



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Health and Safety Sciences / Emergency Medical Technician (EMT) For Planning Years: 2026-2027

Name of person leading this review: Darren Michael Watters

Names of all participants in this review:

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

The Emergency Medical Technician (EMT) program at Antelope Valley College supports the college’s mission to improve lives through equitable access to quality education and workforce preparation. Our program equips students with the knowledge, technical skills, and decision-making abilities required to serve as competent entry-level EMTs. In doing so, we help students meet certification standards and position them for employment in public safety and healthcare.

We serve a diverse student body, many of whom are first-generation college students or working adults balancing multiple responsibilities. Our commitment to inclusive instruction and hands-on training directly supports AVC’s institutional goals of equity, student achievement, and career readiness. We intentionally create an environment where all students feel supported, regardless of background, and we work to remove barriers that have historically limited access to EMS careers. Our outcomes demonstrate that support: over the past year, we've seen gains in student success rates and participation across underrepresented groups.

Our program is also deeply aligned with the needs of our community. We collaborate with local EMS providers, hospitals, and public agencies to ensure our curriculum meets current workforce expectations. We stay responsive to labor trends and licensure requirements, while emphasizing critical soft skills like communication, empathy, and ethical decision-making. These priorities reinforce AVC’s Institutional Learning Outcomes, particularly those related to specialized knowledge, communication, and professional responsibility. Ultimately, the EMT program fulfills the mission of Antelope Valley College by preparing diverse students to become skilled, compassionate first responders.

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 data 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?

Our EMT program has experienced significant growth and improvement over the past four years. Student demand surged, leading us to expand from 8 course sections in 2021–2022 to 29 sections in 2024–2025. Enrollment climbed accordingly (from 168 duplicated enrollments to 858) with headcount rising from 76 to 358 students. This expansion reflects our responsiveness to community and workforce needs. Even with this growth, student outcomes have significantly improved. The course retention rate jumped from 73.8% in 2021–2022 to 92.7% in 2024–2025, now exceeding the overall college retention average of 90.4%. Likewise, our student success rate more than doubled from a very low 34.5% to 72.8% over the same period, closing most of the gap with the institutional success average (75.4%).

Equity (Use the *Success & Retention* data 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?
- What are the practices that were implemented to increase success and retention rates or program awards?

We implemented stronger instructional practices and supports as part of our 2025 Course Improvement Plan. For example, instructors increased the use of realistic scenario-based training and skills practice to better prepare students for both course exams and the National Registry EMT (NREMT) certification. We also enhanced tutoring and study sessions, standardized our testing to mirror NREMT-style questions, and provided early intervention for students falling behind. These efforts have paid off in higher pass rates in our courses and on the licensure exam. After a dip during the pandemic (the first-attempt NREMT pass rate fell as low as 36% in 2021), we returned to an above-average pass rate (over 80% in 2024, exceeding state/national norms). Our program is well-aligned with employer needs, graduates find employment with local ambulance companies, hospitals (as ER technicians), and fire departments, or they continue into nursing and other medical fields. Being nationally registered EMTs, our students can work anywhere in the country, which speaks to the quality and portability of our training. This strong job placement and versatility of outcomes are a key strength of the program, fulfilling the college mission to advance students' career success in service of community health.

Another proud accomplishment is the dramatic narrowing of equity gaps in student achievement. Early in this review period, certain student groups were not succeeding at acceptable rates. For instance, in 2021–2022 the success rate for Black/African American students was only 12.5% – fully 22 percentage points below the program average, a clear disproportionate impact. Hispanic/Latine students (who comprise the majority of our enrollment) had a success rate around 34% that year, roughly on par with the overall average but still low in absolute terms. Over the next few years, outcomes for these groups surged. Black student success climbed to 71.4% by 2024–2025 – essentially closing the gap (within 1% of the program average). Hispanic/Latine success likewise rose to 73.5% in 2024–2025, eliminating the prior 5.8% success gap that had existed in 2022–2023.

It is also encouraging that retention rates equalized across groups; for example, Hispanic students' retention hit 95% in 2024–2025, and Black students' retention reached 90.5%, meaning students of all backgrounds are now persisting in the course at roughly the same high rate. We are proud that our program now serves a more diverse population at a larger scale, with much more equitable outcomes than a few years ago. Both male and female students have benefited from our improvements: male course success more than doubled from 26.7% to 66.4%, and female success rose from 56.5% to 83.2% over four years. Female students in particular are thriving (they had a 83% success rate last year), which is notable in a field historically dominated by men. Overall, the EMT program's strengths can be summarized as significant capacity growth, improved student retention/success, and a commitment to equity and excellence that aligns with community workforce needs.

**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?
- What actions can be taken to help close equity gaps?

Despite our gains, we have important opportunities to further strengthen the program and address remaining challenges. First and foremost, we recognize that our student success rate, while vastly improved, can grow even higher. At 72.8%, it is just shy of the college-wide success average. We aspire not just to meet but to exceed the institutional benchmark. With a 92.7% retention rate in 2024–2025, nearly all students who start the course are now sticking with it, but roughly 20% of those who finish are still not passing with a B or better. Closing this retention-to-success gap is an opportunity. We plan to analyze where students struggle, be it the rigorous final exam, skills testing, or specific units, and implement targeted interventions. The goal is to ensure that persistence translates to success for every student.

Another challenge lies in the small equity gaps that persist. While racial/ethnic disparities have largely been resolved in terms of disproportionate impact, our latest data show a gap in performance between male and female students. In 2024–2025, male students' success rate (66.4%) lagged about 6 percentage points behind the program average, whereas female students exceeded the average at 83.2%. This gender gap (with men underperforming women) is the inverse of many academic programs. Our aim moving forward is to eliminate this gender success gap so that all student groups succeed at comparably high rates. Additionally, we will remain vigilant for any emerging gaps among other demographics.

Our expansion has also brought resource and quality challenges that we are working to address. Quadrupling enrollment in a short time strained our instructional resources - from equipment and supplies to teaching personnel. We have managed with the dedication of our faculty (including skilled adjunct instructors) and some creative scheduling, but this growth highlights the need for more support. One opportunity is to secure additional full-time faculty or lab support staff to ensure we can maintain small skills-practice groups and provide sufficient feedback to each student. Likewise, we may pursue grants or college funds for upgrading our simulation equipment, so that the larger number of students all get hands-on experience with up-to-date tools. Ensuring consistent instructional quality across all sections is an ongoing focus; with more sections offered (including possibly evenings or fast-track formats), we must provide thorough instructor training and standardization. The upside of this challenge is that it has prompted us to formalize our curriculum and teaching materials. We are also aligning our course content even more tightly with the national EMT standards and local employer expectations.

Finally, the experience of the pandemic taught us valuable lessons and revealed opportunities for improvement. The severe drop in success and licensure pass rates in 2020–2021 showed us where we were vulnerable - for example, the move to remote learning left some students disengaged and underprepared for the hands-on nature of EMT work. In response, we have strengthened our use of hybrid tools (like online modules for didactic content) while reaffirming the importance of in-person skill labs. We are better prepared now to support students through disruptions by maintaining academic continuity and offering additional tutoring or practice sessions when needed.

**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?

- What is a desired future?

Looking ahead, the vision for our EMT program is to build on our momentum and become a model of excellence in emergency medical services education. We want our program to be known for exceptional student outcomes, equity, and community impact. In terms of outcomes, our aspiration is to achieve success rates that consistently surpass the college average and approach the levels of the very best EMT programs. Concretely, we are aiming for an overall course success rate in the 80-90% range in the coming years, with no significant equity gaps. In the future we envision, a student's likelihood of completing the EMT course and passing the NREMT exam will not be predicted by their background. Achieving true equity in student achievement is central to our mission. We will continue to foster an inclusive, supportive learning environment that helps each student realize their potential as an EMT.

Academically, we aspire to maintain rigorous standards while innovating in our curriculum. The field of emergency medicine evolves, and we want to be on the cutting edge of training practices. This means regularly updating our scenarios and equipment to mirror real-world conditions, incorporating technology (such as simulation software or VR scenarios) to enhance learning, and perhaps expanding our curriculum beyond the basic EMT scope. One short-term aspiration is to continue developing and supporting the paramedic training pathway in partnership with our college or region.

From a broader perspective, we see our program as a vital community asset and aspire to increase that impact. Emergency medical services are a cornerstone of public safety and health in our region. By training competent EMTs, we directly contribute to the well-being of our community. We want to strengthen this role by doing outreach and education beyond the classroom. For example, we plan to enhance our engagement with local high schools (perhaps through an EMT academy or dual-enrollment course) to inspire and prepare the next generation of EMTs, including those from underrepresented groups. We also aspire to collaborate more with community organizations on public health and safety initiatives, positioning our students and faculty as experts who can educate the public (CPR workshops, disaster preparedness, etc.) while simultaneously enriching student learning. In line with Antelope Valley College's mission and the 2025 Program Review Handbook emphasis on community alignment, our program's future will be one of deepening connections: connecting students to careers, connecting our curriculum to industry evolution, and connecting the college to the community's emergency medical needs.

**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.)

**Advisory Committee Recommendations (Aug 28, 2025):** The EMT Advisory Committee focused on sustaining program growth and aligning training with industry needs. Key recommendations included:

- **Maintain/Expand Enrollment Capacity:** With 120 EMT students each semester, the program is at full capacity; the committee supports maintaining this high enrollment and exploring expansion to meet demand.
- **Pursue EMS Degree Pathway:** Continue developing the new EMS Associate’s Degree to create a clear academic pathway for EMT students aspiring to become paramedics or advance in healthcare.
- **Upgrade Equipment & Staffing:** Leverage recent grant-funded purchases (e.g. new EMT training equipment and a mobile simulation trailer) to enhance hands-on learning. The committee also advised hiring additional instructional staff to support the program’s growth and high enrollment.
- **Enhance Skills Training:** Continue offering supplemental training like BLS (Basic Life Support) certification classes and extra skills labs to reinforce core EMT competencies. These added opportunities help ensure students attain proficiency in essential emergency procedures.
- **Strengthen Partnerships:** Expand collaboration with local emergency service agencies (fire departments, ambulance providers, hospitals) for clinical ride-alongs, guest lectures, and field training. Advisory members noted these partnerships will keep the curriculum aligned with workforce needs and facilitate student job placement.

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

**Information not available on provided link/database. Information below is from the U.S. Bureau of Labor Statistics**

# Summary

Quick Facts: EMTs and Paramedics	
2024 Median Pay <a href="#">?</a>	\$46,350 per year \$22.28 per hour
Typical Entry-Level Education <a href="#">?</a>	Postsecondary nondegree award
Work Experience in a Related Occupation <a href="#">?</a>	<a href="#">See How to Become One</a>
On-the-job Training <a href="#">?</a>	None
Number of Jobs, 2024 <a href="#">?</a>	282,900
Job Outlook, 2024–34 <a href="#">?</a>	5% (Faster than average)
Employment Change, 2024–34 <a href="#">?</a>	14,300

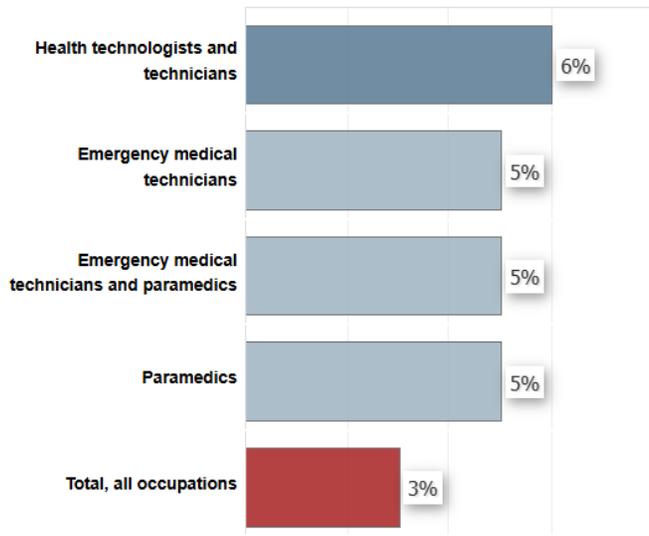
## Employment projections data for EMTs and paramedics, 2024–34

Occupational Title	SOC Code	Employment, 2024	Projected Employment, 2034	Change, 2024–34		Employment by Industry
				Percent	Numeric	
Emergency medical technicians and paramedics	29-2040	282,900	297,200	5	14,300	<a href="#">Get data</a>
Emergency medical technicians	29-2042	181,000	190,200	5	9,200	<a href="#">Get data</a>
Paramedics	29-2043	101,900	107,000	5	5,100	<a href="#">Get data</a>

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

### EMTs and Paramedics

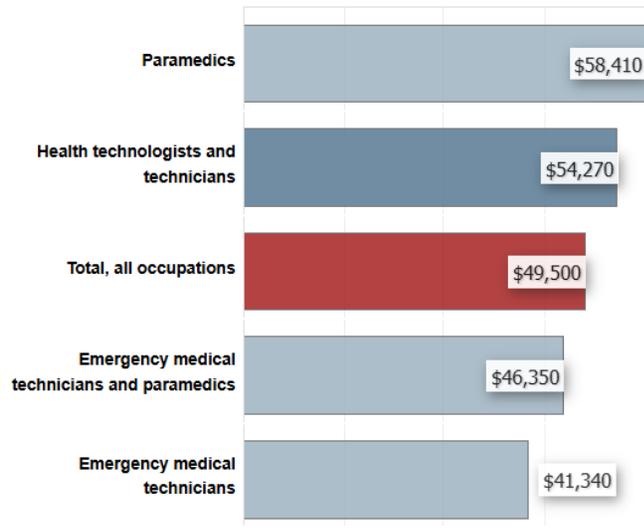
Percent change in employment, projected 2024–34



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

### EMTs and Paramedics

Median annual wages, May 2024



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

## 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
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.	(Target 80%; Actual 79.76%): Status: <i>Near target</i> . Actions underway: Expand role-plays with standardized patients, embed a communication rubric in assessments, and add legal/ethical scenarios to labs. Expect to clear 80% with these changes.
Students will effectively assess, manage, and provide immediate care for both medical and trauma emergencies, applying the correct procedures and protocols.	(Target 80%; Actual 80.49%): Status: <i>Met</i> . Sustainment: Continue scenario-based simulations, OSCEs with common rubrics, and a steady weekly lab cadence for repeated hands-on practice.
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	(Target 80%; Actual 80.49%): Status: <i>Met</i> . Sustainment: Same as SLO3 (structured pre-brief/debrief, OSCEs, weekly labs).

emergencies, ensuring patient safety and wellbeing in diverse and dynamic settings.	
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**Part 2D: Review and comment on progress towards past program review goals:**

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

Improve NREMT first-attempt pass rate to 70%	Implemented NREMT-style quizzes/exams, added mock exams & focused reviews, and coordinated tutoring aligned to the certification blueprint (as planned in 2024). Related resource requests (e.g., exam-prep software and NREMT vouchers) were entered to support students' readiness. Official 2024–2025 NREMT results will be included in Part 5 when posted; course-level success rose to 72.8%, which supports better exam readiness.
Strengthen professional communication with patients (SLO 2 ≥ 80%)	Embedded structured role-plays, feedback/debriefs, and a communication rubric in labs. 2024–2025 performance is 79.76% (just under target); the expanded scenarios and assessment rubric are expected to push this above 80% in the next cycle.
Enhance workforce readiness via additional Skills Lab Days & career prep	Maintained a weekly lab cadence and increased practice opportunities tied to high-demand skills; integrated professional readiness activities (e.g., interview prep/guest speakers are planned in the 2024 steps and resourced in Part 4). We will continue expanding open-lab availability as staffing allows.
Incorporate weekly high-fidelity simulation	Simulation-based scenarios are now embedded in EMT 101, contributing to gains in complex scenario SLOs (SLO3/SLO4 at 80.49%). Equipment needs for higher-fidelity simulation remain part of our resource plan to scale quality across all sections.

**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	PL O	SLO	O O				
#1	ILO 2. Creative, Critical, and Analytical Thinking		Students will effectively assess, manage, and provide immediate care for both medical		Goal #3 Resources: Increase student awareness about campus resources.	Enhance students' critical-thinking and decision-making skills during patient assessment in emergency scenarios.	Integrate additional scenario-based simulations and case studies emphasizing patient assessment and triage decisions.	Improvement in scenario assessment outcomes - e.g. at least a 20% increase in students scoring "Proficient" on scenario-based SLO assessments (critical-thinking

		and trauma emergencies, applying the correct procedures and protocols.			<p>Provide targeted feedback and group debriefings after simulations to develop students' analytical decision-making.</p> <p>Incorporate guided reflection exercises where students justify their care decisions to reinforce critical-thinking processes.</p>	rubrics), and positive qualitative feedback from instructors on students' reasoning in simulations.
#2	ILO 4. Career and Specialized Knowledge	Demonstrate proficiency in applying EMT-1 skills and the use of EMS equipment and supplies during patient care scenarios.	Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Increase student proficiency in performing fundamental EMT skills and using emergency equipment correctly and safely.	<p>Update and expand lab equipment (e.g. modern manikins, airway management trainers) to ensure students train with current EMS technology</p> <p>Increase hands-on practice opportunities by adding open lab hours or additional skills sessions for students needing remediation.</p> <p>Maintain low student-to-instructor ratios during skills labs for individualized coaching and immediate feedback on technique.</p>	Higher practical skills competency rates - e.g. 90%+ of students passing the final skills exam on the first attempt (up from current baseline). Additionally, skills check-off records will show all students successfully demonstrating each required EMT skill prior to course completion.
#3	ILO 4. Career and Specialized Knowledge	Students will demonstrate the ability to synthesize and apply comprehensive knowledge, skills, and best practices to	Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students,	Improve students' mastery of EMT course content knowledge to boost course success and certification exam pass rates.	<p>Implement frequent low-stakes quizzes and review sessions targeting high-priority content areas to reinforce learning throughout the term.</p> <p>Introduce an end-of-course comprehensive review</p>	Increase in knowledge-based outcomes - for example, the EMT 101 final exam average score improves by at least 10%, and the NREMT first-attempt pass rate rises to a minimum of 75%. Program effectiveness will also be reflected in fewer students

		effectively assess and manage a range of medical and trauma-related emergencies, ensuring patient safety and well-being in diverse settings.	employees, and the community.		workshop (or online module) focused on National Registry EMT (NREMT) exam preparation strategies.  Identify and support students who are struggling early (through formative assessments); provide tutoring or supplemental instruction on medical terminology and core concepts.	needing retakes on cognitive exams, aligning with our institutional effectiveness goals
#4	ILO 3. Community /Global Consciousness	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 #5 Education: Expansion of offerings and effective course scheduling.	Strengthen students' professional communication and conduct to meet industry expectations for entry-level EMTs.	Incorporate training on radio reports, patient hand-offs, and PCR (patient care report) writing into lab scenarios to build clear and concise communication skills.  Emphasize professionalism and ethics through role-playing exercises and guest speaker sessions (e.g. experienced EMTs discussing workplace expectations and cultural sensitivity in care).  Implement a mentorship or peer-review system where students receive feedback on professionalism (attitude, teamwork, integrity) during clinical ride-alongs and simulations.	Qualitative and quantitative indicators of professional skill development - for instance, 100% of students receive "satisfactory" or higher ratings in professional demeanor and communication on their end-of-course clinical evaluations from ride-along preceptors. In addition, instructor observation checklists will show marked improvement in students' communication accuracy and etiquette in simulations (compared to mid-term evaluations), demonstrating readiness for the workforce

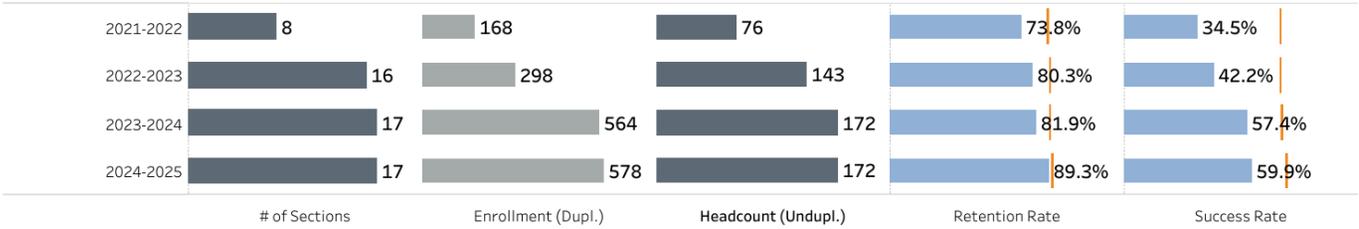
**Part 4: Resource Requests that Support Program Goals** (Based on the above analysis, please use the following space to document resource requests)

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
Technology	High-fidelity adult simulation manikin with integrated feedback to run high-acuity medical/trauma scenarios (airway, cardiac arrest, shock). Enables valid skills check-offs and capstone simulations.	#2	Repeat	\$90,000	One-time	Wendy Stout
Other	NREMT Exam Vouchers	#3	Repeat	\$10,000	One-time	Wendy Stout
Other	FISDAP Exams	#2	Repeat	\$10,000	One-time	Wendy Stout
Faculty	Full-Time Instructor	#3	Repeat	90,000/year	Recurring	Wendy Stout
Supplies	Skills-lab consumables for expanded sections (airway adjuncts, splints, dressings, PPE) to support weekly labs and check-offs.	#2	Repeat	\$10,000	One-time	Wendy Stout

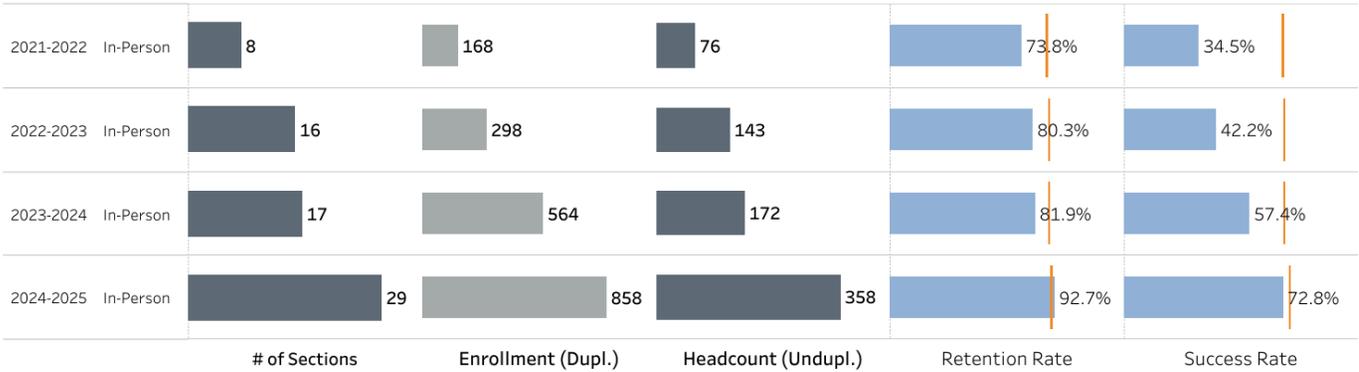
**Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).**

- Required:
- Enrollment tab
  - Equity tab

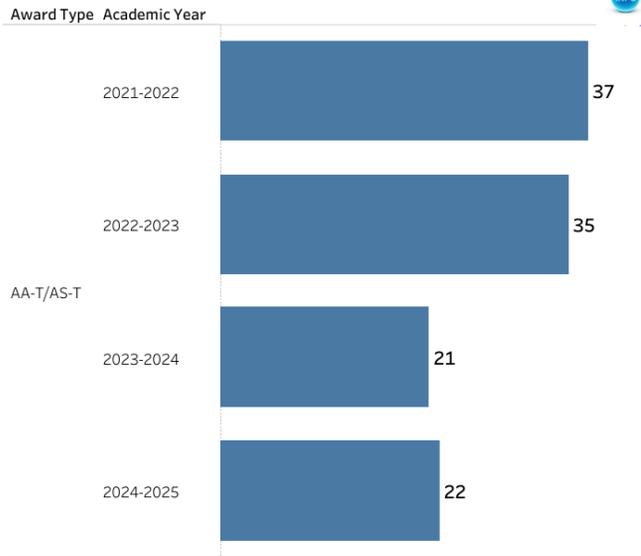
EMT : Enrollments, # of Sections, Retention and Success



