #6 Success: Boost success rates by prioritizing the student experience.</p>	Repeat	variable	Recurring	Marissa Latuno

Choose an item.

Choose an item.

Choose an item.

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

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

# Success and Retention

Select Academic Year:

(Multiple values) ▼

Select Subject:

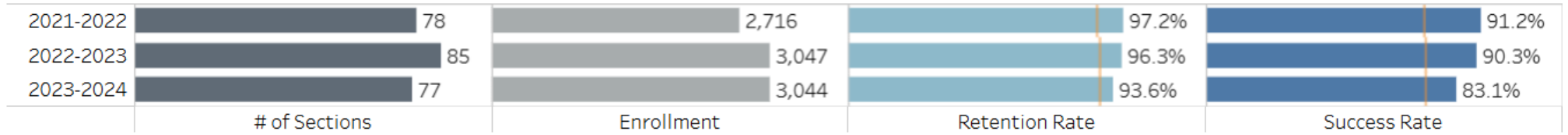
NS ▼



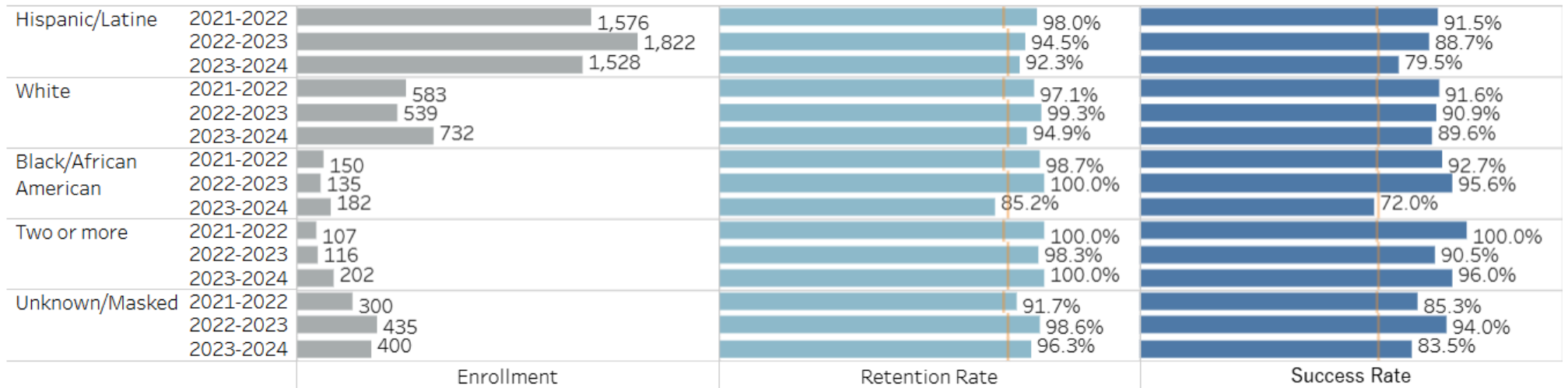
< Select subject here

AVC Retention and Success shown in vertical |

## Overall Enrollments, # of Sections, Retention and Success by Year for NS

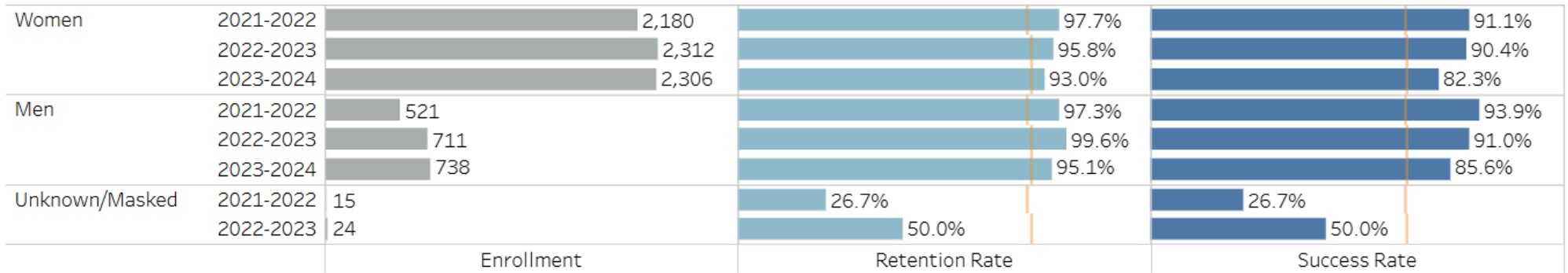


## Enrollments, Retention & Success for NS by Ethnicity





### Enrollment, Retention and Success for NS by Gender





**Program Awards** (Last update: 8/7/24; Data Source: AVC Banner System)

Academic Year: (Multiple values) Major: Registered Nursi... Race/Ethnicity: (All) Gender: (All)