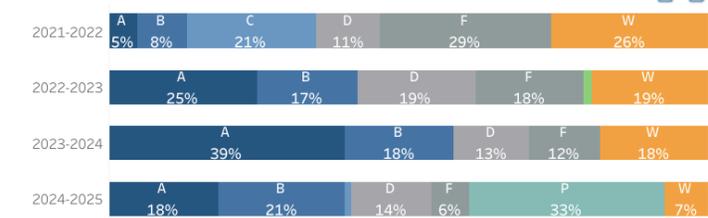
EMT: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T English, English - Non Transfer, English - Transfer



Grade Distribution for EMT



Classroom Teaching FTEF in EMT

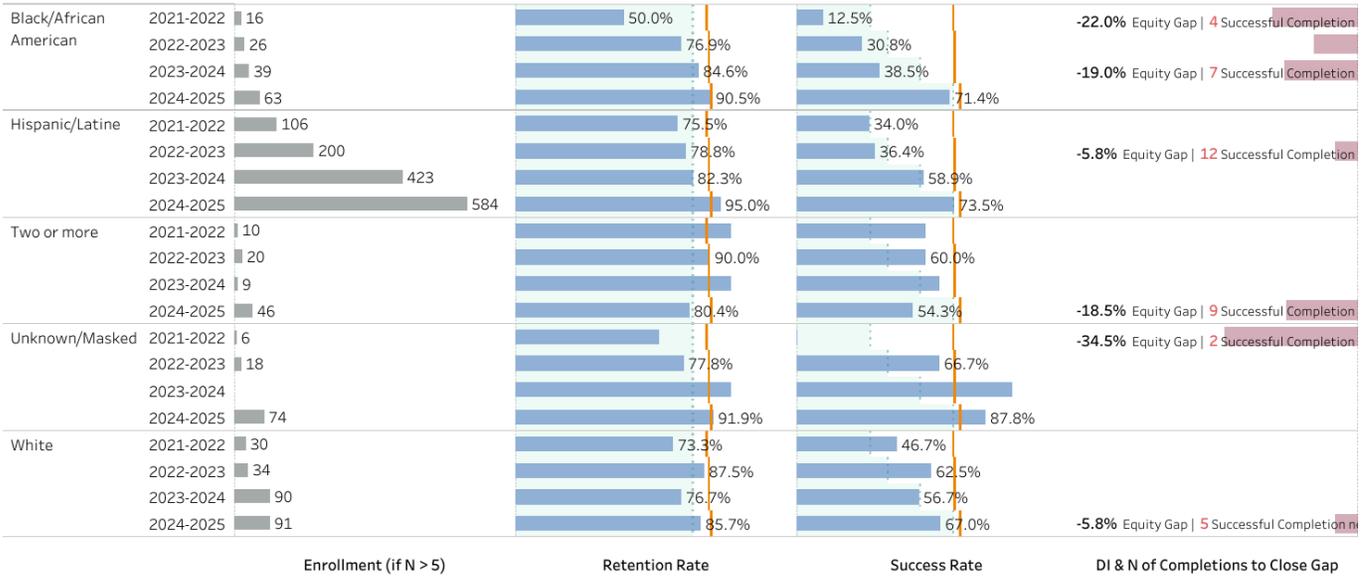
	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	0.80	0.80	2.67	1.65	3.37
Overload FTEF				0.00	1.27
<b>Grand Total</b>	<b>0.80</b>	<b>0.80</b>	<b>2.67</b>	<b>1.65</b>	<b>4.65</b>
FTES	10	13	20	28	40
FTES/FTEF Ratio	12	17	7	17	9
WSCH/FTEF Ratio	360	503	219	506	256
WSCH	288	402	585	836	1,189

Click for Fill Rates

Click for FTES

AVC Total Retention and Success are shown in vertical | EMT Success Rate is Green |  
 When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

**EMT Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



**EMT Enrollment, Retention & Success for by Gender (if greater than 5)**



**Guiding Questions for Reviewing DI Data:**

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?





Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Health and Safety Sciences – Fire Technology (FTEC) For Planning Years: 2026-2027

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?)
The Fire Technology Program is an essential component of the Health & Safety Sciences Division and directly supports the district mission by providing high-quality, industry-aligned education that prepares students for meaningful careers in the fire 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.)

Overall Analysis
Demand for Fire Technology education has risen substantially over the past year. Every academic class in the program has been fully enrolled with waitlists, and the Fire Academy has received twice as many qualified applicants as available seats, demonstrating strong interest and program reputation. Success and retention rates remain strong, supported by improved advising, increased clarity in course pathways, and consistent instructional quality.

Equity
Across demographic groups, students continue to perform well, and no significant equity gaps have emerged. Consistent collaboration with Counseling, structured academic planning, and the availability of preparatory coursework (including physical conditioning for CPAT readiness) have contributed to improved outcomes for all student groups.
• Continued development of physical agility preparation courses, including the transition of the agility course into an FTEC-coded class, is expected to further support student populations who benefit from targeted physical training before entering the academy.

## Strengths and Accomplishments

The program continues to excel in providing industry-standard training and producing highly employable graduates. This year's accomplishments include:

### 1. Significant Equipment and Infrastructure Improvements

- Purchased a new trailer using Foundation grant funds to store and transport rescue equipment for the Fire Academy and related courses.
- Acquired new, updated auto extrication tools, improving realism and safety for extrication training.
- Purchased eight new SCBA units that meet Los Angeles County Fire Department standards, ensuring students train on equipment consistent with local agency expectations.

### 2. Expanded Workforce Development and Tracking

- Developed and launched a graduate employment reporting portal to track placement in fire service agencies—an important metric for CTE program accountability and improvement.
- Increased the adjunct instructor pool by hiring additional instructors, strengthening instructional capacity and improving scheduling flexibility.

### 3. Program Growth and Curriculum Expansion

- Launched a Fire Agility course through KINF (limited success), then redesigned and transitioned the course under the FTEC discipline for improved alignment, recruitment, and student success.
- Maintained fully enrolled classes with consistent waitlists, confirming sustained program growth.

### 4. Strengthened Collaboration

- Hosted a successful joint Advisory Committee Meeting with Fire Technology, Wildland Fire (FTW), EMT, and the new Paramedic Program, creating a unified regional training perspective.
- Met regularly with the embedded counselor to ensure that all faculty and staff are aligned on prerequisites, program maps, degree requirements, and academy pathways.

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

## Opportunities

- Continued expansion of course offerings (e.g., more sections of core FTEC classes, expanded agility/fitness preparation).
- Strengthening partnerships with local agencies through advisory work, job placement pipelines, and alignment of equipment with regional standards.
- Leveraging strong student demand to justify additional faculty and resources.

## Challenges

- The most urgent need remains staffing support.  
The program's rapid growth, increased number of courses, expanding Fire Academy operations, equipment purchasing, inventory management, and accreditation requirements have made it extremely difficult to manage administrative workload without dedicated support.
- A full-time instructional assistant or administrative specialist is now critical.  
This need was explicitly recognized and affirmed by the Advisory Committee.
- Program expansion may also necessitate another full-time faculty member to maintain program quality, ensure accreditation compliance, and continue meeting rising enrollment demand.

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

## Aspirations

The Fire Technology Program aims to be known as a premier fire service training destination within the region—recognized for its high academic standards, state-of-the-art training equipment, robust Fire Academy, and excellent job placement rates.

The program's long-term ambition is to:

- Expand advanced and specialized fire service courses (technical rescue, company officer prep, wildland, and more).

- Provide a seamless and clear academic pathway from entry-level coursework through Fire Academy, Wildland, EMT, and the upcoming Paramedic offerings.
- Maintain full classes, exceptional outcomes, and a strong regional reputation.
- Build the administrative and instructional infrastructure needed to sustain excellence as the program continues to grow.

Industries Employing

[Change Occupation](#)

Fire Fighters  
(SOC Code : 33-2011)  
in California

Control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster management.

Employers usually expect an employee in this occupation to be able to do the job after Long-term on-the-job training (> 12 months) .

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

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2024	1st Qtr	\$43.56	\$31.88	\$39.81	\$54.72

[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	
California	2022 - 2032	26,300	27,200	900	3.4	20,700

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

Job Openings from JobCentral National Labor Exchange [\[Top\]](#)

Enter a Zip Code  [Find a Zip code in California](#)

Within  miles of Zip Code.

[Search Jobs](#)

Industries Employing This Occupation (click on Industry Title to View Employers List) [\[Top\]](#)

Data for Industries Employing This Occupation (click on Industry Title to View Employers List) not available.

**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.)

The Advisory Committee—meeting jointly with FTW, EMT, and Paramedic faculty—recommended the following:

- **High priority:** secure an **Instructional Assistant or Administrative Support Specialist** to manage the growing workload created by equipment needs, accreditation, and rising student demand.
- Continue updating and expanding equipment to match regional fire agency standards (SCBA, extrication tools, ladders, props).
- Expand course offerings to meet high demand and reduce waitlists.
- Strengthen cross-program collaboration to create an integrated public safety training pipeline.

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.

Previous CIP Goal: Increase enrollment in FTEC programs.

Progress:

- All FTEC classes in Fall 2025 and Spring 2026 filled completely and were waitlisted, demonstrating significant enrollment growth.
- Additional sections and expanded outreach have contributed to this outcome.

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.	<ul style="list-style-type: none"> <li>• Obtained multiple major equipment additions: trailer, extrication tools, SCBA units, and more.</li> <li>• While progress is strong, the purchasing process remains time-intensive and resource-heavy due to the complexity of working with multiple vendors and maintaining accreditation requirements.</li> </ul>

	<ul style="list-style-type: none"> <li>Continued focus is required to ensure equipment remains up to date and sufficient for expanded cohort sizes.</li> </ul> <p>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.</p>

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 #5 Education: Expansion of offerings and effective course scheduling.	Expand course offerings to meet high student demand and improve access to the Fire Academy pathway.	Add more sections where possible; promote program; continue hiring adjunct faculty.	Reduced waitlists; enrollment stability; increased pathway completion.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide high-quality instruction using realistic industry-standard equipment.	Continue equipment updates; secure needed resources; maintain academy standards.	Strong skill performance; increased job placement; positive student feedback.
#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 support the workload associated with accreditation-related tasks, so students have consistent access to the instructional resources needed for training.	Goal #2 Being able to purchase and maintain the needed equipment for students.	Repeat	TBD	Recurring	Chaz Burke

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.

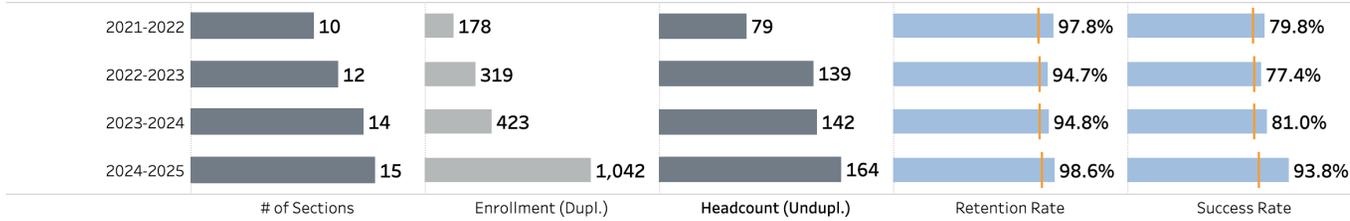
- Success & Retention tab
- Program Awards tab

Optional:

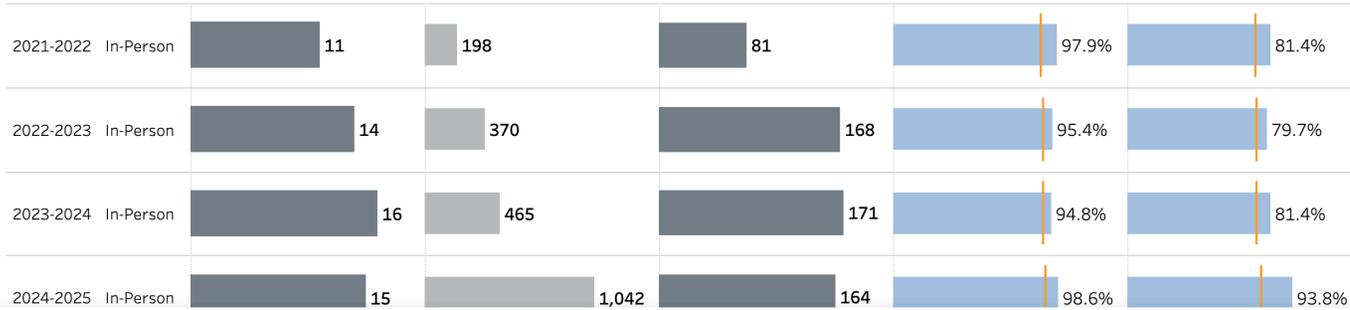
- Other supporting data/information

Instructions and Definitions | **Enrollment** | Equity | Institutional Success & Retention

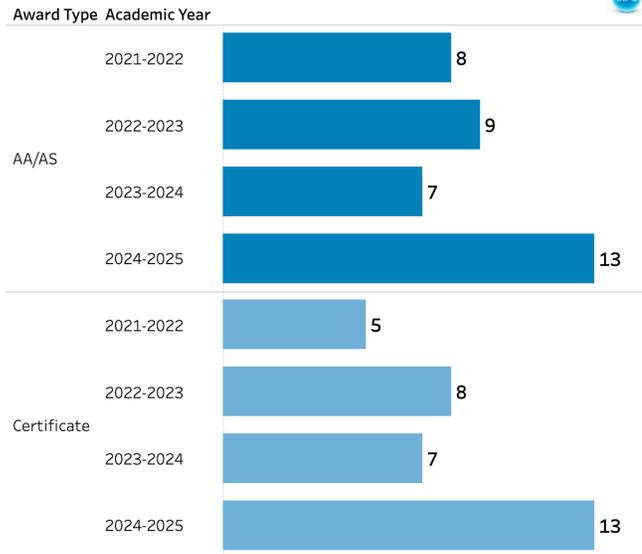
FTEC: Enrollments, # of Sections, Retention and Success



FTEC: Enrollments, Number of Sections, Retention and Success by Modality

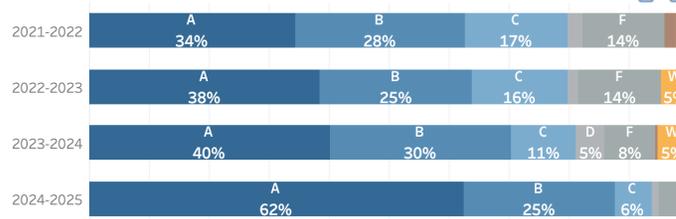


Program Awards: **Fire Technology & Fire Technology Cert**



Click for Fill Rates

Grade Distribution for FTEC



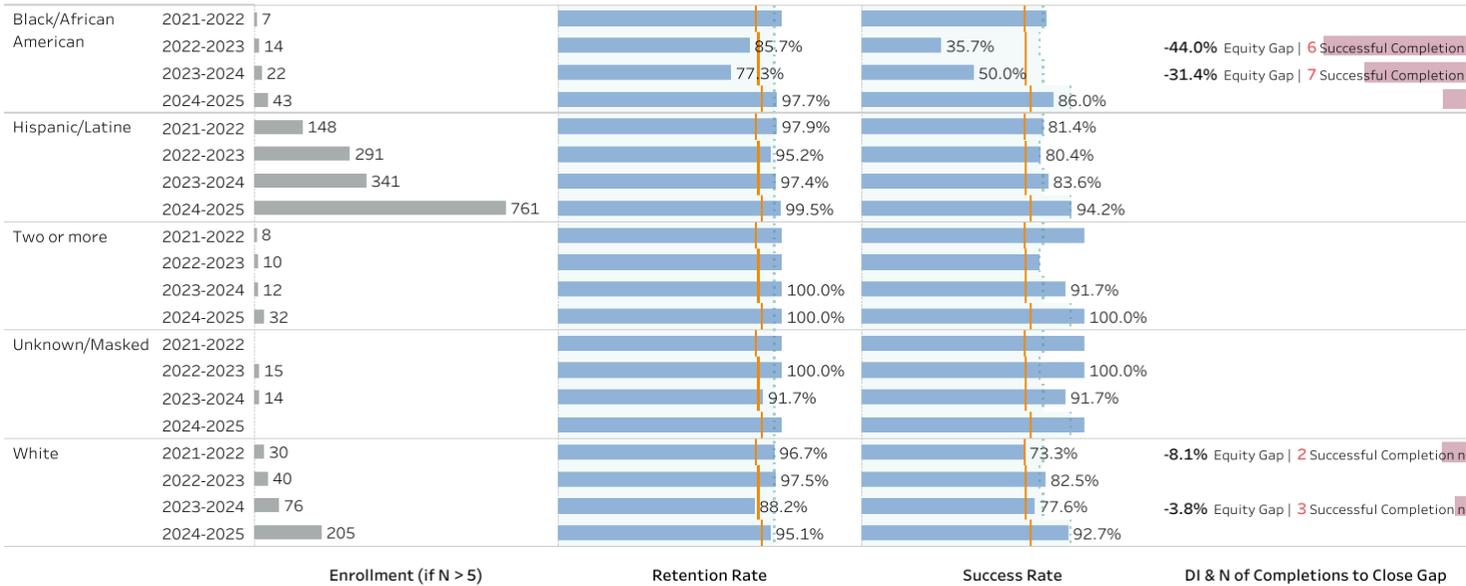
Classroom Teaching FTEF in FTEC

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.20		0.36	0.34	1.28
Full-time FTEF	0.80	1.20	0.20	1.13	1.37
Overload FTEF	0.20		0.60	0.20	0.48
Grand Total	1.20	1.20	1.16	1.67	3.13
FTES	16	10	29	29	39
FTES/FTEF Ratio	13	8	25	17	13
WSCH/FTEF Ratio	399	243	737	522	377
WSCH	479	292	857	871	1,178

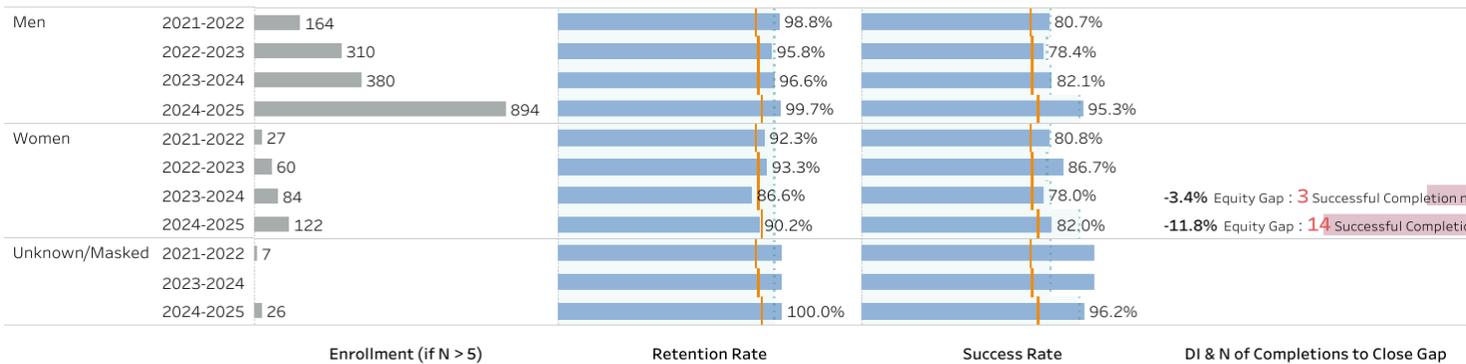
Click for FTES

AVC Total Retention and Success are shown in vertical | **FTEC Success Rate is Green** |  
 When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the **DI gap** (i.e., the difference between the average rate and the subgroup rate).

**FTEC Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



**FTEC Enrollment, Retention & Success for by Gender (if greater than 5)**



**Guiding Questions for Reviewing DI Data:**

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?





<b>Division/Area Name:: Health &amp; Safety Sciences / Fire Technology Wildland (FTW)</b>	<b>For Planning Years: 2025-2026</b>
<b>Name of person leading this review: Lori Gilroy</b>	
<b>Names of all participants in this review: Lori Gilroy</b>	

**Fall 2025 Program Review Report | Instructional Areas**

**Part 1. Program Overview: *Briefly describe how the program contributes to the district [mission](#)***

The Fire Technology Wildland program supports the district mission by providing technical certificates and degrees that are designed to enhance students' knowledge and skills leading to employment in the Fire 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 Wildland Fire Program continues to demonstrate strong enrollment demand and high student retention across FTW, S-series, and Academy pathways. Completion rates remain solid among students who advance through the full course sequence, and job placement continues to be a major program strength. The program expanded hands-on field training, integrated new scenario-based instruction, and strengthened partnerships with the Inyo National Forest and local agencies—resulting in increased real-world experience for students. Curriculum updates, improved assessments, and ongoing CPL development (FTW 900A/900B) further support student success and program growth.

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

*Consider the following questions:*

**Opportunities:**

The Wildland Fire Program continues to grow due to strong regional hiring needs and high student job placement. Partnerships with the Inyo National Forest and local agencies provide valuable field experience, and new CPL options and planned training-site improvements support increased enrollment and enhanced hands-on instruction.

**Challenges:**

Growth is limited by a lack of full-time wildland-qualified faculty, delayed hiring of the instructional assistant, equipment procurement barriers, and the absence of a dedicated training area. Administrative delays and increasing student support needs also impact on program operations and readiness.

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

*Consider the following questions:*

The program aims to improve student success, retention, and completion by strengthening hands-on training, clarifying pathways, and reducing enrollment barriers. Enrollment demand and retention remain strong, and the program seeks to build on this by expanding CPL options, improving advising, and developing dedicated training spaces to support timely completion and job readiness.

**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>• 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 significant progress and have acquired a substantial amount of new equipment. However, we continue to face challenges due to limited time and insufficient staffing to support these efforts. All equipment procurement and related tasks are currently managed with minimal assistance from other departments. An Instructional Assistant would greatly strengthen our ability to meet program goals, streamline operations, and maintain the high standards expected of the Wildland Fire 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	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 <b>Session Evaluations:</b> <b>Field Performance:</b> 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.	<b>Student-Centered Curriculum Development</b>  <b>Hands-On Learning: Incorporate more practical, hands-on training opportunities that allow students to apply their skills in real-world scenarios.</b>	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	Dr. Wendy Stout
Faculty	Adjunct Instructor(s)	All	New	1	Recurring	Dr. Wendy Stout
Other	Live Burn Area	Goal 4	New	1	One-time	Dr. Wendy Stout
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:

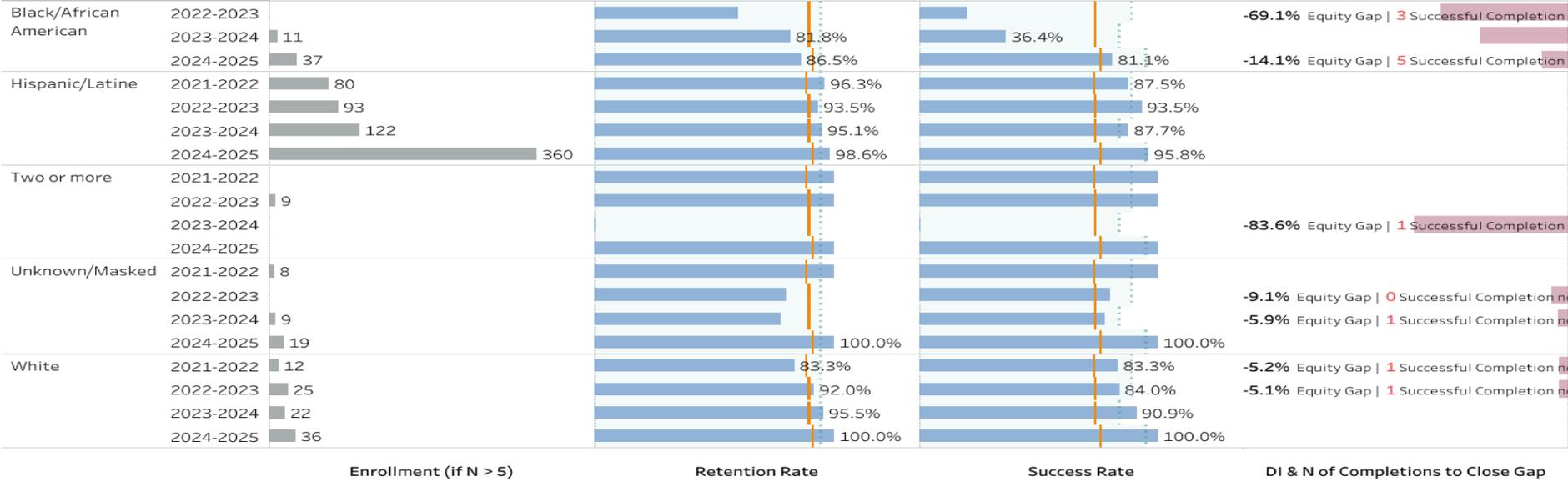
- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

AVC Total Retention and Success are shown in vertical | **FTW Success Rate is Green** |  
 When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

**FTW Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



**FTW Enrollment, Retention & Success for by Gender (if greater than 5)**

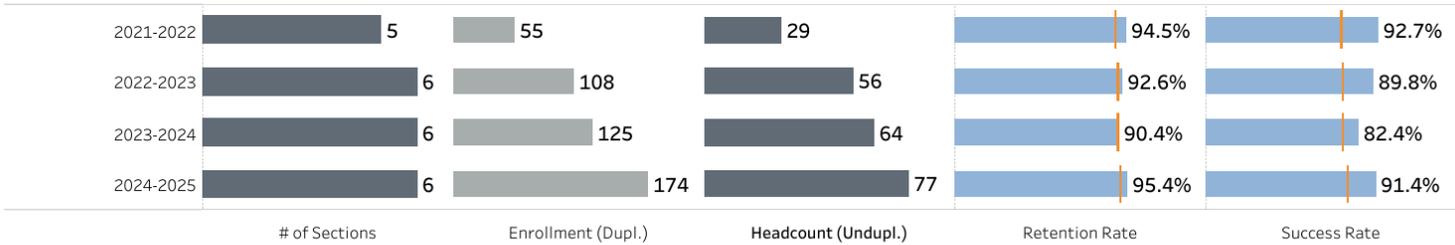


**Guiding Questions for Reviewing DI Data:**

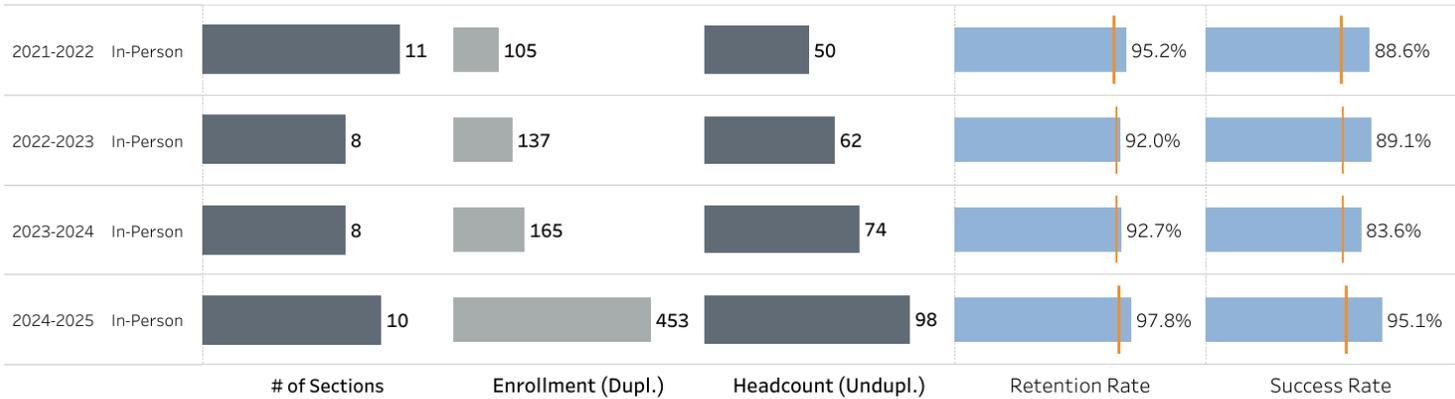
- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



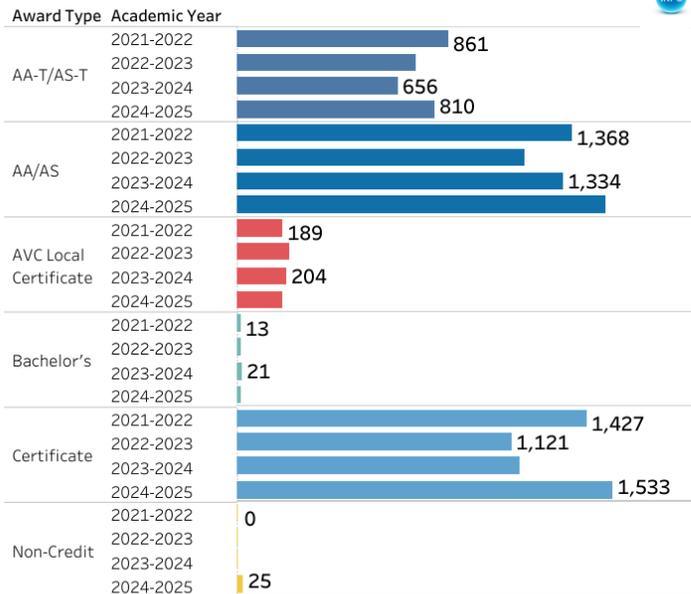
FTW : Enrollments, # of Sections, Retention and Success



FTW: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: All



Grade Distribution for FTW



Classroom Teaching FTEF in FTW

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	0.20	0.60	0.93	0.93	0.93
Grand Total	0.20	0.60	0.93	0.93	0.93
FTEF	2.4	3.1	7.7	9.4	11.6
FTEF/FTEF Ratio	11.9	5.2	8.3	10.0	12.5
WSCH/FTEF Ratio	357.0	154.5	247.8	300.5	374.1
WSCH	71.4	92.7	231.3	280.5	349.2



Click for Fill Rates

Click for FTES





Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name: Kinesiology &amp; Athletics/Health Education (HE)</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Barry Green</b>	
<b>Names of all participants in this review: Mark Cruz, Charles Gordan</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>Our health education courses contribute to a quality, comprehensive education for a diverse population of learners and prep, preparing individuals for healthy lifestyles and pro, preparing individuals for healthy lifestyles and promoting, preparing individuals for healthy lifestyles and promoting, preparing individuals for healthy lifestyles and promoting are individuals for healthy lifestyles and promote wellness throughout their lives. The Department has two primary goals entirely in line with the mission. Firstly, it is to provide students with preparatory courses for transfer to a four-year educational program in health, community health, and wellness, and secondly, to provide general education about health and wellness.</p>	

<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>
<p>Overall (Use the <i>Success &amp; Retention</i> and <i>Program Award</i> data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>Success &amp; Retention</i> data including S&amp;R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which ethnic / gender student groups complete their courses at the highest rates?</li> <li>• 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 <i>Strengths and Accomplishments</i> section.</li> </ul>
<b>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>
<ul style="list-style-type: none"> <li>• The Department of Kinesiology offers a variety of courses to meet the diverse needs of students interested in learning online or partially online. Offerings such as Health Education, Stress Management, Women's Health Issues, and First Aid and Emergency Care are specifically designed to foster growth and understanding of essential health topics. These courses are conveniently available at various locations, including Palmdale Center and the Tehachapi Prison, making them accessible to a broad audience. Each course aims to build learners' knowledge and skills, empowering them to effectively manage both health and respond to emergencies. We encourage students to take advantage of these enriching educational experiences for their personal and professional development.to manage both health and respond to emergencies effectively</li> <li>• Statistics indicate that Health Education (Retention: 90.4%, Success: 75.4%) outperforms AVC in both retention and success rates. This accomplishment reflects the effectiveness of Health Education's course offerings as well as the dedicated efforts of its faculty and staff in contributing to student success.</li> </ul>

- The data indicates a year-over-year increase of 1.12% in course offering headcount, equating to an additional 2,069 students. Furthermore, there has been an improvement in the retention rate of 1.4% and a success rate enhancement of 2.4%.

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

Considering the impending full impact of AB928 and the discontinuation of transferable courses within Area E, the department must investigate ways to enhance the relevance of our health courses within other degree programs. Development of supplementary certificate and local degree programs within our department to better meet the evolving needs of our students and the community.

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

The Kinesiology Department at Antelope Valley College is committed to enhancing its curriculum by prioritizing courses that address the evolving health needs of our student population. We aim to develop and implement a diverse range of courses that not only promote physical wellness but also incorporate the latest advancements in technology, artificial intelligence, and research methodologies within health studies. By fostering an educational environment that encourages inquiry and critical thinking, we empower students to explore various dimensions of health and wellness. Our focus is on equipping individuals with the skills and knowledge they need to achieve their personal health goals and to thrive in their wellness journeys.

**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/>

**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.

<p>The department is diligent in conducting regular reviews and updates of the curriculum and supplemental learning materials to maintain high-quality, relevant instruction that supports student success.</p>	<p>The Kinesiology Department has made significant progress in enhancing the quality and accessibility of its instructional materials. Faculty have consistently updated course content to align with the latest textbook editions and current industry standards. Additionally, the department continues to increase the adoption of low-cost Open Educational Resources (OER) to ensure that students have access to affordable, high-quality learning materials. Through these efforts, instructors continue to promote equity, reduce financial barriers, and promote a more effective and inclusive learning environment.</p>
<p>The department remains committed to continuously identifying and applying effective methods to strengthen student engagement and participation.</p>	<p>Faculty continue to review Student Learning Outcome (SLO) data and engage in collaborative discussions focused on improving student engagement using interactive discussions, multimedia resources, and other innovative instructional strategies.</p>

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

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

<b>Past Goal</b>	<b>Progress Made</b>
<p>To better support our Health students and enhance their educational experience, it is essential to increase the number of full-time instructors within our division. This expansion will allow us to meet the diverse and growing needs of our student population, ensuring that they receive the dedicated attention and resources necessary for their success.</p>	<p>Our department submitted a request for full-time faculty positions as part of the faculty prioritization process; however, the outcome was not favorable.</p>


**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 #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.	To ensure that students receive the highest level of support, guidance, and educational experience, the Kinesiology Department will maintain and enhance staffing levels sufficient to meet the growing needs and requests of administration, faculty/staff, and students. By aligning staffing resources with program demands, the department will continue to provide exemplary service, nurture professionalism, and support student success in both academic and co-curricular experiences.	<ol style="list-style-type: none"> <li>1. Submit annual full-time faculty position requests during the prioritization process.</li> <li>2. Document program growth and staffing ratios to strengthen justification.</li> <li>3. Provide data on course of fill rates, retention, and success to support requests.</li> <li>4. Explore potential part-time, full-time conversions and cross-discipline collaboration to improve coverage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in full-time faculty positions or approved staffing support.</li> <li>2. Improved faculty-to-student ratio.</li> <li>3. Higher course success and retention rates.</li> <li>4. Greater departmental stability and faculty satisfaction.</li> </ol>

#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal #3 Resources: Increase student awareness about campus resources.	Continue to enrich a future-focused, agile, and innovative kinesiology program by integrating advanced software and technology solutions that enhance teaching, learning, and student engagement. Proactively adopt emerging digital tools and data-driven approaches to improve curriculum delivery, support student success, and prepare students for evolving careers in health and movement sciences.	<p>1. Assess Current Technology and Software Needs: Conduct a thorough inventory of existing technological tools and software used in the department. Gather input from faculty, staff, and students on gaps and needs related to technology in instruction and student support.</p> <p>Research Emerging Technologies: Stay informed about the latest advancements in health-related course design applications, virtual labs, and wellness platforms.</p> <p>2. Training: Organize workshops, webinars, and ongoing professional development to ensure faculty and staff are proficient in new technologies. Encourage sharing of best practices and collaboration on innovative teaching methods involving technology.</p>	<p>1. Academic and Program Outcomes: Implementation of a new curriculum with updated courses to address emerging trends in health, wellness, and safety.</p> <p>2. Student Enrollment Growth: Notable increase in applications and retention attributed to the modernization of programs.</p>
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							3. Enhance Student Access and Engagement: Incorporate emerging applications into the study of health, wellness, and safety, along with software designed to enhance student access in faculty course design.	
#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)

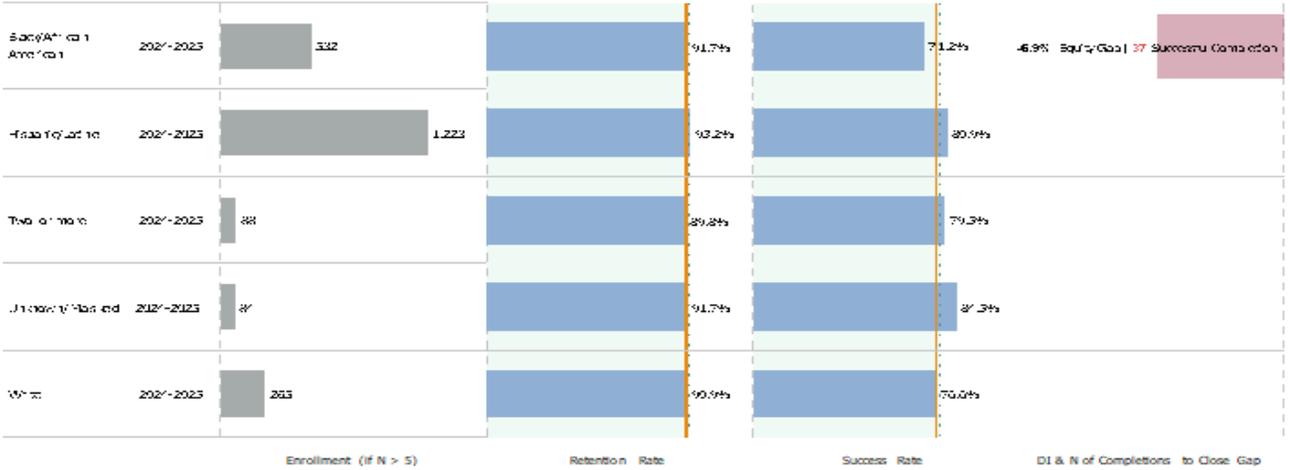
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	To meet the growing needs and requests of administration, faculty, staff, and students, the program requires adequate staffing to maintain its exemplary level of service and professionalism. This directly supports Goal Number One of our program goals. Note: Over the last eight years there have been seven retirements of full-time faculty in our department.	Goal Number One	Repeat	100,000	Recurring	Dept Dean: Joel T Gunterman
Physical/Facilities	To facilitate the proper maintenance of equipment for existing courses as well as acquiring the equipment needed for the new courses that will be taught in the fall which will support the health, safety, and success of our students	Goal Number two	Repeat	100,0000	Recurring	Dept Dean: Joel T Gunterman
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 for required data).**  
 Required:

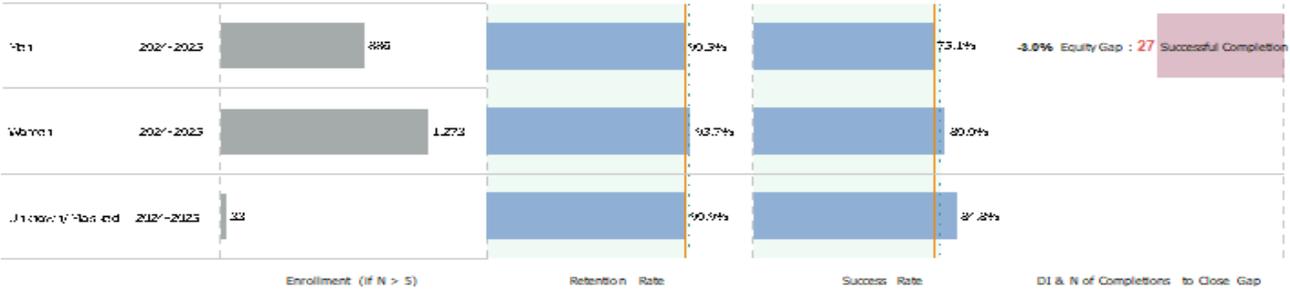
- Enrollment tab
- Equity tab

AVC Total Retention and Success are shown in vertical | HE Success Rate is Green |  
 When the success rate for a subgroup is at least 5 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

**HE Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



**HE Enrollment, Retention & Success for by Gender (if greater than 5)**



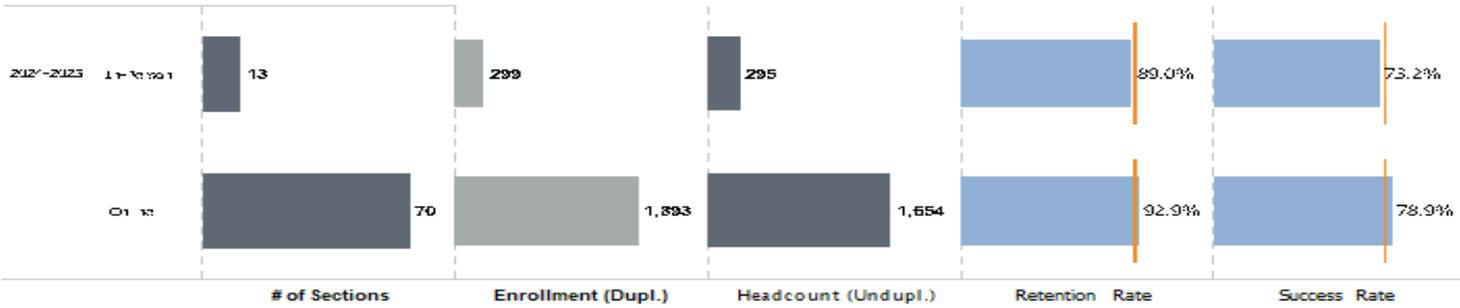
**Guiding Questions for Reviewing DI Data:**

- ◆ What patterns or trends in the DI data suggest inequities among different student groups?
- ◆ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- ◆ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- ◆ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- ◆ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?

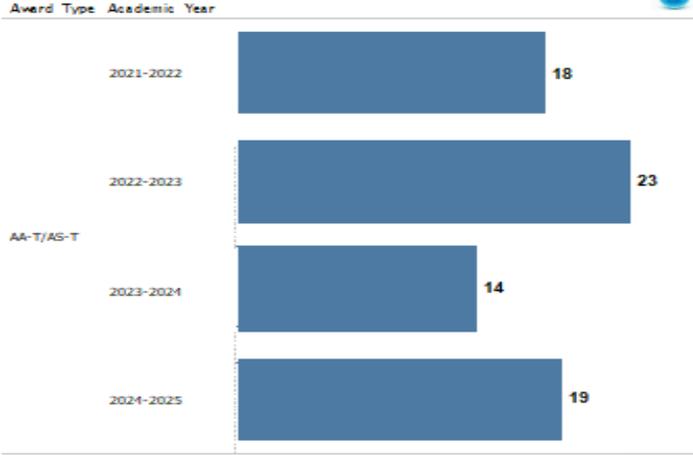
HE : Enrollments, # of Sections, Retention and Success



HE: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T Kinesiology



Grade Distribution for HE



Classroom Teaching FTEF in HE

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.40	1.80	2.60	2.60	2.00
Full-time FTEF	3.00	2.40	2.40	2.00	2.00
Overload FTEF	1.60	1.80	1.60	1.80	2.60
Grand Total	6.00	6.00	6.60	6.40	6.60
FTES	67	72	81	88	79
FTES/FTEF Ratio	11	12	12	14	12
WSCH/FTEF Ratio	334	361	370	413	357
WSCH	2,002	2,167	2,443	2,644	2,355



Click for Fill Rates

Click for FTES





Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name:</b> Kinesiology & Athletics/Intercollegiate Athletics (IATH)	<b>For Planning Years:</b> 2026-2027
<b>Name of person leading this review:</b> Cindy Vargas	
<b>Names of all participants in this review:</b> Joel Gunterman, Bryan Moses, John Taylor, Carrie Miller, Justin Webb, Charles Gordon	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
(How does your program/area help the college meet its mission?) <p>Our intercollegiate classes provide a quality education and an opportunity to compete at the intercollegiate level as well as preparing students for transfer. The department serves a diverse population of students and allows our student athletes to partner with the community in the true spirit of the mission of the college. Our athletic programs seek to promote and generate community interest in the department programs through activities and events that allow community participation. Some of those events include hosting sports clinics, hosting events such as youth football, high school football, and youth basketball. Our athletic director also meets with athletic directors from the Golden League to facilitate better relations.</p>	

<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> data to inform your analysis) <ul style="list-style-type: none"> <li>• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul>
Equity (Use the <i>Success &amp; Retention</i> data 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?</li> <li>• 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 <i>Strengths and Accomplishments</i> section.</li> </ul>
<b>Strengths and Accomplishments:</b> <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>
<ul style="list-style-type: none"> <li>• The number of sections offered (61) and enrollment (1,132) is the highest it's been in the last four years.</li> <li>• IATH retention rates (94.9%) and success rates (94.9%) continue to be very high, and greater than AVC's overall retention rates (90.4%) and success rates (76.1%).</li> <li>• 91% of our student-athletes are enrolled full-time as well as having completed 1,3253.5 transferable units.</li> <li>• Enrollment of men (818) increased significantly from 2023-2024 (637), as well as enrollment of women (305) compared to 2023-2024 (280).</li> <li>• Our student athletes' overall GPA continues to improve across all sports. AVC ranks in the top 26% in the state in team GPA. The academic achievement zone has expanded, providing a larger space which includes laptops, a printer, as well as tutors, including weekly group tutoring in ENGL C1000 and STAT C1000.</li> <li>• We had over 60 student athletes transfer last school year to a four-year university.</li> <li>• 37 student athletes received Academic All-Conference awards.</li> </ul>

- 10 out of 16 programs participated in postseason competitions, allowing over 120 athletes to experience postseason competition. The baseball program reached the postseason for the first time since 1969.
- This fall, the Athletic department hosted the first ever student athlete orientation, bringing together the full student athlete body of over 350 students.
- The gymnasium received locker upgrades, new nets were installed at the track and field throwing area, and HUDL cameras were installed in the gym, at the softball stadium, baseball stadium, and football stadium to allow livestreaming and statistical analysis.
- A Clerical II position was filled to oversee eligibility and provide administrative support for over 350 student athletes, including travel coordination, and daily departmental operations.

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

*Consider the following questions:*

- While the enrollment of women has shown an increase from 2023-2024, there is still great opportunity for growth. There is a growing interest across the state in adding women's flag football as a sanctioned sport. We are currently exploring the possibility of adding women's flag football at AVC.
- Unknown/Masked students' retention and success rates (87.5%) are lower than all other races/ethnicities.
- The success rate for Black/African American men (89.7%) compared to Black/African American women (96.3%) represents an equity gap of 5.2%, which indicates that Black/African American men were less likely to succeed compared to their female peers, suggesting that men in this group may need additional support to improve outcomes.
- The upkeep and maintenance of our facilities continues to be a major challenge. The gymnasium floor is buckling in some areas. The gym needs painting, new bleachers, an updated faculty restroom, and new lighting throughout the hallways. The outfield turf at the baseball stadium has not been replaced in over ten years. The backstop padding is weathering and damaged and needs immediate replacement. The softball field needs an equipment shed to store their equipment, and they are currently the only outdoor sport on campus without lights. The tennis courts have lights, but they are not functioning. The pickleball courts' space needs to be adjusted to make it more functional. The soccer nets are also weathering and damaged and need immediate replacement, and due to the winds and other environmental factors, soccer shelters are needed.
- Other athletic support needed is the addition of an athletic trainer to meet growing participation demands, adequate storage space for a growing department, as well as upgraded camera lenses for the Sports Information Director to more effectively showcase our student athletes and represent the institution with the quality, clarity, and professionalism expected at the collegiate level.
- With AB928, and the elimination of Area E transferrable courses, it is in the best interest of the institution to lean in the direction of hiring Director of Intercollegiate athletic programs who would be able to teach as well.

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

We aspire to be an institution that sets the standard across the state for our commitment to providing student athletes with the best opportunities to achieve their academic and athletic goals. Our aim is to place each student-athlete in a position to compete at a high level, while fostering good sportsmanship, personal integrity, and personal development. As a department, we strive to continue growing, while increasing student retention and success rates and working to close equity gaps.