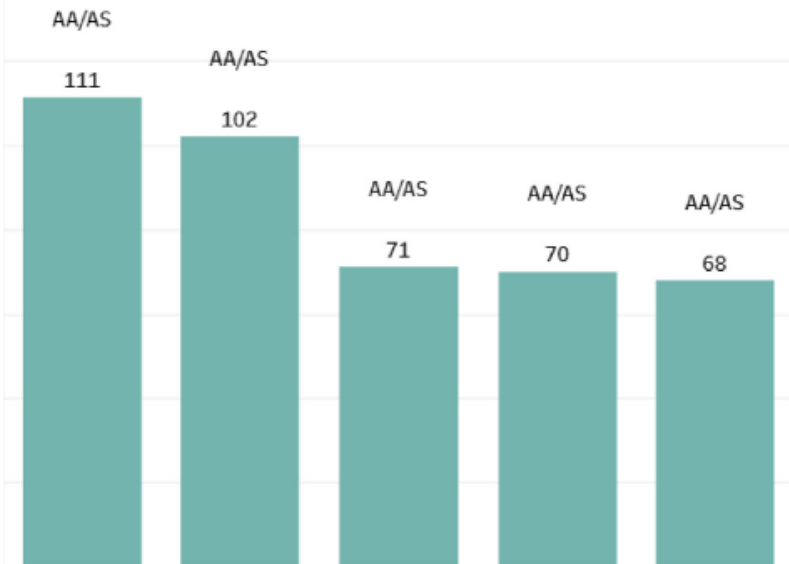
2019-2020 2020-2021 2021-2022 2022-2023 2023-2024

AA/AS	111	102	71	70	68
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Grand Total	111	102	71	70	68
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		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Major	Award Type	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Registered Nursing	AA/AS	115	108	77	76	79





Q1: July 1, 2024 - September 30, 2024

### Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL



California Board of Registered Nursing (21) CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900) NCLEX-RN

#### Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	2	1	3
Total Passed	2	1	3
Total Failed	0	0	0
Total On Hold	0	0	0
Total Pass Rate	100.00%	100.00%	100.00%



Q4: April 1, 2024 - June 30, 2024

### Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL



California Board of Registered Nursing (21) CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900) NCLEX-RN

#### Pass Rate Summary

	First Timers	Total
Total Delivered	42	42
Total Passed	41	41
Total Failed	1	1
Total On Hold	0	0
Total Pass Rate	97.62%	97.62%



Q3: January 1, 2024 - March 31, 2024

### Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL



California Board of Registered Nursing (21) CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900) NCLEX-RN

#### Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	20	1	21
Total Passed	19	1	20
Total Failed	1	0	1
Total On Hold	0	0	0
Total Pass Rate	95.00%	100.00%	95.24%



Q2: October 1, 2023 - December 31, 2023

### Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.

PEARSON CONFIDENTIAL



California Board of Registered Nursing (21) CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900) NCLEX-RN

#### Pass Rate Summary

	First Timers	Total
Total Delivered	4	4
Total Passed	4	4
Total Failed	0	0
Total On Hold	0	0
Total Pass Rate	100.00%	100.00%



Quarter 1: July 1, 2023 - September 30, 2023

### Candidates Educated in my Jurisdiction

Pearson VUE's reporting database includes all exam records from 2002 to present.



PEARSON CONFIDENTIAL

California Board of Registered Nursing (21)

CA - ANTELOPE VALLEY COLLEGE - ADN (US04403900)

NCLEX-RN

#### Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	9	1	10
Total Passed	8	1	9
Total Failed	1	0	1
Total On Hold	0	0	0
Total Pass Rate	88.89%	100.00%	90.00%