**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/>

**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
Continue to enhance student success by providing tutoring and academic support aligned with course demands.	The Academic Achievement Zone has expanded, providing a larger space, and now offering weekly group tutoring in ENGL C1000 and STAT C1000.
Integrate technology to enhance learning.	We have recently integrated HUDL into most of our athletic programs, providing students and coaches with tools for statistical analysis and performance review.
Continue to develop professionally to maintain expertise and provide students with high-quality, up-to-date instruction.	Coaches attend workshops, conferences, and conventions, and participate in professional organizations to stay connected with peers and emerging trends.

**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
To better serve our students, we will provide wrap-around services, and a one-stop shop to address students’ academic and athletic needs. Begin the search process for hiring a new Director of Intercollegiate Athletics.	A new Director of Intercollegiate Athletics was hired in April.
To meet the growing needs and requests of administration, the 3C2A, faculty/staff, coaches, and student athletes, the program needs the staffing required to continue the exemplary level of service and professionalism.	A Clerical II position was opened and accepted, and will begin November 13 <sup>th</sup> .
As the eligibility process has become a key component of the growing intercollegiate athletic program, the division needs to hire a full-time eligibility clerk as the current process does not align with the eligibility timeline and timely processing.	The newly hired Clerical II will oversee eligibility as part of their workload.

**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 #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.	To ensure more timely treatment, injury prevention, and strengthen the health, safety, and well-being of all student-athletes by securing additional athletic training staff while also meeting 3C2A legislation standards.	<ol style="list-style-type: none"> <li>1. Work with the Administration to hire an additional certified athletic trainer to meet growing participation demands and 3C2A legislation standards. .</li> </ol>	<ol style="list-style-type: none"> <li>1. Hire a certified athletic trainer.</li> </ol>
#2	ILO 4. Career and Specialized Knowledge				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.	To enhance performance, safety, and community engagement while meeting the space need for a growing department, advance planning for a new, student-centered gymnasium/athletic complex.	<ol style="list-style-type: none"> <li>1. Secure funding with the support of the Administration.</li> <li>2. Gather input from students, coaches, and staff to identify current facility limitations and future program needs.</li> <li>3. Create conceptual layouts from various architects and form a planning committee.</li> <li>4. Create a project timeline, secure approvals, and initiate the design phase.</li> </ol>	<ol style="list-style-type: none"> <li>1. Funding sources are identified with support from the Administration.</li> <li>2. Architectural and engineering plans are ready for design and construction phases, with all required approvals and permits in place.</li> <li>3. A plan and timeline are in place to move forward.</li> </ol>
#3	ILO 4. Career and Specialized Knowledge				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.	To enhance academic support for student-athletes by increasing available study hall hours, expanding access to tutoring, and providing additional tutoring options, ensuring each student has the resources and time needed to succeed academically.	<ol style="list-style-type: none"> <li>1. Work with the Director of the Learning Center and Administration to discuss student-athlete academic needs.</li> <li>2. Assess current study hall and tutoring resources and identify gaps</li> </ol>	<ol style="list-style-type: none"> <li>1. Study hall hours and tutoring sessions are expanded.</li> </ol>

							where additional support is needed. 3. Develop a plan for expanded support and coordinate scheduling and staffing.	
#4	Choose ILO				Choose an item.			

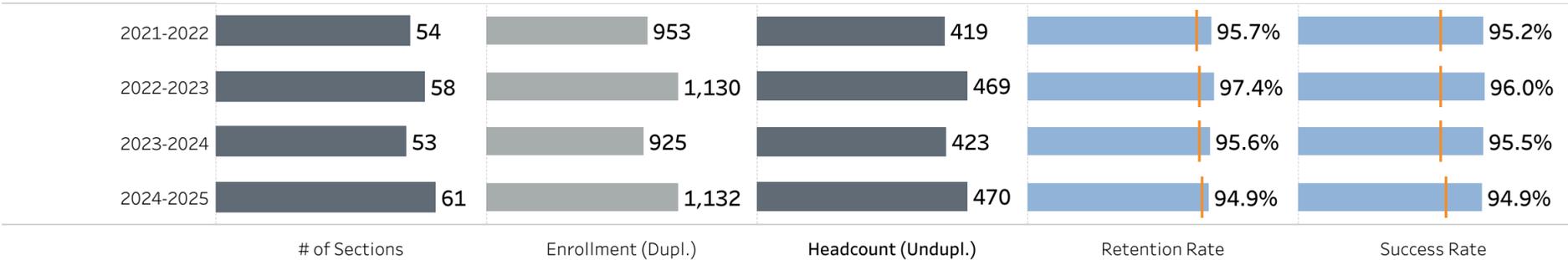
**Part 4: Resource Requests that Support Program Goals** (Based on the above analysis, please use the following space to document resource requests)

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	To ensure more timely treatment, injury prevention, and strengthen the health, safety, and well-being of all student-athletes by securing additional athletic training staff.	1	New	\$100,000	Recurring	Joel Gunterman
Physical/Facilities	To enhance performance, safety, and community engagement while meeting the space need for a growing department, advance planning for a new, student-centered gymnasium/athletic complex.	2	New	\$70,000,000	One-time	Joel Gunterman
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.	

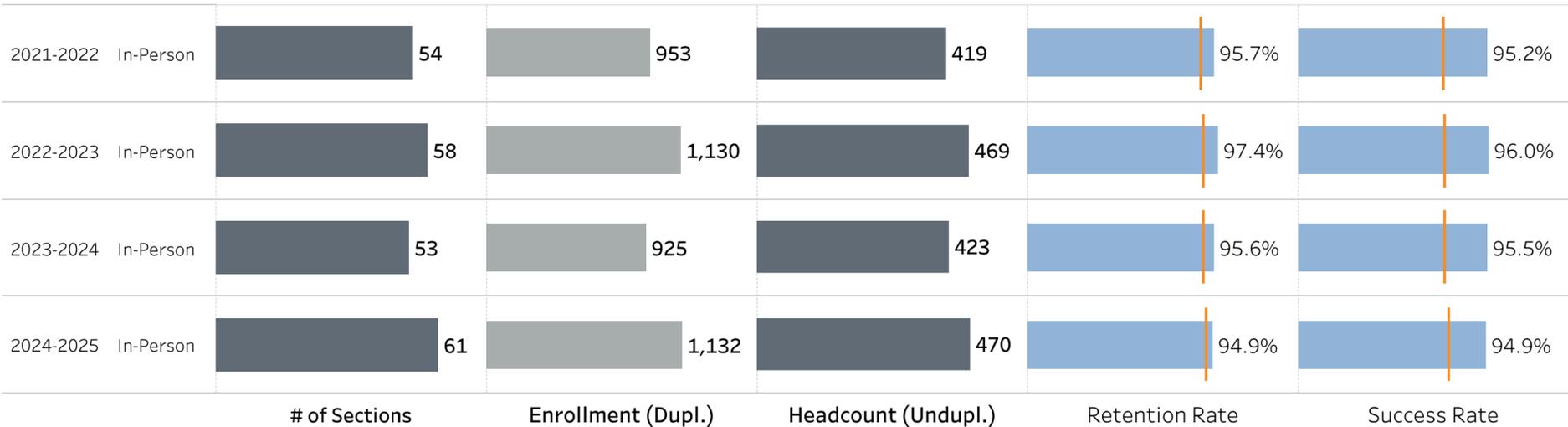
**Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).**  
 Required:

- Enrollment tab
- Equity tab

IATH: Enrollments, # of Sections, Retention and Success



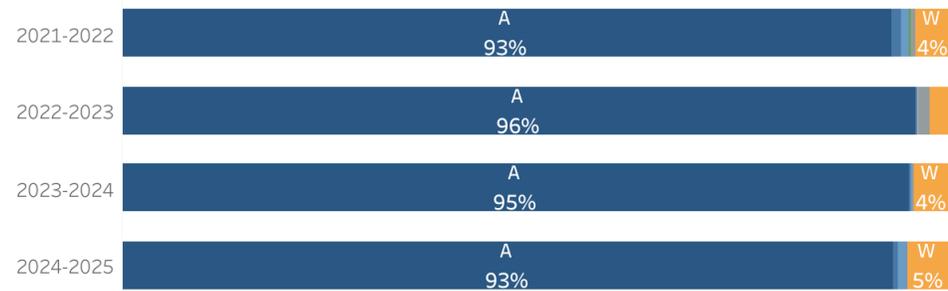
IATH: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: None



Grade Distribution for IATH



Classroom Teaching FTEF in IATH

Fall Terms

Fall 2020    Fall 2021    Fall 2022    Fall 2023    Fall 2024

AVC Total Retention and Success are shown in vertical | IATH Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

IATH Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

Race/Ethnicity	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2021-2022	214	93.5%	93.5%	
	2022-2023	252	98.8%	94.8%	
	2023-2024	184	92.9%	92.9%	
	2024-2025	286	90.9%	90.9%	-4.0% Equity Gap   11 Successful Completion
Hispanic/Latine	2021-2022	451	96.7%	95.6%	
	2022-2023	539	96.8%	95.7%	
	2023-2024	468	96.2%	95.9%	
	2024-2025	531	96.0%	96.0%	
Two or more	2021-2022	79	93.7%	93.7%	
	2022-2023	80	96.3%	96.3%	
	2023-2024	64	98.4%	98.4%	
	2024-2025	70	97.1%	97.1%	
Unknown/Masked	2021-2022	39	100.0%	100.0%	
	2022-2023	46	95.7%	95.7%	
	2023-2024	26	100.0%	100.0%	
	2024-2025	24	87.5%	87.5%	-7.4% Equity Gap   2 Successful Completion
White	2021-2022	170	95.9%	95.9%	
	2022-2023	213	98.1%	98.1%	
	2023-2024	183	95.1%	95.1%	
	2024-2025	221	97.3%	97.3%	

Enrollment (if N > 5)

Retention Rate

Success Rate

DI & N of Completions to Close Gap

IATH Enrollment, Retention & Success for by Gender (if greater than 5)

Gender	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	676	94.8%	94.5%	
	2022-2023	794	97.2%	95.5%	
	2023-2024	637	96.5%	96.4%	
	2024-2025	818	94.0%	94.0%	
Women	2021-2022	272	97.8%	96.7%	
	2022-2023	328	97.9%	97.6%	
	2023-2024	280	93.6%	93.6%	
	2024-2025	305	97.4%	97.4%	
Unknown/Masked	2021-2022	8			
	2022-2023	0			-8.5% Equity Gap : 1 Successful Completion



Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name: Kinesiology (KINF / KINT)</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Charles Gordon</b>	
<b>Names of all participants in this review: Russell Gordon, Bryan Moses, Cindy Vargas</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>The Kinesiology Program at Antelope Valley College supports the district mission by providing a quality, comprehensive education that serves a diverse population of learners. Through coursework focused on the study of human movement, health, and wellness, the program prepares students for transfer to four-year kinesiology programs and equips all students with the knowledge and skills needed to pursue healthy, active lifestyles. By promoting lifelong wellness and academic excellence, the program contributes directly to the Antelope Valley College’s commitment to student success and community well-being.</p>	
<b>Part 2A: Analyze the <a href="#">program review data</a> (<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>	
<p><b>Use the following questions to guide your analysis:</b></p> <p>Overall (Use the <i>Success &amp; Retention</i> and <i>Program Award</i> data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>Success &amp; Retention</i> data including S&amp;R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which ethnic / gender student groups complete their courses at the highest rates?</li> <li>• 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 <i>Strengths and Accomplishments</i> section.</li> </ul>	
<b>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>	
<p>The Kinesiology Department continues to demonstrate strong performance in both student success and retention metrics, underscoring its commitment to academic excellence, effective pedagogy, and student engagement. During the 2024–2025 academic year, Kinesiology achieved a retention rate of 93.4% and a success rate of 89.8%, both exceeding Antelope Valley College’s overall institutional averages of 90.4% and 76.1%, respectively. These consistently high outcomes highlight the department’s dedication to quality instruction, equitable access, and student achievement.</p> <p>The department offers a diverse range of courses through Kinesiology Theory (KINT) and Kinesiology Fitness (KINF), serving both transfer-oriented students and those pursuing personal health and wellness goals. By offering classes at multiple instructional sites—including the Lancaster Campus and online—the department ensures equitable access to education and fulfills AVC’s mission to provide a quality, comprehensive education to a diverse student population.</p> <p>Enrollment trends reflect a steady upward trajectory, indicating strong student demand and the continued relevance of Kinesiology within both academic and community contexts. Enrollment in KINF courses increased from an average of 1,010 students over the past three years to 1,182 duplicated enrollments in 2024–2025. Similarly, KINT enrollment rose from an average of 436 students to 564 duplicated enrollments during the same period. This sustained growth demonstrates the department’s effectiveness in meeting student and community needs through comprehensive curriculum design and innovative delivery methods.</p> <p>The addition of the Life Fitness Center continues to strengthen course offerings, enhance faculty engagement, and expand experiential learning opportunities. This facility directly supports the department’s mission to promote lifelong health and wellness through physical activity while providing students with hands-on experiences that reinforce classroom instruction.</p>	

Departmental data show strong representation among the college's diverse student populations, with no significant equity gaps observed. Retention and success rates across all course areas consistently meet or exceed AVC's institutional averages, reflecting the department's success in maintaining equitable learning outcomes.

Within Kinesiology Theory (KINT) courses, retention rates remain high at 93.0% for men and 94.6% for women, compared to AVC's averages of 92.0% (men) and 92.6% (women). Success rates are also strong—70.8% for men and 77.9% for women—both above the corresponding AVC averages.

In Kinesiology Fitness (KINF) courses, retention rates are 95.0% for men and 91.7% for women, and success rates remain exceptional—92.1% for men and 87.1% for women—both substantially exceeding AVC's institutional benchmarks (71.0% for men, 74.3% for women). The overall KINF success rate of 89.8% surpasses the college-wide rate of 76.1%.

These outcomes affirm the department's stability, resilience, and sustained academic excellence across instructional modalities and student demographics.

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

Despite these strong outcomes, the department faces several operational and resource-related challenges that must be addressed to sustain its current momentum and support future growth. This will also help to strengthen opportunities.

### *Opportunities*

1. **Strengthening Community Partnerships:**

The department has significant opportunities to **expand partnerships with local organizations, schools, and community programs** to enhance experiential learning, internship opportunities, and career pathways for students. Such collaborations would also support workforce development in health, wellness, and fitness-related professions within the Antelope Valley region.

2. **Curriculum Innovation and Expansion:**

There is strong potential to **integrate emerging topics** such as **public health education, holistic wellness, and fitness technology** into the curriculum. These additions will ensure program relevance, align with current industry trends, and expand student career pathways into new and evolving fields.

3. **Equity and Student Outreach:**

The department will continue **targeted outreach to underrepresented student populations** to maintain equitable enrollment and achievement outcomes. The strong data showing **no significant equity gaps** provides a foundation for continued inclusive growth, ensuring all students have access to high-quality Kinesiology education.

4. **Program Development and Interdisciplinary Collaboration:**

The department recognizes the opportunity to **develop a local degree program** tailored to the interests and career aspirations of the Antelope Valley College community. Additionally, there is potential to **integrate Fire Technology and Administration of Justice fitness courses** to create interdisciplinary pathways supporting public safety professions and community wellness initiatives.

5. **Enhanced Facilities and Equipment:**

The **Life Fitness Center** has greatly improved student engagement and instructional quality; however, with expanding enrollments and new courses planned, there is an opportunity to **invest in additional classroom space, upgraded equipment, and facility modernization** to meet student and instructional needs.

### *Challenges*

1. **Facilities Maintenance and Modernization:**

While the department continues to thrive academically, it faces growing challenges with **facility maintenance and safety**. The **gymnasium and associated areas** require significant upgrades to remain functional and safe for students and faculty. Critical issues include **HVAC system failures, roof leaks, inadequate lighting, deteriorating locker rooms, and malfunctioning entry doors**. Regular maintenance and beautification support from the Facilities Department are essential to sustain a safe, inviting, and professional learning environment.

2. **Faculty and Staffing Needs:**

The department has experienced the **loss of several full-time instructors** in recent years. To maintain instructional quality and meet the demands of expanding enrollment and new courses, there is a need to **hire additional adjunct instructors** and potentially pursue new full-time faculty positions. This need is further underscored by the **implementation of AB 928 in Fall 2025**, which may impact curriculum structure and student transfer patterns.

In addition, as student needs, administrative requests, and program responsibilities continue to grow, the department requires **adequate staffing support** to sustain its exemplary level of service, professionalism, and student engagement.

**3. Equipment and Classroom Limitations:**

The department’s **equipment inventory requires consistent maintenance** and periodic replacement to ensure safety and alignment with current industry standards. Furthermore, the expansion of course offerings necessitate **additional dedicated classroom and activity spaces** to accommodate student growth and enhance the quality of instruction.

**4. Sustaining High Standards Amid Growth:**

As the program expands, maintaining the department’s long-standing record of excellence in **student success, retention, and equity** will require continued strategic planning, resource allocation, and institutional support. Ensuring that growth aligns with AVC’s mission and core values of equity, innovation, and student success will remain a central challenge moving forward.

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

The Kinesiology Department at Antelope Valley College is committed to providing students with the knowledge, skills, and experiences that nurture lifelong physical activity and cultivate an appreciation for its vital role in health, well-being, and community. In alignment with AVC’s mission to “provide a quality, comprehensive education to a diverse population of learners” and its vision “to provide quality education that transforms lives,” our program aims to continue offering professional preparation courses that will inspire both our students and our community.

As a department, we remain committed to continuous growth, improvement, and ensuring that all students have access to meaningful success pathways. We will enhance student retention and transfer rates, close equity gaps, and support opportunities that uplift every learner consistent with AVC’s emphasis on student success, open access, and inclusivity. Building on our record of excellence, we will strengthen interdisciplinary collaboration, expand online and hybrid course offerings, and deepen our community engagement, thereby embracing AVC’s practice of innovation, collaboration, and service to the region.

Through a sustained focus on equity, innovation, and student success, the Kinesiology Department will continue to lead in promoting lifelong human movement across the disciplines of sport, exercise, dance, health, and wellness. We aim to prepare our students to thrive in diverse learning environments and beyond, fully aligning with AVC’s commitment to transform lives, serve the community, and provide value and opportunity for all.

**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/>

**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
<p>The department is dedicated to regularly reviewing and updating curriculum and supplemental learning materials to ensure high-quality, relevant instruction that supports student success.</p>	<p>The Kinesiology Department has made significant progress in enhancing the quality and accessibility of its instructional materials. Faculty have consistently updated course content to align with the latest textbook editions and current industry standards. In addition, the department continues to increase the adoption of low-cost <b>Open Educational Resources (OER)</b> to ensure that students have access to affordable, high-quality learning materials. Through these efforts, instructors continue to promote equity, reduce financial barriers, and promote a more effective and inclusive learning environment.</p>

The department remains committed to continuously identifying and applying effective methods to strengthen student engagement and participation.	Faculty continue to review Student Learning Outcome (SLO) data and engage in collaborative discussions focused on improving student engagement using interactive discussions, multimedia resources, and other innovative instructional strategies.

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

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

To advance more students to college level coursework, develop and implement effective placement tools and serve our Kinesiology student's better by providing more full-time instructors which will help meet the needs of our growing division. Over the last seven years there have been seven retirements of full-time faculty.	Our department submitted our full-time faculty request as part of the faculty prioritization process, but to no avail.
Commitment to strengthening institutional effectiveness measures and practices. Continue to improve SLO reporting in all Kinesiology classes. This will allow kinesiology instructors to continue to improve on developing course improvement plans.	Instructors have been diligent with the reporting of SLO data. Instructor collaboration has strengthened improvement plans.
To facilitate the proper maintenance of equipment for existing courses as well as acquiring the equipment needed for the new courses that will be taught in the fall which will support the health, safety, and success of our students.	Some improvement has been observed (Life Fitness Center, pickle ball equipment, golf equipment, weights). More improvements are still needed to satisfy the needs of students.
To meet the growing needs and requests of administration, faculty/staff, coaches, and student athletes, the program needs to return to the former levels of staffing to provide an exemplary level of service to administration, faculty/staff, and students.	We added a Clerical III employee, however, still desire to return the program to former levels of staffing.

**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 #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.	To enhance performance, safety, and community engagement while meeting the space need for a growing department, advance planning for a new, student-centered classroom/gymnasium/athletic complex.	1. Secure funding with the support of the Administration. 2. Gather input from students, coaches, and staff to identify current facility limitations and future program needs. 3. Create conceptual layouts from various architects and form a planning committee. 4. Create a project timeline, secure approvals, and initiate the design phase.	1. Funding sources are identified with support from the Administration. 2. Architectural and engineering plans are ready for design and construction phases, with all required approvals and permits in place. 3. A plan and timeline are in place to move forward.

#2	ILO 2. Creative, Critical, and Analytical Thinking			Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Continue to enrich a future-focused, agile, and innovative kinesiology program by integrating advanced software and technology solutions that enhance teaching, learning, and student engagement. Proactively adopt emerging digital tools and data-driven approaches to improve curriculum delivery, support student success, and prepare students for evolving careers in health and movement sciences.	<p>Assess Current Technology and Software Needs: Conduct a thorough inventory of existing technological tools and software used in the department. Gather input from faculty, staff, and students on gaps and needs related to technology in instruction and student support.</p> <p>Research Emerging Technologies: Stay informed about the latest advancements in kinesiology-related software, virtual labs, fitness tracking, biomechanics analysis tools, and online learning platforms. Explore options for adaptive learning software, simulation tools, and data analytics that align with kinesiology curricula.</p> <p>Develop a Technology Integration Plan: Create a roadmap prioritizing the adoption of key technologies that improve learning outcomes and operational efficiency. Set timelines, resource requirements, and measurable objectives for implementation.</p> <p>Provide Faculty and Staff Training: Organize workshops, webinars, and ongoing professional development to ensure faculty and staff are proficient in new technologies. Encourage sharing of best practices and</p>	<p>1. Academic and Program Outcomes: New Curriculum Implementation: Introduction of new or updated courses reflecting emerging trends (e.g., technology in human performance, wellness analytics). Student Enrollment Growth: Increase in applications and retention due to modernized, relevant programs. Recognition: Positive external reviews or awards highlighting innovation in kinesiology education.</p> <p>2. Innovation and Research: Faculty Innovation Metrics: Number of faculty using new teaching methods or publishing research on innovative topics.</p> <p>3. Technology Adoption: Integration of New Tools: Adoption of digital learning platforms, wearable data analytics, etc. Faculty and Student Proficiency: Evidence (via surveys or performance assessments) of comfort and skill the use of emerging technologies.</p> <p>4. Student Engagement: Student Outcomes: Improved student satisfaction, career placement rates, and alumni engagement. Showcased Innovations: Student success featured in the community and/or public forums.</p>
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						<p>collaboration on innovative teaching methods involving technology.</p> <p>Enhance Student Access and Engagement: Ensure students have access to necessary hardware, software, and technical support. Integrate technology tools that promote interactive learning, such as virtual labs, apps for biomechanics or exercise tracking, and online collaboration platforms.</p> <p>Monitor and Adapt Continuously: Regularly review technology integration outcomes, student success metrics, and faculty feedback. Stay agile by updating the technology plan to respond to new innovations and changing student needs.</p>	<p>5. Departmental Culture and Agility: Strategic Plan Execution: Regular progress on milestones outlined in a departmental innovation plan. Responsiveness to Change: Demonstrated ability to adjust curriculum or research focus in response to new trends. Faculty Development: High participation in training, workshops, and/or conferences focused on future-oriented practices.</p>
#3	ILO 2. Creative, Critical, and Analytical Thinking			Goal #3 Resources: Increase student awareness about campus resources.	Commitment to have faculty continue SLO reporting at 100 percent. Creative, Critical, and Analytical. Increase student awareness about campus resources. strengthening institutional effective measures and practices.	<p>Have faculty continue SLO reporting at 100 percent. Creative, Critical, and Analytical. Increase student awareness about campus resources. strengthening institutional effectiveness measures and practices. Continue to work on the SLO reporting at 100 percent. SLOs. Faculty completing CIPs.</p> <p>Have faculty continue to build CIP as well as develop course improvement plans. Thinking of improving SLO reporting in all the Kinesiology classes. This will allow Kinesiology instructors to continue</p>	SLO reporting at 100 percent. SLOs. Faculty completing CIPs.

							developing course improvement plans. where SLOs are not being met. 3. Have faculty continue to build CIP where SLOs are met. The plans should include ways to challenge that. This information will help us design classes that meet students' needs as we continue to grow in this field on the AVC Campus.	
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**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
Physical/Facilities	To enhance performance, safety, and community engagement while meeting the space need for a growing department, advance planning for a new, student-centered classrooms/gymnasium/athletic complex	Goal Number One	New	70,000	One-time	Joel Gunterman
Technology	To enhance performance and community engagement while meeting the needs for a growing department, advanced planning for a more impacting curriculum.	Goal Number Two	New	50,000	One-time	Joel Gunterman
Faculty	Faculty Reporting Engagement	Goal Number Three	New	5,000	Recurring	Joel Gunterman
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 for required data).**  
 Required:

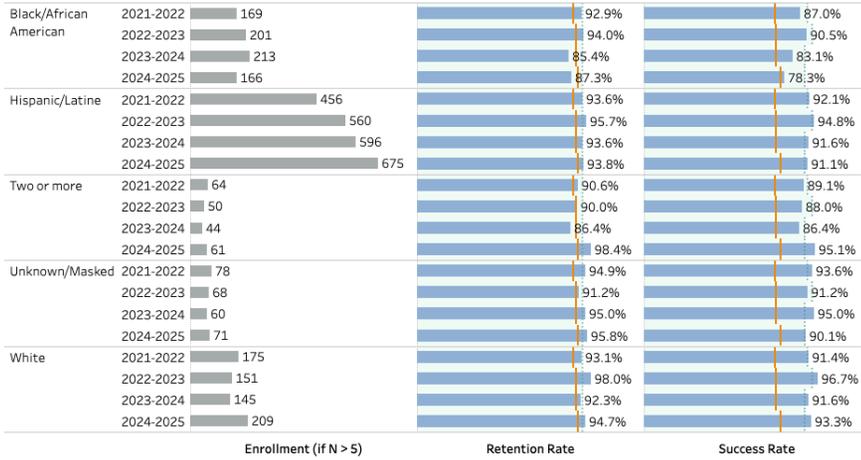
- Enrollment tab
- Equity tab

	Instructions and Definitions	Enrollment	Success & Retention	Institutional Success & Retention
<b>Overall Success and Retention</b>				
202150	526	9,753	5,212	90.6% 78.9%
202170	2,005	32,680	11,458	87.2% 70.8%
202230	1,306	29,085	10,253	87.6% 72.2%
202250	385	9,128	5,172	89.8% 77.2%
202270	1,413	35,018	12,171	88.6% 71.4%
202330	1,441	33,094	11,351	89.3% 73.5%
202350	426	10,925	5,928	91.5% 78.0%
202370	1,510	38,732	13,248	88.7% 71.4%
202430	1,511	37,004	12,476	88.7% 73.3%
202450	527	13,881	6,908	91.1% 72.1%
202470	1,635	43,951	13,960	89.9% 74.8%
202510	179	5,061	3,673	93.4% 83.4%
202530	1,607	44,078	13,552	90.4% 76.1%
	Number of Sections	Enrollment	Headcount	Retention Rate Success Rate

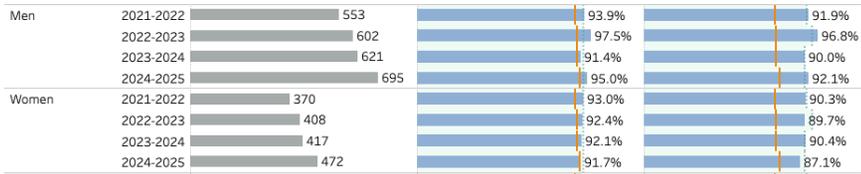
	Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention
<b>KINF: Enrollments, # of Sections, Retention and Success</b>				
2021-2022	82	942	644	93.3% 91.0%
2022-2023	87	1,030	715	95.1% 93.7%
2023-2024	74	1,058	737	91.6% 89.9%
2024-2025	109	1,182	820	93.4% 89.8%
	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate Success Rate
<b>KINF: Enrollments, Number of Sections, Retention and Success by Modality</b>				
2021-2022	In-Person 81	936	638	93.3% 90.9%
	Online 1	6	6	
2022-2023	In-Person 87	1,030	715	95.1% 93.7%
2023-2024	In-Person 74	1,058	737	91.6% 89.9%
2024-2025	In-Person 109	1,182	820	93.4% 89.8%
	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate Success Rate

	Instructions and Definitions	Enrollment	Equity	Institutional Success & Retention
<b>KINT: Enrollments, # of Sections, Retention and Success</b>				
2021-2022	18	337	298	90.8% 77.2%
2022-2023	19	412	352	95.6% 69.7%
2023-2024	19	560	470	92.5% 73.0%
2024-2025	25	564	476	93.3% 73.4%
	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate Success Rate
<b>KINT: Enrollments, Number of Sections, Retention and Success by Modality</b>				
2021-2022	In-Person 6	90	72	94.4% 85.6%
	Online 12	247	230	89.5% 74.1%
2022-2023	In-Person 6	100	75	96.0% 91.0%
	Online 13	312	279	95.5% 62.8%
2023-2024	In-Person 5	89	55	93.3% 87.6%
	Online 14	471	419	92.4% 70.3%
2024-2025	In-Person 4	37	14	91.9% 91.9%
	Online 21	527	462	93.4% 72.1%
	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate Success Rate

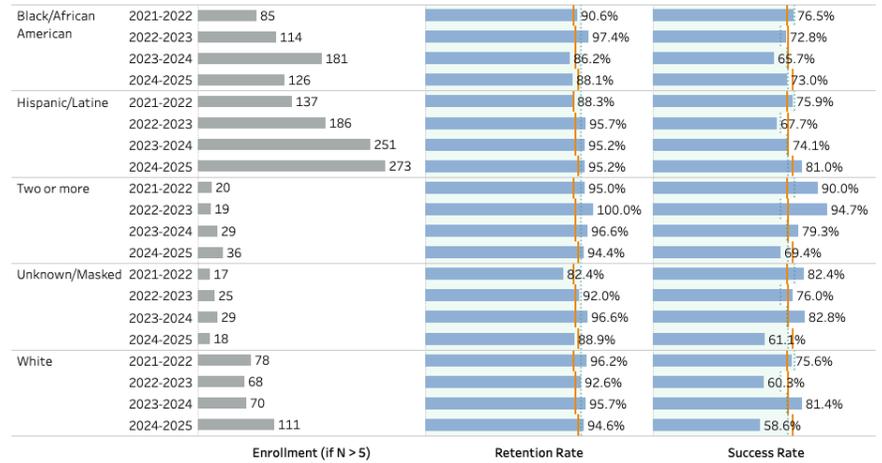
**KINF Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



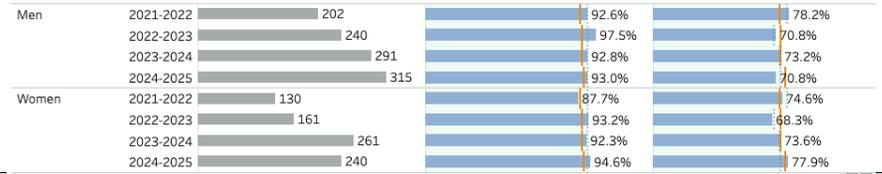
**KINF Enrollment, Retention & Success for by Gender (if greater than 5)**



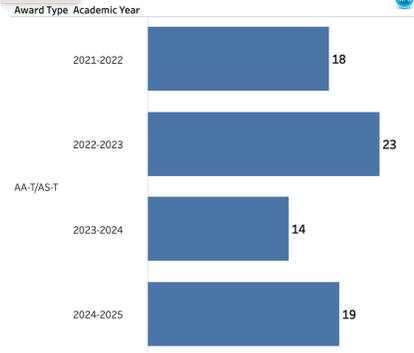
**KINT Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



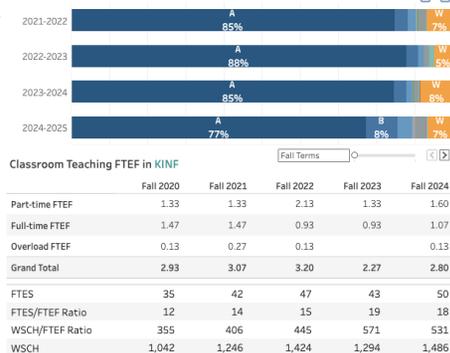
**KINT Enrollment, Retention & Success for by Gender (if greater than 5)**



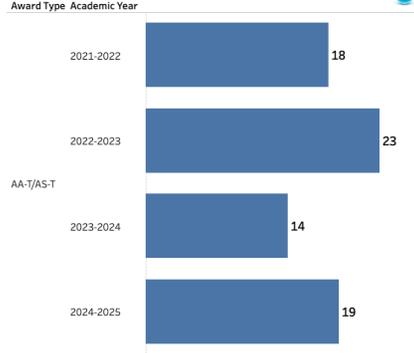
**Program Awards: AA-T Kinesiology & Kinesiology**



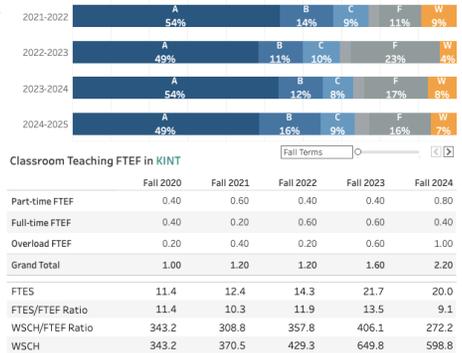
**Grade Distribution for KINF**



**Program Awards: AA-T Kinesiology & Kinesiology**



**Grade Distribution for KINT**



**Fall 2025 Program Review Report | Instructional Areas**

<b>Division/Area Name: Health &amp; Safety Sciences/ Medical Office Assistant (MOA)</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Robin Jordan</b>	
<b>Names of all participants in this review: Robin Jordan</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>(How does your program/area help the college meet its mission?) The Medical Office Assistant (MOA) program at Antelope Valley College contributes directly to the district’s mission <i>by</i> preparing students for meaningful careers in healthcare, supporting workforce development, and meeting the needs of the community. The program provides students with comprehensive training in administrative and clinical skills, equipping graduates to serve effectively in medical offices, clinics, and healthcare organizations. By creating academic excellence, hands-on learning, and professional readiness, the MOA program promotes student success, access to quality education, and lifelong learning.</p> <p>Additionally, the program aligns with the college’s mission to strengthen the economic vitality of the region. It does this by creating pathways for students to enter in-demand healthcare occupations and by supporting the local healthcare industry with a well-trained workforce. The MOA program also emphasizes diversity, equity, and inclusion by welcoming students from varied backgrounds and ensuring they gain the knowledge and confidence needed to succeed in a rapidly changing healthcare environment.</p>	

<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>
<p>Overall (Use the <i>Success &amp; Retention</i> and <i>Program Award</i> data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates for your discipline? <i>The success rate is 88.3%. The retention rate is 93.4%. Did they decrease or increase in the last year? In the last year the success rate increased by .1% and the retention rate increased by 4.3%.</i></li> <li>• What are the trends for the number of awards granted? <i>The number of awards granted is 56. There was a significant trend in the previous years, but now the trend has changed. Are the number of awards going up or down? The awards have drastically increased by 366.7%.</i></li> </ul> <p>Equity (Use the <i>Success &amp; Retention</i> data including S&amp;R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which ethnic / gender student groups complete their courses at the highest rates? <i>The ethnic group Unknown/Other completed at the highest rate of 93.3%. Women complete their courses at a higher rate of 89%.</i></li> <li>• Which ethnic / gender student groups experience the largest gaps when compared to the highest-performing group? <i>Black/African American students experience the largest gap in the ethnic area -3.9% compared to the highest performing group. The gender with the largest gap is males at -6.5% .</i></li> </ul>
<b>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>
<p><i>Consider the following questions:</i></p> <ul style="list-style-type: none"> <li>• What does your program/area do well, including capabilities and greatest accomplishments? <i>The Medical Office Assistant program has several clear strengths. High success and retention rates underscore the program’s ability to maintain student engagement, persistence, and achievement. The sharp rise in awards granted (more than tripling in one year), reflects both student motivation and the effectiveness of faculty and staff in guiding students toward program completion. Additionally, the program has demonstrated resilience and adaptability in maintaining strong outcomes across diverse student groups</i></li> </ul>

while identifying areas where equity can be further advanced. Collectively, these accomplishments position the program as a strong contributor to the college's mission of supporting student success, degree completion, and career readiness.

- What are the practices that were implemented to increase success and retention rates or program awards? Several intentional practices have contributed to the improvement in success and retention rates as well as the dramatic increase in program awards. The program has placed greater emphasis on curriculum alignment and skill development, ensuring coursework reflects industry standards so that students gain practical, job-ready skills that build both confidence and persistence. In addition, hands-on learning opportunities such as lab-based activities, simulations, and role-playing have provided engaging, applied experiences that reinforce classroom instruction and improve comprehension. Faculty have also prioritized academic support by implementing early alerts, offering one-on-one tutoring, and increasing availability during office hours to address student challenges before they become barriers to success. Furthermore, the creation of structured pathways to completion, including clearer course sequencing and improved advising, has helped students stay on track, reduced delays in program completion, and contributed to the sharp rise in awards granted. Strong faculty engagement and mentorship have further enhanced retention by fostering meaningful relationships, encouragement, and a sense of belonging. Finally, the program's focus on career preparation and certification support has motivated students to persist through program requirements by highlighting the direct connection between their academic work and future employment opportunities. These practices have created a supportive learning environment that promotes persistence, keeps students engaged, and encourages them to complete their program of study.

**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? While the program has demonstrated strong outcomes, there are areas where improvement can further support student success. First, closing equity gaps remains a priority, particularly addressing lower completion rates among Black/African American students and male students through targeted mentoring, tutoring, and outreach initiatives. Expanding academic support services, such as peer-led study groups, embedded tutoring, and supplemental instruction, could also help students who struggle with challenging coursework.
- What actions can be taken to help close equity gaps? To close existing equity gaps, the program can implement a combination of targeted academic, social, and professional support. One important step is to expand mentoring opportunities by pairing Black/African American and male students with faculty, staff, or peer mentors who can provide guidance, encouragement, and a sense of belonging. Culturally responsive teaching practices should also be strengthened, ensuring that course content and classroom interactions are inclusive, relevant, and supportive of diverse student backgrounds.

**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 Medical Office Assistant program aspires to be known for its excellence in preparing highly skilled, job-ready graduates who are equipped to meet the evolving needs of today's healthcare environments. The program seeks recognition for its commitment to student success, demonstrated through high success and retention rates, strong completion outcomes, and meaningful career pathways. Additionally, it aims to be identified as a program that promotes equity and inclusiveness, providing all students (regardless of background), with the support and opportunities needed to thrive academically and professionally.
- What is a desired future? The desired future for the Medical Office Assistant program is to continue building on its strong foundation of student success, retention, and completion while expanding opportunities for growth and innovation. It also aims to strengthen its role as a pipeline to healthcare careers, offering students expanded access to certifications, internships, and employer partnerships that lead directly to meaningful employment.

In the long term, the program seeks to be recognized as a model of excellence in workforce education, known for producing graduates who are not only technically proficient but also adaptable, compassionate, and prepared to contribute to the healthcare community.

N/A

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,  
2022 - 2032**

**Selections:**

**TOP Code(s):**

- **120800 Medical Assisting**

**Geography:** Los Angeles County

**Includes:** Los Angeles County

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
319092	<a href="#">Medical Assistants</a>	24,220	40,400
	<b>Total</b>	<b>24,220</b>	<b>40,400</b>

(1) 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.

(2) This occupation has been suppressed due to confidentiality.

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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
Promote critical thinking skills	Faculty have worked to integrate more problem-solving activities, case studies, and scenario-based learning into the curriculum to encourage students to apply knowledge rather than simply recall information.
Facilitate student engagement and opportunities to share with their peers and instructor.	We have facilitated student engagement by incorporating more collaborative activities such as group projects, peer discussions, and role-playing exercises that allow students to share ideas and experiences.
Facilitate student engagement and opportunities to share with their peers and instructor.	Instructors have also created more opportunities for open dialogue, feedback, and interactive learning, which has strengthened connections between students and faculty while enhancing overall classroom engagement.

**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	Progress has been made in ensuring students have access to necessary learning materials by providing up-to-date textbooks, handouts, and digital resources that support classroom instruction.
Combine areas of study (front and back office)	Progress has been made in combining areas of study by integrating front and back-office concepts into cohesive lessons and activities. Students are now able to apply knowledge from both areas simultaneously through hands-on projects and simulated office scenarios, which strengthens their understanding of the workflow and interrelated tasks in a medical office setting.
Gain accreditation (CAAHEP) for the program	Progress toward gaining CAAHEP accreditation has included aligning the curriculum with accreditation standards, documenting learning outcomes, and ensuring faculty qualifications meet required criteria. We have the first initial site visit on November 13 <sup>th</sup> and 14 <sup>th</sup> of this year.

**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.	Enhance Student Engagement and Participation	<p>Implement collaborative learning activities such as group projects, case studies, and peer discussions.</p> <p>Incorporate interactive technology and digital platforms to facilitate participation both in-person and online.</p> <p>Provide regular opportunities for students to give feedback and reflect on their learning experiences.</p>	Increased student participation in class activities, higher attendance rates, and positive feedback from student surveys indicating active engagement and satisfaction with learning experiences.

#2	ILO 4. Career and Specialized Knowledge				Goal #3 Resources: Increase student awareness about campus resources.	Empower Students Through Campus Resource Awareness	<p>Increase Communication and Visibility: Use email, social media, bulletin boards, and the learning management system to regularly share information about campus resources.</p> <p>Integrate Resource Information into Courses: Include discussions or assignments that require students to engage with campus services, such as tutoring, counseling, or career services.</p> <p>Offer One-on-One Guidance: Encourage faculty and staff to provide individualized support and referrals to appropriate campus resources.</p>	Increased student utilization of campus resources, higher attendance at workshops and support services, positive feedback from student surveys indicating awareness and satisfaction, and improved academic performance and retention as a result of effectively using available resources.
#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
Technology	Purchase updated software (EHR), simulation programs, and digital learning platforms to enhance hands-on learning, critical thinking exercises, and career readiness activities.	Preparing medical assistants who are competent in cognitive and affective learning domains to enter the profession	New	\$40,000	One-time	Robin Jordan
Professional development	Allocate funding for peer tutoring programs, faculty-led mentoring, and supplemental instruction sessions to support student success and close equity gaps.	Preparing medical assistants who are competent in cognitive and affective learning domains to enter the profession	New	\$5,000	Recurring	Robin Jordan
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.	

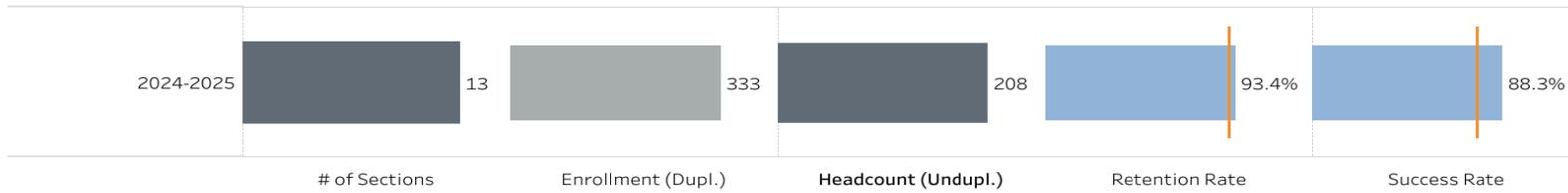
**Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).**

Required:

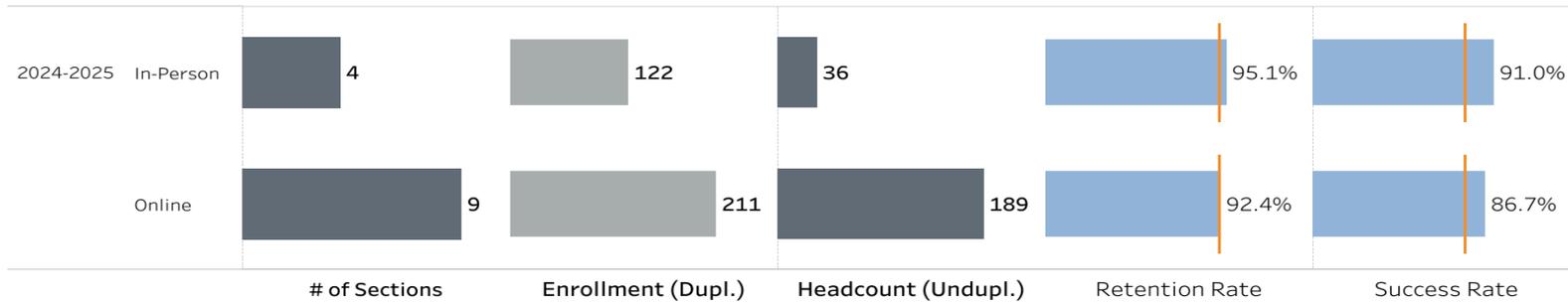
- Enrollment tab

Instructions and Definitions | **Enrollment** | Equity | Institutional Success & Retention

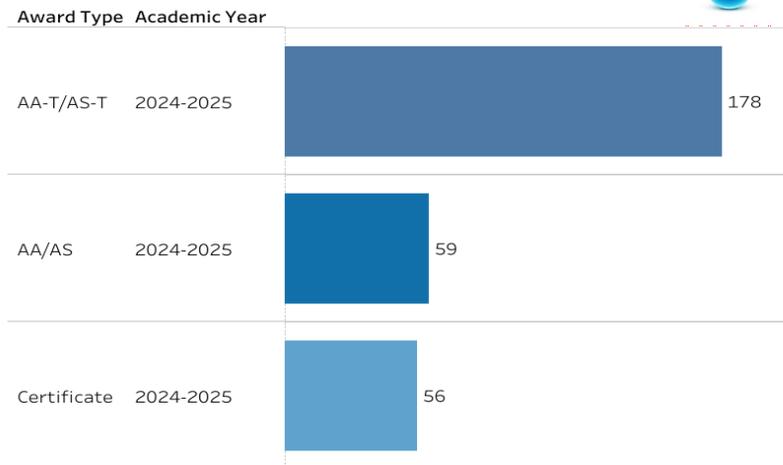
MOA : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are | )



MOA: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: [AS-T Business Admin 2.0](#), [AS-T Business Administration](#), [General Business and 5 more](#)



Grade Distribution for MOA



Classroom Teaching FTEF in MOA

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	0.40			0.63	1.00
Part-time FTEF	1.40	1.40	1.00	0.60	0.40
Overload FTEF			0.31		
Grand Total	1.80	1.40	1.31	1.23	1.40



Click for Fill Rates

Click for FTES



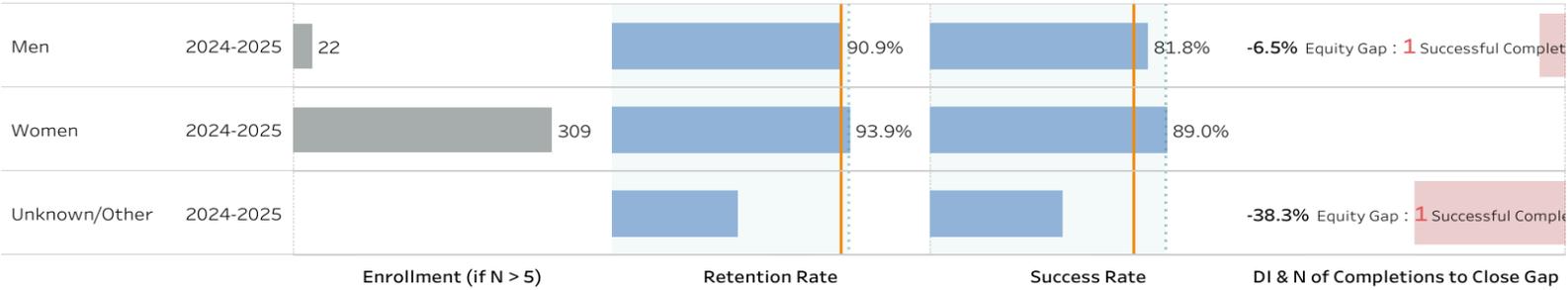
- Equity tab

AVC Total Retention and Success are shown in vertical | MOA Success Rate is Green |  
 When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

MOA Enrollment, Retention & Success for by Ethnicity (hover over the lines to see by Gender)



MOA Enrollment, Retention & Success for by Gender (if greater than 5)



Guiding Questions for Reviewing DI Data:

- What patterns or trends in the DI data suggest inequities among different student groups?
- What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: HSS/Nutrition and Foods	For Planning Years: 2026-2027
Name of person leading this review: Ann Volk	
Names of all participants in this review: Rona Brynin	
<b>Part 1. Program Overview: Briefly describe how the program contributes to the district <a href="#">mission</a></b>	
Nutrition and Food courses provide health and wellness education that assists students in preparing for the workforce, personal development, and community service.	

<b>Part 2A: Analyze the <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>• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</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?</li> <li>• 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 <i>Strengths and Accomplishments</i> section.</li> </ul>
<b>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>
The 2024-25 data show the average retention rate was 88.67%. 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 2024-2025, enrollment was 969, as compared to 2023-24 enrollment was 904 resulting in 7% growth. Enrollment in both in-person and online enrollment increased. Success rates have increased from 62.5 % to 67.7% in this current review period compared to last year. Black/African American continue to have the lowest rate, while White the highest.
<b>Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>
To accurately assess success, it may be that faculty will need to provide rates for each class. As noted in previous Program Reviews, all Nutrition and Food classes are lumped into the data. Classes taught include NF 100, 102, 103, 110 and 150. These are distinctly different classes requiring different skill sets. For example, NF 103 is mainly a food preparation lab class, while NF 100 requires science knowledge. By breaking it down by class type, faculty may be better able to focus on ways to improve student success. Due to many faculty teaching online, meeting on a regular basis may also help identify successes and challenges. The Nutrition and Disease Certificate Program is being developed as well as a new course Introduction to Human Nutrition (NF 165). The goal for NF 165 is to meet the Cal-GETC area 5B

requirement. Offering two different nutrition courses, where one is designed for the non-science major and the other to meet the Cal-GETC science area may also increase student success.

•

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

Aspirations include developing a Nutrition and Disease Certificate Program and creating a new course to be approved by Cal-GETC for Area 5B. This may help increase both retention and success rates since there will be two different Nutrition courses, one designed for the non-science major and the other for the science major.

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

X 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,  
2022 - 2032**

**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)	2022 Employment	Annual Job Openings <sup>1</sup>
352012	<a href="#">Cooks, Institution and Cafeteria</a>	5,620	9,780
291031	<a href="#">Dietitians and Nutritionists</a>	3,100	2,790
351012	<a href="#">First-Line Supervisors/Managers of Food Preparation and Serving Workers</a>	28,740	49,950
513092	<a href="#">Food Batchmakers</a>	3,610	5,880
119051	<a href="#">Food Service Managers</a>	15,720	20,020
	<b>Total</b>	56,790	88,420

Table Generated on 10/20/2025 9:01:34 AM

<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**

See below-

Past Course Improvement Plans	Progress Made
Increasing student success	Rates did increase
Maintain retention rates	Continuing to be above AVC standards

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

See below

Past Goal	Progress Made
Develop AS-T Nutrition	Approval 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 success rates	Revise assignments, develop a new course to offer a Nutrition course for non-science majors	Success rates will have increased from previous year – goal of 70%
#2	Choose ILO				Choose an item.			
#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
Choose an item.	No resource request at this time		Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

**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:

NF: Enrollments, # of Sections, Retention and Success ↑

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	38	739	703	87.8%	66.8%
2022-2023	30	776	726	88.7%	61.9%
2023-2024	32	904	860	89.7%	62.5%
2024-2025	30	969	899	88.6%	67.7%

NF: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2021-2022	In-Person	15	198	180	89.4%	66.2%
	Online	23	541	527	87.2%	67.1%
2022-2023	In-Person	14	269	237	86.3%	60.5%
	Online	16	507	491	89.9%	62.7%
2023-2024	In-Person	14	302	283	84.4%	58.6%
	Online	18	602	585	92.4%	64.5%
2024-2025	In-Person	11	320	280	81.6%	59.1%
	Online	19	649	630	92.1%	72.0%

Program Awards: AA-T English, English - Non Transfer, English - Transfer INFO

Award Type	Academic Year	Count
AA-T/AS-T	2021-2022	37
	2022-2023	35
	2023-2024	21
	2024-2025	22

Grade Distribution for NF 🔍

Academic Year	A	B	C	D	F	W
2021-2022	30%	24%	13%	7%	14%	12%
2022-2023	26%	20%	16%	7%	20%	11%
2023-2024	28%	21%	14%	8%	19%	10%
2024-2025	33%	20%	15%	7%	14%	11%

Classroom Teaching FTEF in NF Fall Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	0.27	0.47	0.27	0.27	0.30
Full-time FTEF	2.00	2.00	2.00	1.80	2.00
Overload FTEF	0.40	0.60	0.40	1.00	0.80
<b>Grand Total</b>	<b>2.67</b>	<b>3.07</b>	<b>2.67</b>	<b>3.07</b>	<b>3.10</b>
FTES	36	32	32	41	40
FTES/FTEF Ratio	13	11	12	13	13
WSCH/FTEF Ratio	401	316	365	404	391
WSCH	1,070	969	974	1,239	1,212

- Other supporting data/information



[Click for Fill Rates](#)

[Click for FTES](#)



AVC Total Retention and Success are shown in vertical | NF Success Rate is Green |

When the success rate for a subgroup is at least 3 percentage points lower than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the PPG methodology. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender. To estimate the number of additional successful completers needed to close the equity gap, multiply the subgroup enrollment by the size of the DI gap (i.e., the difference between the average rate and the subgroup rate).

NF Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

Race/Ethnicity	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2021-2022	124	80.6%	42.7%	-24.1% Equity Gap   30 Successful Completion
	2022-2023	158	84.8%	46.2%	
	2023-2024	209	82.3%	43.5%	
	2024-2025	182	78.0%	51.1%	
Hispanic/Latine	2021-2022	391	88.5%	70.3%	
	2022-2023	451	89.3%	66.1%	
	2023-2024	522	91.2%	67.8%	
	2024-2025	597	90.8%	70.9%	
Two or more	2021-2022	41	80.5%	51.2%	-15.6% Equity Gap   6 Successful Completion
	2022-2023	32	93.3%	63.3%	
	2023-2024	38	92.1%	68.4%	
	2024-2025	33	81.8%	57.6%	
Unknown/Masked	2021-2022	59	91.5%	76.3%	
	2022-2023	43	88.4%	65.1%	
	2023-2024	46	91.3%	78.3%	
	2024-2025	50	100.0%	84.0%	
White	2021-2022	124	93.5%	80.6%	
	2022-2023	92	91.1%	66.7%	
	2023-2024	89	96.6%	65.2%	
	2024-2025	107	91.6%	73.8%	

Enrollment (if N > 5)

Retention Rate

Success Rate

DI & N of Completions to Close Gap

NF Enrollment, Retention & Success for by Gender (if greater than 5)

Gender	Year	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2021-2022	203	87.7%	63.5%	-3.9% Equity Gap : 8 Successful Completion
	2022-2023	198	86.9%	58.1%	
	2023-2024	240	89.6%	62.1%	
	2024-2025	212	88.2%	67.5%	
Women	2021-2022	528	87.7%	67.6%	
	2022-2023	564	89.5%	63.6%	
	2023-2024	659	89.7%	62.4%	
	2024-2025	751	88.7%	67.6%	
Unknown/Masked	2021-2022	8			-11.9% Equity Gap : 2 Successful Completion
	2022-2023	14	83.3%	50.0%	
	2023-2024				
	2024-2025	6			

Enrollment (if N > 5)

Retention Rate

Success Rate

DI & N of Completions to Close Gap



## Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name: HSS/Nursing (NS)</b>	<b>For Planning Years: 2026-2027</b>
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<b>Name of person leading this review: Marissa Latuno</b>
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<b>Names of all participants in this review: Peachie Kilayko</b>
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<b>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>
---

<h3>Overall Analysis</h3> <p><b>Success and Retention Rates:</b></p> <ul style="list-style-type: none"><li>• <b>Success:</b> 88.8% (up from 86.8% in 2023-2024)</li><li>• <b>Retention:</b> 96.2% (slightly down from 96.3% in 2023-2024)</li></ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"><li>• Success rates (above the AVC average) increased by 2%, reflecting ongoing effectiveness of teaching strategies, NCLEX preparation, and student support services.</li><li>• Retention remained high and stable and above the AVC average, indicating students are continuing in the program through the academic year despite rigorous coursework.</li></ul> <p><b>Trends in Awards Granted:</b></p> <ul style="list-style-type: none"><li>• Number of awards decreased from 68 (2023-2024) to 57 (2024-2025).</li><li>• While S&amp;R remains high, fewer awards may reflect smaller cohort sizes, increased rigor, or delayed completions.</li></ul>
---

Metric	2023-2024	2024-2025	Trend/Analysis
Success Rate	86.8%	88.8%	↑ Increased by 2% – overall strong student achievement
Retention Rate	96.3%	96.2%	↔ Stable, slightly decreased by 0.1%
Awards Granted	68	57	↓ Decrease – may reflect cohort size or delayed completions
NCLEX Pass Rate	>90%	>90%	↔ Consistently strong, above state/national benchmarks

## Equity Analysis

### Highest-Performing Ethnic/Gender Groups (2024-2025):

- **Success Rates from highest to lowest performing:** 1) 2 or more ethnicities, 2) unknown/masked, 3) Black/African American, 4) White, 5) Hispanic
- **Retention Rates from highest to lowest:** 1) 2 or more ethnicities, 2) unknown/masked, 3) White, 4) Hispanic, 5) Black/African American

### Largest Gaps Compared to Highest-Performing Group:

- **Success Gaps:** specifically:
  - Black/African American women: -3.5%
  - Hispanic women: -3.4%
- **Retention Gaps:** White men: -3.6%

### Trends Across Review Period:

- Equity gaps have expanded compared to 2023-2024, where only Black/African American women were noted (-11.5% success gap).
- The program continues to demonstrate strong overall S&R rates, but focused interventions are needed for men and women in specific ethnic groups.

### Reflection on Strategies Working:

- Strategies such as NCLEX preparation support, hands-on skills lab, faculty office hours, collaborative assignments, simulation labs, and community engagement are maintaining high S&R rates overall.
- Equity-focused interventions (e.g., mentoring, embedded tutors, Umoja practices) will need reinforcement and expansion to address emerging gaps.

	-
	-
	-
	-

**Note:** Equity gaps have expanded compared to 2023-2024, highlighting the need for targeted interventions.

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

### Strengths and Accomplishments

1. **NCLEX Passing Rates:** The program continues to achieve a NCLEX pass rate above 90% (average of 96% from 2023-2025), demonstrating strong student preparedness and program effectiveness. This consistently high rate is a hallmark of the program’s success in preparing competent, safe, entry-level nurses.
2. **Success and Retention:** Overall success rate increased to 88.8% from 86.8% in the prior year, and retention remained high at 96.2%, reflecting effective curriculum design, faculty engagement, and student support systems.
3. **Simulation and Skills Lab Excellence:** The program maintains six-day-per-week open lab hours with individualized instructor support, enhancing practical skills development, critical thinking and clinical judgment. Also, the skills lab staff offer remediation for students who require more practice with nursing skills
4. **Community Engagement:** Students actively participate in community health initiatives, such as flu clinics at AVMC and PRMC, which strengthen clinical exposure and foster a sense of professional responsibility. Longstanding collaborations with Kaiser Permanente and AVUHSD for high-fidelity patient simulations provide students with realistic, hands-on experiences that reinforce critical thinking and clinical decision-making.
5. **Student-Centered Instruction:** Innovative teaching strategies, including flipped classrooms, case studies, collaborative assignments, multimedia resources, and interactive lectures, enhance engagement and critical thinking. Tools like ATI, Kaplan, Davis Advantage, and case studies provide robust NCLEX preparation and reinforce clinical judgment skills.
6. **Personalized Support:** Faculty provide individualized support through office hours, directed study, concept mapping, and NCLEX style case studies, which support diverse learning styles and foster student success.

### Practices Implemented to Increase Success, Retention, or Program Awards:

1. Weekly Clinical Judgment and NGN-style case studies to develop critical thinking aligned with NCLEX NextGen.
2. High-fidelity simulation labs replicating real-life clinical scenarios for active learning and decision-making practice.
3. Individualized skill practice in the skills lab with faculty supervision.
4. Collaborative and interactive learning strategies, including group case studies, flipped classroom activities, and critical thinking exercises.

5. Integration of NCLEX preparation tools (ATI, Kaplan, Davis) with weekly practice questions and concept mapping to support higher-level analysis and test readiness.
6. Community-based experiential learning to reinforce clinical application and professional development.

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

**Areas to Improve Student Success:**

1. Critical Thinking / Kaplan Exit Exam (SLO#1): While SLO#2 and SLO#3 consistently meet benchmarks, SLO#1 requires targeted interventions to improve critical thinking and clinical decision-making for all patient populations.
2. Incorporate Kaplan into regular curriculum.
3. Early Simulation Exposure: Initiating high-fidelity and high-stakes simulation earlier in the program can enhance readiness for complex clinical scenarios and NCLEX-style questions.
4. Technology Integration: Expansion of interactive video tutorials, online simulations, and NGN NCLEX preparation materials will support diverse learning styles and reinforce difficult concepts.
5. Reflective and Analytical Learning: Encourage students to consistently utilize online practice exams, group study discussions, and concept mapping to deepen comprehension and retention of course material.

**Actions to Close Equity Gaps:**

1. Targeted Support for Underrepresented Students: Equity funds can be used for embedded tutors specifically supporting Black/African American and Hispanic students.
2. Mentorship and Community Programs: Increased referrals to Umoja Community programs, including mentorship, counseling, culturally relevant pedagogy, and dedicated study spaces.
3. Monitoring & Early Intervention: Implement progress monitoring and early alert systems for students with lower S&R performance, offering personalized academic plans and support.
4. Culturally Responsive Practices: Maintain and expand culturally relevant teaching practices, including equity-centered group activities, case studies, and discussion forums that reflect students' lived experiences.
5. Collaborate with the Department of Equity and Student Success staff for assistance for targeted groups

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

**Program Identity – What We Want to Be Known For:**

- Recognized for excellence in NCLEX preparation, clinical judgment development, and culturally responsive nursing education.
- A program where all students, regardless of ethnicity or gender, achieve high success, retention, and NCLEX readiness.

- Leadership in simulation-based education, community engagement, and experiential learning.

**Desired Future:**

- Elimination of equity gaps across all ethnic and gender groups while maintaining overall high S&R rates.
- Expanded partnerships with hospitals, clinics, and community agencies for enhanced clinical rotations and simulation experiences.
- Fully integrated active learning, NGN NCLEX preparation, and high-fidelity simulations across the curriculum to prepare graduates for complex healthcare environments.
- Graduates recognized as highly competent, critical-thinking nurses who are ready to meet the demands of modern, diverse healthcare settings.

**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.)

- Develop and improve Patient communication and education
- Develop and improve critical thinking skills and clinical judgment

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

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	2022 - 2032	96,620	109,080	12,460	11.4	67,770

**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 engaging students with NCLEX-style questions during both theory and clinical rotations. Encourage students to	Achieved. April 1, 2025-June 30, 2025 – 100%

utilize the instructor's office hours to review NCLEX-related questions and exams, providing rationales for answers to hone their critical thinking skills and their understanding of theoretical concepts.	July 1, 2025-September 30, 2025 - 95.45%
Maximize the effective use of the available resources (Kaplan, ATI, CJE)	Achieved. Most of the faculty attended educational conferences to prepare students for the Next Gen NCLEX. In addition, these conferences offered teaching strategies that can help students succeed throughout the nursing program. ExamSoft's exam format has helped students become familiar with the types of questions they may encounter on their NCLEX exam. The Clinical Worksheet and Mini Care Plan has been modified to ensure that students utilize their critical thinking and clinical judgment when creating a patient plan of care. Most faculty members are integrating questions from Kaplan, Davis and ATI resources to strengthen students' theoretical knowledge foundation.
Reduce attrition to 5%	<p>Not achieved.</p> <p>Although S&amp;R rates are at 88.8% and 96.2%, respectively, overall attrition rates are at 10.1%. Nevertheless, the overall attrition rate of 10.1% from Fall 2024–Spring 2025 reflects strong program stability and effective retention strategies, aligning favorably with statewide ADN program averages (typically ranging from 15–25%).</p> <ul style="list-style-type: none"> <li>• Early-semester courses (NS 101 and NS 103) accounted for the majority of attrition losses, consistent with national trends showing first-year adjustment challenges.</li> <li>• Middle and advanced courses (NS 201–NS 205) maintained attrition rates below 10%, demonstrating effective student progression and faculty support.</li> <li>• The LVN–RN Bridge course showed significant improvement year-over-year, reducing attrition from 45% to 16.7%, which positively impacted the overall program average.</li> </ul> <p>We will continue to monitor attrition rates for each course to identify which courses require additional support.</p>

**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 rate in the nursing program and in the NCLEX board exams.	<ul style="list-style-type: none"> <li>• The S&amp;R rates are higher than the AVC rates, except for:</li> </ul>

	<ol style="list-style-type: none"> <li>1. Black/African American students, particularly the female students with success rates -3.5%, and</li> <li>2. Hispanic women, -3.4%</li> </ol> <ul style="list-style-type: none"> <li>• NCLEX pass rates are as follows: April 1, 2025-June 30, 2025 – 100%; July 1, 2025-September 30, 2025 - 95.45%.</li> <li>• Students are encouraged to use Kaplan, ATI, and Davis online resources for practicing Next Gen NCLEX and case study questions.</li> <li>• The nursing skills lab is open Monday to Saturday, providing students with the necessary guidance and the supplies needed to practice competency skills. 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 are unsatisfactory.</li> </ul>
Maintain BRN approval	The continuing approval visit was conducted on 10/6/2025. The BRN identified three areas needing improvement (i.e. updating the curriculum and textbooks, creating and written master plan for implementing the TPE and subsequently educating the faculty on the total program evaluation (TPE) and giving more release time to the assistant program director (APD). The program director has implemented measures to address these issues: 1. The faculty will review the curriculum in 2025-2026 calendar year as well as update the textbooks to the latest edition, 2. The program director has written out a detailed plan for the TPE to be included in the Spring 2026 Faculty Handbook and will be orienting the faculty on the TPE every faculty meeting. The TPE will be reviewed bi-annually by the faculty during the Program Review meetings every semester, and 3. The duties of the APD will be re-distributed by using more adjunct clinical instructors, and a request for a full-time skills lab RN. It is noted that we have a new program chair as of July 2025, which was the APD’s responsibility for the last 3 years. Thus, this opens up the APD’s time to help the PD administer the program.
Create a supportive, accessible learning environment in the nursing skills lab that enables students to enhance their proficiency in essential nursing skills.	The skills lab is open six days a week, with instructors available to address students' needs related to the skills they need to practice. Students are provided with the necessary supplies and equipment for practicing these essential skills.
Establish and maintain a safe and effective learning environment.	No injuries were reported in either the hospital or the skills lab environment.
Continue to use technology as a learning tool in the classroom. The use of computerized testing should be implemented to improve test-taking skills and prepare students for the board exam (NCLEX) by familiarizing them with Next Generation NCLEX (NGN) questions.	Continued use of technology by faculty through: <ul style="list-style-type: none"> <li>• Utilizing ATI practice exams that include Next Generation NCLEX (NGN) questions to prepare for the NCLEX board exam.</li> <li>• Utilize Kaplan NGN practice and integrated exams to prepare for the NCEX board exam.</li> </ul>

- Clinical Judgment simulations that include evolving case studies, NGN

focus on core nursing courses in the spring and fall semesters..

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.	Reduction of attrition rate to 5%.	<ul style="list-style-type: none"> <li>• Encourage students to utilize instructors' office hours to review exams, develop critical thinking, and deepen understanding of course topics and concepts.</li> <li>• As to equity gaps, refer Black/African American and Hispanic students to tutors at the college's Learning Center as part of their educational support.</li> <li>• Providing faculty with the opportunity to attend professional development</li> </ul>	1. Attrition rate is 5% or less.

						<p>seminars or conferences on teaching strategies.</p> <p>Planned Actions for Improvement to address attrition specifically:</p> <ul style="list-style-type: none"> <li>• Early Intervention: Implement predictive analytics in NS 101 to identify at-risk students by week 3 for tutoring or counseling referrals.</li> <li>• Curriculum Support: Strengthen concept mastery in Fundamentals and Med-Surg I through ATI adaptive quizzing and simulation reinforcement.</li> <li>• Faculty Development: Conduct professional development on active learning and test item writing to align assessments with NCLEX NextGen standards.</li> <li>• Student Support: Expand peer mentoring and retention workshops focusing</li> </ul>	
--	--	--	--	--	--	---	--

							<p>on study skills, time management, and resilience.</p> <ul style="list-style-type: none"> <li>• <b>Bridge Program Orientation:</b> Continue enhanced LVN–RN transition support with academic boot camps and mentorship pairings.</li> </ul>	
#2	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Improve the career opportunities available to graduates while promoting the ability to transfer academic credits and encouraging mobility within academic programs.	<ul style="list-style-type: none"> <li>• Prepare for the ACEN accreditation visit in Spring 2027.</li> <li>• Note: The nursing program achieved candidacy status last June 2025</li> </ul>	Achieve ACEN accreditation by Spring 2027
#3	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	<p>Increase the number of admissions every year (i.e. enrollment increase) in the RN program from 102 to 122 students.</p> <p>Currently: 40 generic students every Spring and Fall semester 22 LVN-RN students every summer</p>	<ul style="list-style-type: none"> <li>• Apply for approval for the proposed increase in enrollment from the BRN.</li> <li>• Seek additional clinical placement at existing clinical facilities.</li> <li>• Hire more clinical adjuncts to support the increased clinical groups especially in the areas of OB, Pediatrics, Mental Health and ICU</li> </ul>	BRN Approval for the enrollment increase for up to 20 additional students starting Fall 2026 and following.
#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)

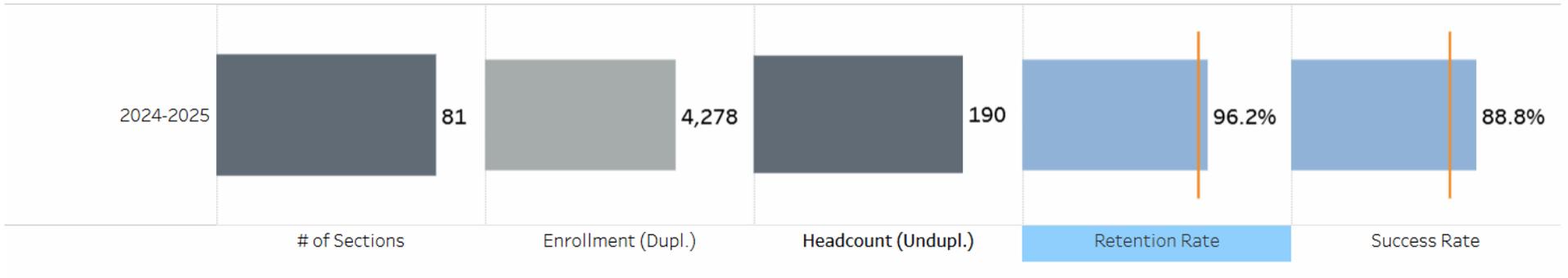
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Hire more clinical adjunct instructors for the following nursing specialty classes: ICU, OB, and Pediatrics, Mental Health  Temporary Full time Skills Lab RN	Goal #5 Education: Expansion of offerings and effective course scheduling.  Goal #6 Success: Boost success rates by prioritizing the student experience	New	Variable	Recurring	Marissa Latuno Debra Dickinson Peachie Kilayko
Technology	Online resources: ATI - \$50,000/cohort Kahoot - \$2,000 Examsoft - \$55,000 (with CJE)	Goal #5 Education: Expansion of offerings and effective course scheduling.  Goal #6 Success: Boost success rates by prioritizing the student experience.	Repeat	\$107,000	Recurring	Marissa Latuno Debra Dickinson
Supplies	4 beds 2 med carts 6 manikins 6 IV pumps Linens - recurring Basic supplies - recurring	Goal #5 Education: Expansion of offerings and effective course scheduling.  Goal #6 Success: Boost success rates by prioritizing the student experience	New	\$100,000	One-time	Marissa Latuno Debra Dickinson
Professional development	Continuing education for full time faculty	Goal #6 Success: Boost success rates by prioritizing the student experience.	Repeat	Variable	Recurring	Marissa Latuno
Choose an item.			Choose an item.		Choose an item.	

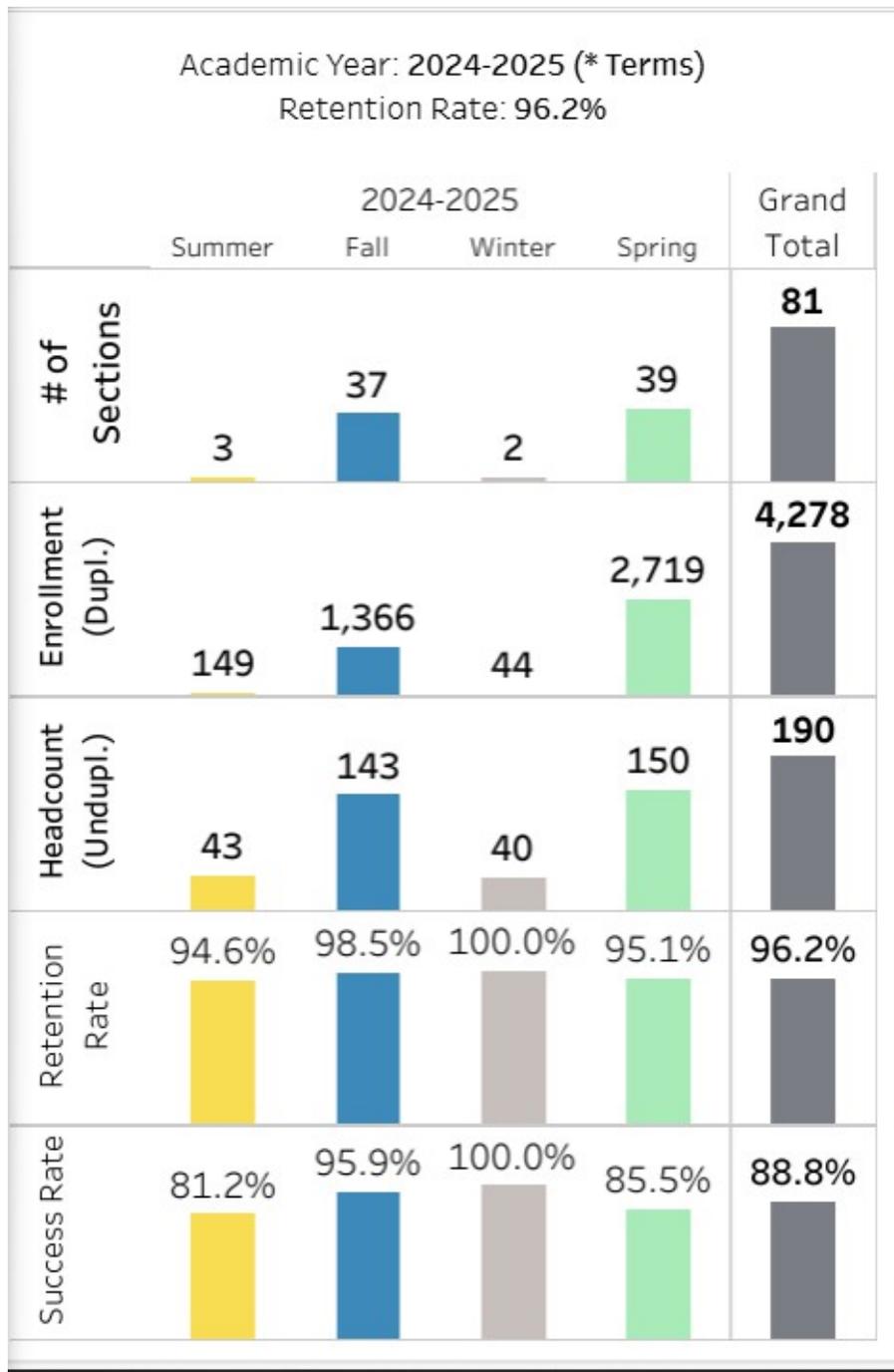
Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).

Required:

- Enrollment tab
- Equity tab

NS : Enrollments, # of Sections, Retention and Success

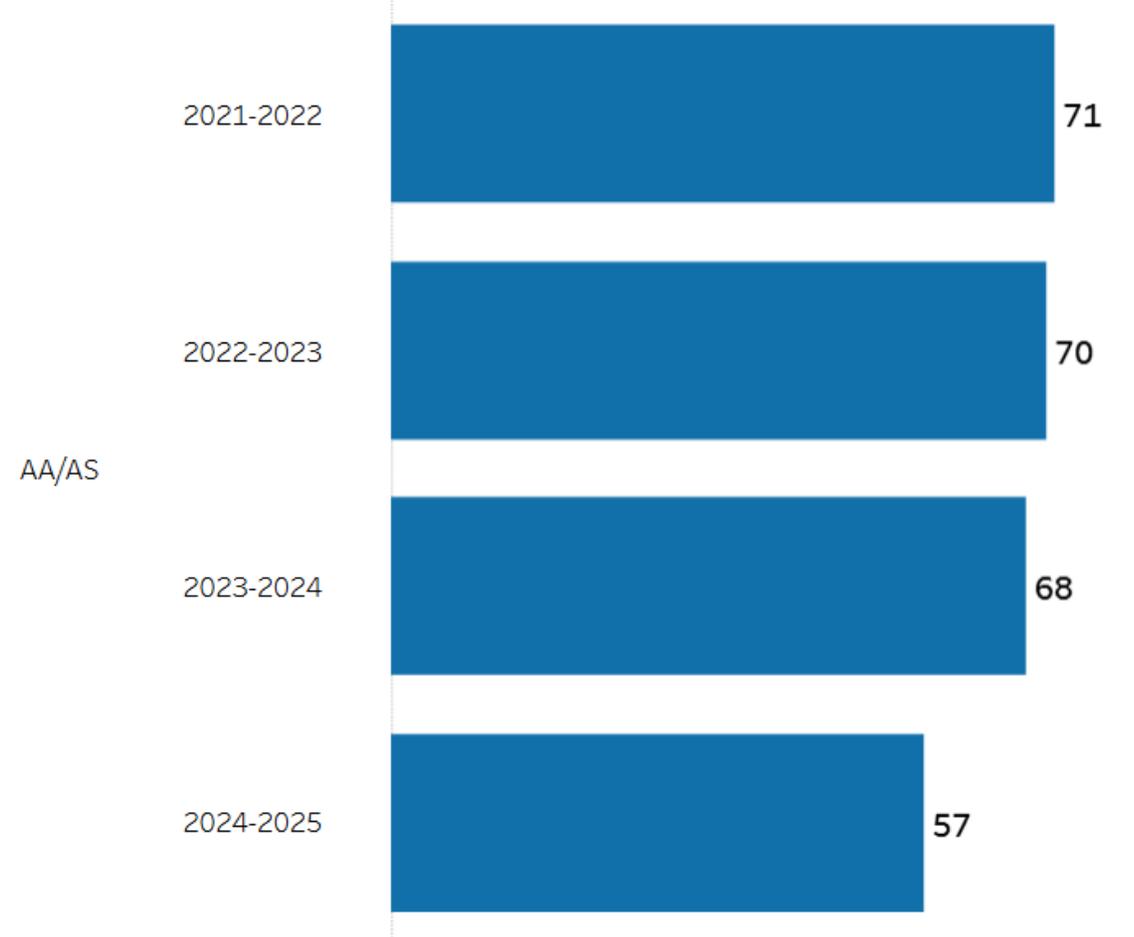




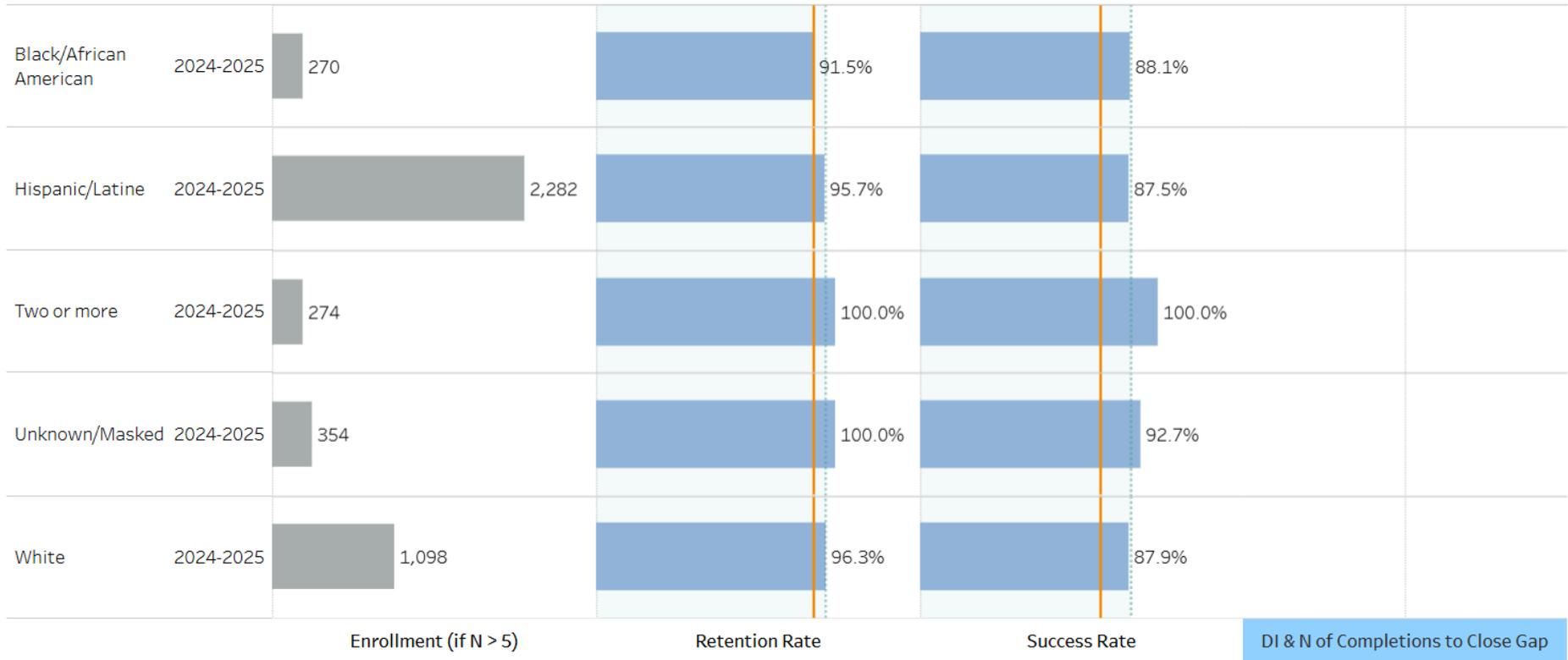
Program Awards: Registered Nursing



Award Type Academic Year



NS Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)



Academic Year: 2024-2025  
**Black/African American 270 Enrollment**  
 Retention Rate: 91.5% vs. 90.4% Annual AVC Total vs. 96.2% NS

	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Clos..
Black/ African A..				
Men	51	100.0%	100.0%	
Women	219	89.5%	85.4%	-3.5% Equity Gap : 8 Successful Co

Academic Year: 2024-2025  
**Hispanic/Latine 2,282 Enrollment**  
 Retention Rate: 95.7% vs. 90.4% Annual AVC Total vs. 96.2% NS

	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Clos..
Hispanic/ Latine				
Men	483	99.2%	94.8%	
Women	1,799	94.7%	85.5%	-3.4% Equity Gap : 60 Successful C

Academic Year: 2024-2025  
**White 1,098 Enrollment**  
 Retention Rate: 96.3% vs. 90.4% Annual AVC Total vs. 96.2% NS

	Enrollment	Retention Rate	Success Rate	DI & N of Completions to Clos..
White				
Men	345	91.9%	85.2%	-3.6% Equity Gap : 13 Successful C
Women	716	98.2%	88.5%	

NS Enrollment, Retention & Success for by Gender (if greater than 5)



Academic Year: 2024-2025  
 Men: 1,009 Enrollments  
 Retention Rate: 96.8% vs. 90.4% Annual AVC Total vs. 96.2% NS

Academic Year: 2024-2025  
 Women: 3,190 Enrollments  
 Retention Rate: 95.9% vs. 90.4% Annual AVC Total vs. 96.2% NS



Fall 2025 Program Review Report | Instructional Areas

Division/Area Name: Health Science Department For Planning Years: 2026-2027

Name of person leading this review: Robert Desch

Names of all participants in this review: Robert Desch

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

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 data 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 data 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.)

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. Program surveys concerning students and employers have provided high scores in all areas and have remained high for the past 11 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 11 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 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. The program has added 3 additional clinical sites outpatient the past few years and added evening rotations options for Antelope Valley Hospital and Palmdale Regional Medical Center.

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.

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 at Kaiser this has been. The student survey continues to provide positive feedback concerning the Kaiser clinical rotations. The program has received surveys back to evaluate the 3 Antelope Valley Outpatient Centers added in 2023. The surveys are positive and show students appreciate clinical training in an out patient environment.

The Radiologic Technology program graduate and employer surveys continue to reveal 100% satisfaction in knowledge base (cognitive domain), clinical proficiency (psychomotor domain), and behavioral skills (affective domain) and graduates being well educated and trained for entry level jobs. This trend has continued for the past 11 years.

**Program Increase Enrollment Numbers:** The program has increased student enrollment from 10 to 16 per year. The program will continue to increase program compacity to reach a total program compacity of 32 students. The program has national accreditation JRCERT has a total enrollment compacity of 32 total students for the AVC program. The increase was implemented in fall 2023 and has continued for the past 3 years. The program continues to keep enrolling 32 total students in the program. The program will continue to increase clinical sites to increase total student enrollment in the future.

**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. (Continuing evening shift and out-patience training concerning clinical training )
- Expand the program to increase the number of students per year. (Continue to increase the number of clinical sites)
- The program has a 5-Year average pass rate of 90%.
- The program completion retention for year 2025 was 100%
- The program enrollment has grown from 10 every year to 16 every year over the past 3 years
- The job placement rate for the past 5 years is 100%
- The program will act when necessary, concerning improvements. The review of CIP and Program Assessment Plan continue to be completed each year. Currently there are no issues or concerns with any of the CIP and Program Assessment Plan to warrant an action plan.
- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

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

*Consider the following questions:*

- In 2022 the program retention rate was 100%. The success rate is 90%. There were 9 AS degrees awarded.
- In 2023 the program retention rate was 100%. The success rate is 100%. There were 10 AS degrees awarded.
- In 2024 the program retention rate was 90%. The success rate is 100%. There were 9 AS degrees awarded.
- In 2025 the program retention rate was 93% The success rate was 93% There were 13 AS degrees awarded.
- 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 2023-2024 job placement data is 100% job placement in first 3 months post-graduation. This data is taken from students actively looking for employment.
- There is a positive employer and student surveys continuous every year. The program provides high quality education with a student teacher ratio of 5/32. The program provides 5 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.
- 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 first 3 months of post-graduation.

- 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 were employed. The 2024 job placement data is 100% job placement in first 3 months of post-graduation.

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

N/A

Insert Advisory Committee Recommendations: The advisory committee recommendations for 2023 have been to provide students with other training opportunities with clinical training on weekends / evening training. The program has added evening rotations to the clinical training started in Spring 2024. The evening training has been requested by the advisory committee and students wanting evening experience for their clinical training.

INSERT ADVISORY COMMITTEE RECOMMENDATIONS HERE (PLEASE DO NOT INSERT COMPLETE MEETING MINUTES, BUT JUST RECOMMENDATIONS FROM THE ADVISORY COMMITTEE.)

**RADIOLOGIC TECHNOLOGY**

**ADVISORY BOARD COMMITTEE MEETING**

**May 15, 2025**

**9:00am**

**Antelope Valley College, Lancaster, CA**

**ZOOM MEETING-APL-119**

**Attendees:**

**Robert Desch, Antelope Valley College, Radiology Program Director**

**Cindy Austin, Department Educator, Quality Control Supervisor; Antelope Valley Hospital / Antelope Valley College, Radiologic Technology**

**Instructor**

**Leland Regacho, Kaiser Hospital, Antelope Valley College, Faculty**

**Jamal Harb, Director of Radiology, Palmdale Regional Medical Center**

**Abu Taher M. Mahfuzur, Antelope Valley College, Program Clinical Coordinator**

**Deborah Patterson, Kaiser Hospital, Director of Radiology**

**Sterling Philips, Kaiser Hospital, Clinical Instructor**

**Melissa Little, Director of Radiology, Antelope Valley Hospital**

**Recommendations only from advisory committee meeting minutes 2025:**

**Recommendation of Advisory board:**

All participants support the Misson Statement.

**Action/Response to the Recommendation:**

No changes are needed

**Recommendation of Advisory Board:**

The Program Director submitted standard 6.4 to JRCERT for review. The due date is July 2025 concerning standard 6.4.

**Action/Response to the Recommendation:**

Provide the JRCERT standard 6.4

The advisory committee is advised and is waiting for the JRCERT response.

**Recommendations of Advisory Boards:**

All participants were pleased with the current results.

**Action/Response to the Recommendations:**

Program provides keeping track of the data to present for next year advisory meeting. The committee is waiting for the JRCERT response concerning standard 6.4. The JRCERT would either continue with the 5-year award or grant an 8-year award, the maximum that a program could be awarded.

**Program learning outcomes - Student Learning Outcomes-JRCERT Program Assessment Plan /Program Goals:****Recommendations of Advisory Boards:**

All participants were pleased with the current results.

**Action/Response to the Recommendations:**

Program provides keeping track of the data and present for next year advisory meeting.

**New Clinical Sites:****Recommendations of Advisory Boards:**

All participants were pleased with the current results.

**Action/Response to the Recommendations:**

Continue with providing documents to the RHB and the JRCERT when needed.

**2025 Program Application Process:****Recommendations of Advisory Boards:**

All participants were pleased with the current results.

**Action/Response to the Recommendations:**

Pay the invoice for the GE machine lab X-Ray machine service contract for 2025-2030. Keep program application process in

**Class of 2025 Status**

The class of 2025 is currently on track to graduate with all 13 students.

**Recommendations of Advisory Boards:**

All participants were pleased with the current results.

**Action/Response to the Recommendations:**

Program provides keeping track of the data to present for next year advisory meeting.

**New Cohort 2025 – New program enrollment**

**Recommendations of Advisory Boards:**

All participants were pleased with the current results.

**Action/Response to the Recommendations:**

Look into adding weekends clinical training to the program.

**Class of 2025 – New Program Enrollment Size with Weekend / Night**

**Recommendations of Advisory Boards:**

All participants were pleased with the current enrollment process

**Action/Response to the Recommendations:**

The committee advised to work on increasing total student enrollment size and to continue to look into adding weekend rotations.  
Add clinical sites.

**New Recommendation by the committee:**

The committee stated that having students do their CT training later in their training would be helpful. The committee stated that some students are still working on diagnostic imaging and should wait till the 4<sup>th</sup> semester to do CT training.

**Action/Response to the Recommendation.**

Have students wait till the 4<sup>th</sup> semester to do CT training.

The meeting adjourned 10:00am

ZOOM MEETINGS

Room Apl 119

Robert Desch, Director, Radiologic Technology

Antelope Valley College

Programs: CDPH, RHB- Numbers #1048, #1311

JRCERT Program #0578

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/>

***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)
215,820	0.7 %	\$ 33.77	\$ 70,240	0.4 %

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

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 22.42	\$ 27.57	\$ 31.32	\$ 38.49	\$ 47.09
Annual Wage (2)	\$ 47,760	\$ 57,350	\$ 65,140	\$ 80,050	\$ 97,940

**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.

CIP for 2024-2025 Academic Year (Rad Tech) [Latest Version](#)

Course Improvement Plan (CIP) for 2023-2024 Academic Year

Course Improvement Plan

Course Improvement Plan (Data)

**Course Improvement Plan Narrative:** *Version by Desch, Robert on 10/27/2025*

**1. Utilizing the content of the Action Plan Report and conversations with other faculty, addressing 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, addressing 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

Option

**Past Course Improvement Plans**

**Progress Made**

**Action Plan 1 (2026-2027 Action Plan)**

The Program outcome data review showed that while there has been consistent progress in clinical performance there is still a weakness in positioning patients. This is noted in the technologist positioning clinical evaluation of students. During the annual Radiologic Technology Program advisory committee meeting it was determined that we need to seek funding for the GE X-Ray machine service contract to maintain positioning practice for students. The student will be able to continue to practice radiologic positioning to improve clinical performance. By allowing students to make changes and see changes that occur to a patient, the hope is there will be an increase in understanding equipment manipulation of patients. Curriculum will also be looked at to find ways to help students better prepare for clinical patient positioning.

The program has seen some progress over the 5-year period, but it has been on and off over the years.

The program has been granted funding for the GE X-Ray machine service contract. The contract is for a 5-year period, so no funding is needed for the next 4-5 years.

The program is currently looking for consistent funding to address the added online study material for the ARRT national board exam for students. The students are currently paying for the online material for the review course at the end of the program.

**Progress:** The funding of the GE X-Ray machine equipment has been acquired and put in place in the year 2025-2026. It will be important to maintain training and equipment budgets in the future.

**Action Plan 2: (2026-2027 Action Plan)**

While the PLOS and SLOS have met for this program it is important to make curriculum changes to meet new industry standards and prepare students for board examination changes that took place in 2024. To do this it is first important to maintain program budget for durable supplies. It is also imperative to continue to make necessary curriculum changes to reflect National Board for Radiologic Technology standards, and California State standards for entry level practice into the field of radiology.

**Progress:**

We have made several changes to curriculum in regard to the ARRT guidelines. The program has continued to add online and bookwork study material to RADT 108 to continue to prepare students for the national board exam.

**Action Plan 3: (2026-2027 Action Plan)**

The SLO and PLOs data from the 2026-27 school year identified some weaknesses (90% of program national exam pass rate average over 5-year period). To keep showing improvement in this area the faculty and advisory committee feel that it is important to maintain funding for study material and practice online testing to prepare students for the ARRT national board exam.

**Progress:**

At this time the program faculty have researched several options and have found put in a proposal for Strong Work Force Funds for funding to keep the GE service contract and online ARRT testing material.

1. GE X-Ray machine service contract
2. Online ARRT national board exam practice testing material for national exam pass rate improvement.

**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
<b>GOAL: # 1 Students will graduate with a high degree of clinical competency and knowledge.</b>	The program has continued to meet Goal # 1. The program has met benchmarks of 75% or better in this area.
<b>GOAL: # 2 Students will graduate with effective oral and written communication skills</b>	The program has continued to meet Goal # 2. The program has met benchmarks of 75% or better in this area.
<b>GOAL # 3 Students will graduate with critical thinking and problem-solving abilities.</b>	The program has continued to meet Goal # 3. The program has met benchmarks of 75% or better in this area
<b>GOAL #4 Students will graduate with the knowledge and practical skills that maintain the standards of professional and ethical values.</b>	The program has continued to meet Goal # 4. The program has met benchmarks of 75% or better in this area

<b>GOAL # 5 The program will monitor its overall effectiveness.</b>	The program has continued to meet Goal # 5. The program has met benchmarks of 75% or better in the following area. The program will meet student retention and graduation rates of 75% or better for each graduation class. The program will maintain 75% or better on employment and students' postgraduates survey data for each graduate class. The students will find employment for 12 months post-graduation. The program has maintained employment of students with 100% job placement rate in this area.
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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 National Pass Rate 75% of Greater	ILO 4. Career and Specialized Knowledge	Yes			Goal #6 Success: Boost success rates by prioritizing the student experience.	The program goals are in line with the accreditation data provided in the program review. The goals have been met and	The steps taken to meet the goals are in line with the program review stated in the JRCERT accreditation report. The program	The goals are known to be met by assessment of the program review report provided in the JRCERT accreditation report. Each

						continue to support the mission of the program.	continues to meet the goals and continues to assess the progress and maintain and achieve the goals.	section has and goal and if the goal is met and how to address if not with an action plan to address the progress of each goal.
#2 Job Placement	ILO 3. Community /Global Consciousness	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.	The goals concerning job placement are accessed and monitored by the program director. The program review report is stated in the JRCERT accreditation report each year has a job placement of 75% or better within one year post graduation.	The steps taken are to have students provide job placement to the program director post-graduation. The program director adds the data to the accreditation report.	The program will know if the job placement is being met by collecting the data from postgraduates and job placement within one year of graduation. The data is posted online both on the AVC radiology website and the JRCERT website under Antelope Valley College.
#3 Job Placement Assessment and Action Plan	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	See data below: Program data collected and analyzed. "Goal is to have 75% of students find employment in the first 12 months post-graduation".	See data below: Data collected. Steps taken is to collect data and analyze to support equity and success.	See data below: The radiology program will collect data and see if it supports the college mission and goals.
#4	Choose ILO				Choose an item.			

<b>Part 4: Resource Requests that Support Program Goals</b> (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 (Part 3) Goal # 1	Repeat	Current Salary	Recurring	Robert Desch
Technology	Supplies and Materials	Program Pass Rate (Part 3) Goal # 1	Repeat	4,500	One-time	Robert Desch
Physical/Facilities	GE X-Ray Machine 5 Year Service Contract. Contract Covers Period of 5-Years	Teaching Lab ( Part 3 ) Goal # 2	New	199,000 ( 5-Years )	One-time	Robert Desch
Supplies	RAD Review / ARRT National Test Online Training	Classroom (Part 3) Goal # 3	New	7,000	One-time	Robert Desch
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 for required data).**

Required: 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%

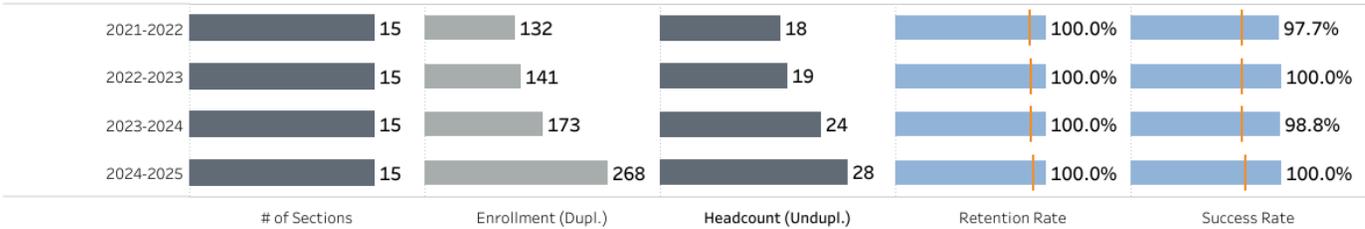
Racial Demographics: Hispanic 58%, White 15.4%, Black or African American 14.2%

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

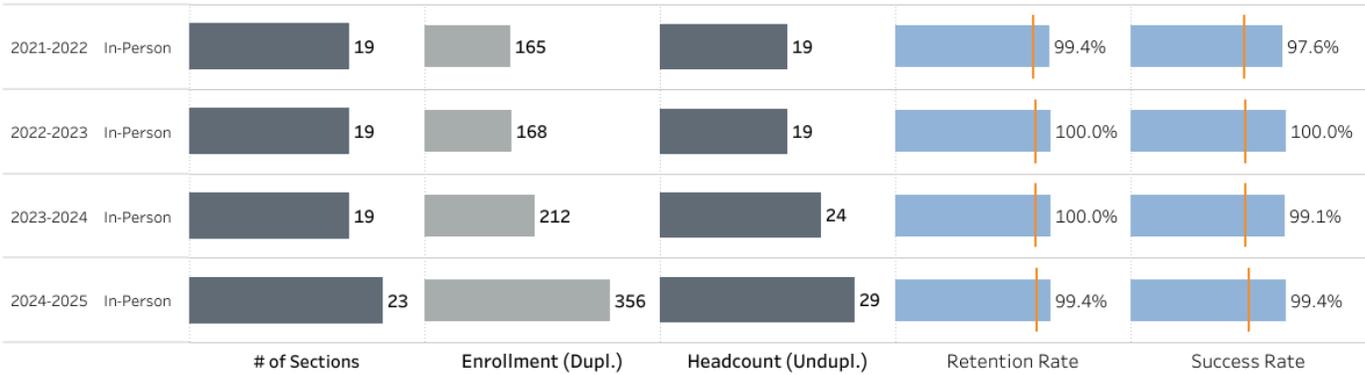
Optional:

- Other supporting data/information
  
- Enrollment tab
- Equity tab

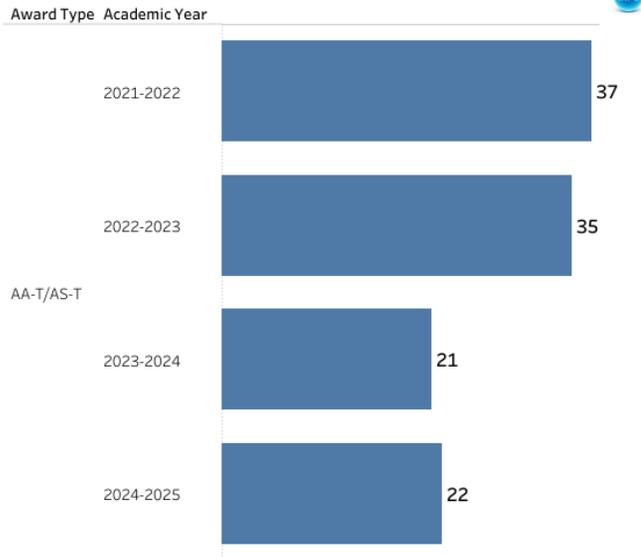
RADT : Enrollments, # of Sections, Retention and Success



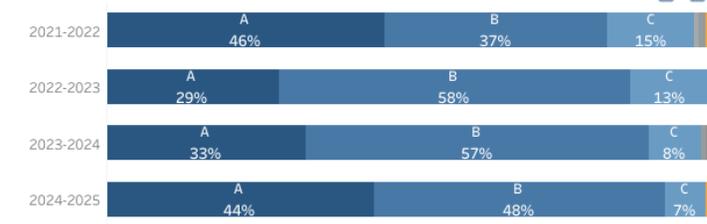
RADT: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: AA-T English, English - Non Transfer, English - Transfer



Grade Distribution for RADT



Classroom Teaching FTEF in RADT

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.14	1.85	1.94	1.85	1.36
Full-time FTEF	1.70	2.14	2.14	3.48	2.10
Overload FTEF	1.17	1.74	1.80	0.40	1.31
Grand Total	4.00	5.73	5.88	5.73	4.77
FTES	22.7	18.5	19.5	24.1	29.6
FTES/FTEF Ratio	5.7	3.2	3.3	4.2	6.2
WSCH/FTEF Ratio	170.1	97.1	99.6	126.2	185.9
WSCH	681.3	556.2	586.2	723.6	887.4



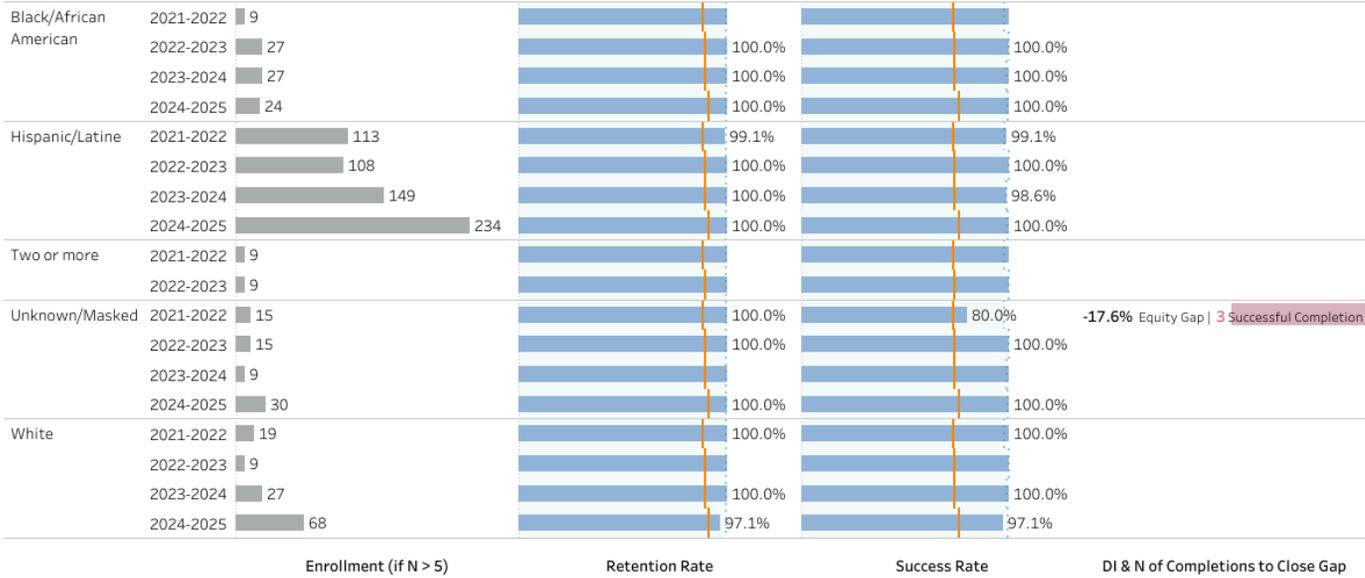
Click for Fill Rates

Click for FTES



AVC Total Retention and Success are shown in vertical | **RADT Success Rate is Green** |  
 When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

**RADT Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



**RADT Enrollment, Retention & Success for by Gender (if greater than 5)**



- Guiding Questions for Reviewing DI Data:**
- What patterns or trends in the DI data suggest inequities among different student groups?
  - What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
  - What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
  - How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
  - What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-focused efforts?



Overall Success and Retention All Division(s) | All Subject(s)

Year	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
2021-2022	3,837	71,518	15,090	87.8%	72.5%
2022-2023	3,239	77,240	15,886	89.0%	73.0%
2023-2024	3,447	86,661	17,550	89.0%	73.0%
2024-2025	3,948	106,971	19,619	90.4%	75.4%

Overall FTES & FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.1	158.7	147.9	153.1	169.8	144.3	128.0	148.9	160.7	175.7
Full-time FTEF	165.5	145.6	160.4	169.0	158.4	146.5	150.9	154.2	160.0	154.8
Overload FTEF	38.4	41.4	42.8	48.7	56.9	24.0	32.6	43.8	46.6	55.4
Grand Total	379.0	345.7	351.1	370.8	385.1	314.8	311.6	346.9	367.4	385.9
FTES	4,255	3,527	3,909	4,189	4,424	3,741	3,305	3,647	3,997	4,201
FTES/FTEF Total	11.2	10.2	11.1	11.3	11.5	11.9	10.6	10.5	10.9	10.9
WSCH/FTEF Ratio Total	336.8	306.0	334.0	338.9	344.7	356.5	317.7	315.5	326.0	326.1
WSCH	127,649	105,804	117,269	125,672	132,731	112,232	99,143	109,423	119,904	126,025





Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name: HSS/Respiratory Care (RCP)</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Chaz Burke</b>	
<b>Names of all participants in this review: Wendy Stout Cory</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district <a href="#">mission</a></i></b>	
<p>The Respiratory Care Program advances Antelope Valley College’s mission by preparing students for licensure in California and national credentialing as Registered Respiratory Therapists (RRTs). The program develops specialized clinical knowledge, psychomotor competence, and interprofessional communication skills required to care for patients with cardiopulmonary disease and life-threatening conditions across diverse health care settings. Students learn to apply critical thinking, analytical reasoning, and technology in patient care, while demonstrating ethical practice and a commitment to lifelong learning.</p> <p>The program contributes to workforce readiness in the Antelope Valley and greater Los Angeles region, where demand for respiratory care practitioners continues to rise. In addition to the associate degree, AVC offers a Bachelor of Science in Respiratory Care (BSRC) that provides working RCPs with advanced training in leadership, education, and specialized practice, positioning graduates to meet evolving professional and regulatory expectations.</p>	

**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.**
- 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. 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** continuing curriculum revisions to meet industry standards. This year we had additional findings in the BSRC program. The outcome from this report showed strong support for the program in the community and from campus.
- 3. Over the last year the BSRC program received initial accreditation from CoARC, and our first cohort will graduate in the spring of 2025.**

4. **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 of our graduates have been tested at the time of the writing of this report.

TMC High Cut Score

Year	Number Tested	Total Passing	Passing First Time%	Passing Repeaters %
2021	10	100	90%	10%
2022	12	100%	75%	25%
2023	17	94.1%	70.6%	23.5%
2024	18	94.4%	77.8%	16.7%
2025	16	93.8%	56.3%	37.5%

Clinical Simulation (CSE) First-time pass dipped in 2025; action plans in Part 3 target the underlying sub-domains (3B/3D/3G) to restore first-time rates  $\geq 70\%$ .”)

Graduation Year	Graduates Tested	Total Passing	Passing First Time%	Passing Repeaters %
2021	10	90%	80%	10%
2022	12	91.7%	66.7%	25%
2023	15	93.3%	66.7%	26.7%
2024	17	94.1%	64.3%	29.4%
2025	13	92.3%	61.5%	30.8%

**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 (2022-2024) Each area has improved from previous years or maintained.

Retention	Job Placement	Employer Satisfaction	Graduate Satisfaction
84%	89%	100%	100%

**5. Looking at SLO outcomes for the 24-25 school year**

- Using the sub-score data beginning 1/1/2024 and ending 12/31/2024 All NEW candidate sub-scores from the 2024 TMC exam exceeded 85% of the national mean. This indicates that program instruction and assessment strategies are effectively supporting graduate competency across all tested domains. Continued strengths were observed in areas such as patient assessment, therapy selection, and infection prevention, with several categories exceeding 100% of the national mean.
- Using the sub-score data beginning 1/1/2024 and ending 12/31/2024, content area that falls below 85% of the national mean on the CSE are;
  - 3B Analysis: Perform Airway Clearance and Lung Expansion Techniques Students scored 50% of the national mean.
  - 3D Analysis: Administer Medications and Specialty Gases At 63% of the national mean, this score reflects challenges with delivering aerosolized medications, endotracheal instillation, and specialty gases like heliox or nitric oxide. The deficit may stem from limited hands-on experience or lack of emphasis on indications and adverse effects.

- 3G Analysis: Provide Respiratory Care Techniques in High-Risk Situations Scoring 49% of the national mean, this domain includes emergency response, interprofessional communication, and transport procedures. The low score indicates students may not feel adequately prepared for critical situations requiring rapid assessment and intervention.
- For IG and DM, we are at 100% of the national average.

**6. Equity:** Using the 2024-2025 equity data the RCP program has success and retention rates that are higher in all demographics when compared to AVC in general.

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

**1. Clinical Education Expansion (New CoARC Requirement)**

CoARC’s upcoming requirement to provide clinical experiences in settings beyond acute care represents both a challenge and an opportunity. Currently, students rotate through medical offices and a sleep lab, but hours are inconsistent and there is no structured experience in subacute facilities. This gap poses a challenge in maintaining compliance, but it also presents an opportunity to expand partnerships with subacute and long-term care centers, broadening student exposure to diverse patient populations. Expanding placements could improve workforce readiness and support local healthcare facilities that rely heavily on respiratory care in non-acute settings.

**2. Neonatal and Pediatric Training Needs**

Student outcomes data indicate the need for strengthened preparation in neonatal and pediatric care. Success and completion rates remain strong overall, but Clinical Simulation Exam (CSE) results suggest students would benefit from additional hands-on exposure in these populations. Building stronger partnerships with NICUs and pediatric facilities could enhance competency and confidence, improve national credentialing outcomes, and ensure more graduates are prepared to meet community workforce demands in these specialized areas. This will be measured by improved performance in CSE sub-domains and employer confidence ratings.

**3. Accreditation Costs and Budget Constraints**

The program continues to face escalating CoARC accreditation fees without a corresponding budget increase. While retention and graduation rates have remained stable, the financial burden creates risk for long-term program sustainability. Without adequate budget allocation, the program may face challenges in maintaining accreditation—an outcome that would directly impact student enrollment, completion, and employability. Proactive advocacy for dedicated recurring funding to cover these essential accreditation expenses is critical.

**4. BSRC Program Growth and Transfer Pathways**

The Bachelor of Science in Respiratory Care (BSRC) program launched successfully in Fall 2024 and is enrolling its second cohort in Fall 2025. Enrollment trends are positive, demonstrating strong demand for degree advancement opportunities. However, the college must establish a clear and consistent policy for students who earned their associate degree in respiratory care at other institutions and seek to pursue the BSRC at AVC. Establishing transparent admissions and credit for prior learning guidelines will ensure equitable access, support enrollment growth, and enhance program reputation.

**5. Emerging Regulatory Changes: BS Entry-to-Practice by 2030**

A growing national and state-level movement supports requiring a baccalaureate degree for entry-to-practice in respiratory care by 2030. Both the American Association for Respiratory Care (AARC) and the California Society for Respiratory Care (CSRC) have issued position statements endorsing this shift, and the Respiratory Care Board of California (RCB) has surveyed stakeholders and is exploring implementation models. While no final mandate has been enacted, potential scenarios include restricting associate-degree graduates to provisional or limited licensure without a BS degree. This represents both a challenge and an opportunity: a challenge for the sustainability of associate-level education if regulatory changes move forward, but also a significant opportunity to strengthen AVC’s BSRC program, expand transfer pathways, and proactively align with workforce and regulatory expectations.

**6. Alignment with New Standards and National Exams**

Beginning in 2025, CoARC will implement updated accreditation standards, and the National Board for Respiratory Care (NBRC) will launch a revised RRT exam in January 2027. These changes require programs to update course content, instructional strategies, and assessment methods to ensure alignment with the new competency domains and exam blueprint. While this presents a challenge in terms of curriculum revision, faculty training, and resource investment, it also provides an opportunity to strengthen instructional design, integrate current evidence-based practices, and maintain the program’s strong record of exceeding national testing outcomes. Initiative-taking alignment will ensure graduates remain well-prepared, credentialing success rates remain high, and AVC continues to demonstrate leadership in respiratory care education.

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

The Respiratory Care Program aspires to leverage its strong outcomes and community reputation to continue producing highly skilled graduates while responding to evolving accreditation and workforce demands.

**1. Align with Workforce Growth**

Employment in respiratory care is projected to grow substantially in both Los Angeles County (26.1% by 2028) and across California (47.8% by 2028), with nearly 4,280 annual openings locally and over 15,000 statewide. The program aspires to expand enrollment capacity and clinical partnerships to meet this demand. This includes targeted recruitment into both the AS and BSRC programs, as well as outreach to diverse populations to sustain the program’s higher-than-college-wide equity outcomes.

**2. Strengthening Clinical Preparation**

Building on employer and graduate survey findings, the program seeks to expand neonatal, pediatric, subacute, and high-risk critical care experiences. Specific attention will be placed on improving CSE content areas where student performance falls below 85% of the national mean (airway clearance and lung expansion, specialty gases and medication administration, and high-risk emergency interventions). The goal is to elevate first-time CSE pass rates above 70% and sustain overall pass rates above 90%, while ensuring graduates are confident in critical practice domains.

**3. Sustain Accreditation and Program Quality**

With accreditation fees increasing, the program aspires to secure dedicated funding lines to ensure financial sustainability. Student and personnel surveys consistently rate the program above average on all resources but highlight the need for more up-to-date equipment and enhanced learning resources. By addressing these needs, the program will maintain CoARC accreditation, exceed national outcome thresholds, and continue to provide graduates who are workforce ready.

**4. Advance the BSRC Program**

Following initial CoARC accreditation and with the first BSRC cohort set to graduate in Spring 2025, the program aims to establish the BSRC as a regional leader in advanced respiratory care education. Aspirations include:

1. Expanding cohort size to meet the 25 students allowed by CoARC while maintaining strong retention and completion rates.
2. Developing clear policies and pathways for students transferring in from other institutions, including Credit for Prior Learning (CPL) opportunities.
3. Responding to community support by offering advanced coursework in leadership, education, and specialized clinical practice to prepare graduates for expanded professional roles.

**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 CPL for the BSRC as the industry is moving in that direction of BS as entry to practice. This would allow working RCPs who hold the RRT credential to continue their education without the burden of repeating course work for the AS degree.
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	Growth	Annual Job Openings Reported
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#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 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 collaborate 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, ethical, professional, and regulatory standards of respiratory care practice			Goal #6 Success: Boost success rates by prioritizing 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> <p>Increase Accreditation Fees budget to meet current standard and cover the BS program.</p> <p>Hire faculty to teach and Replace program director.</p>	COARC Annual program report outcomes.

		atory care practice						
#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 student experience.	Improve graduate performance on national board examinations in areas that show deficiency.	<p>In 2027 the TMC and CSE exam will change so we must start reviewing content to align with those new standards. We will still address the issues we had on the CSE.</p> <p>For the CSE: 3B Action Plan: Increase lab time and return demonstrations in RCP 101 and RCP 102. Use case-based scenarios and manikin simulations to reinforce airway clearance decision-making. Require documentation and instructor sign-off on skill checklists before clinical rotations in RCP 203 and RCP 204.</p> <p>3D Action Plan: Reinforce medication administration techniques in RCP 102 and expand simulations on drug calculations and delivery routes in RCP 103. Add case studies focused on specialty gas use and evaluate decision-making during medication administration scenarios in clinicals.</p> <p>3G Action Plan: Integrate high-fidelity emergency simulations in RCP 201 and RCP 204, including rapid response drills and transport scenarios. Invite</p>	<p>TMC and CSE scores will be reviewed annually and discussed during faculty meetings. If future sub-scores fall below the 85% threshold, targeted curriculum enhancements will be implemented. In the meantime, formative assessments and student performance on mock exams will be used to monitor competency development.</p> <p>Once the new NBRC exam is released we will use that to monitor graduate performance.</p>

							guest speakers to emphasize real-world protocols and expectations. Use debriefing sessions to build clinical judgment and confidence.	
#4	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and initiative-taking.	<p>Expand and Diversify Clinical Partnerships</p> <ul style="list-style-type: none"> <li>How it's student-focused: Provides students with broader hands-on experiences (neonatal, pediatric, subacute, and high-risk care) that directly address current gaps in national exam performance and workforce readiness.</li> </ul>	<ol style="list-style-type: none"> <li>Secure at least two new clinical sites in subacute and pediatric settings.</li> <li>Increase simulation-based training for high-risk and specialty care.</li> </ol>	<ol style="list-style-type: none"> <li>Students complete rotations in a wider variety of clinical environments.</li> <li>CSE sub-scores (3B/3D/3G) <math>\geq 85\%</math> of national mean by 2028, and First-time CSE pass rate <math>\geq 70\%</math> annually.</li> <li>Graduate surveys report improved confidence in pediatric and critical care practice.</li> </ol>
#5	ILO 4. Career and Specialized Knowledge	PLO: Practice as a registered respiratory care practitioner within legal, ethical, professional, and regulatory			Goal #4 Vision: Being more future-thinking, agile, innovative, and initiative-taking	<p>Align Curriculum with 2025 CoARC Standards and 2027 NBRC Exam Blueprint</p> <p>How it's student-focused: Ensures students are taught, assessed, and supported under the most current national standards so they are fully prepared for licensure, certification, and practice.</p>	<ol style="list-style-type: none"> <li>Revise course objectives, content, and assessments to match updated exam domains and CoARC standards.</li> <li>Provide faculty training to improve instruction in areas that are new in the standards or content outline.</li> </ol>	<ol style="list-style-type: none"> <li>Students demonstrate <math>\geq 85\%</math> of the national mean on all NBRC sub-score areas by 2028.</li> <li>Licensure pass rates remain consistently above CoARC thresholds.</li> <li>Retention and job placement rates remain <math>\geq 85\%</math> over a 3-year average.</li> </ol>

		ory standa rds of respira tory care practic e						
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**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	PD Replacement	All	Repeat	120,000	Recurring	Chaz Burke
Supplies	Medical supplies	All goals	Repeat	10000	Recurring	Chaz Burke
Other	Accreditation Fees	Goal 1	Repeat	4000	Recurring	Chaz Burke
Other	Curriculum Development/Faculty Training	Goals 2, 3 and 5	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 for required data).**

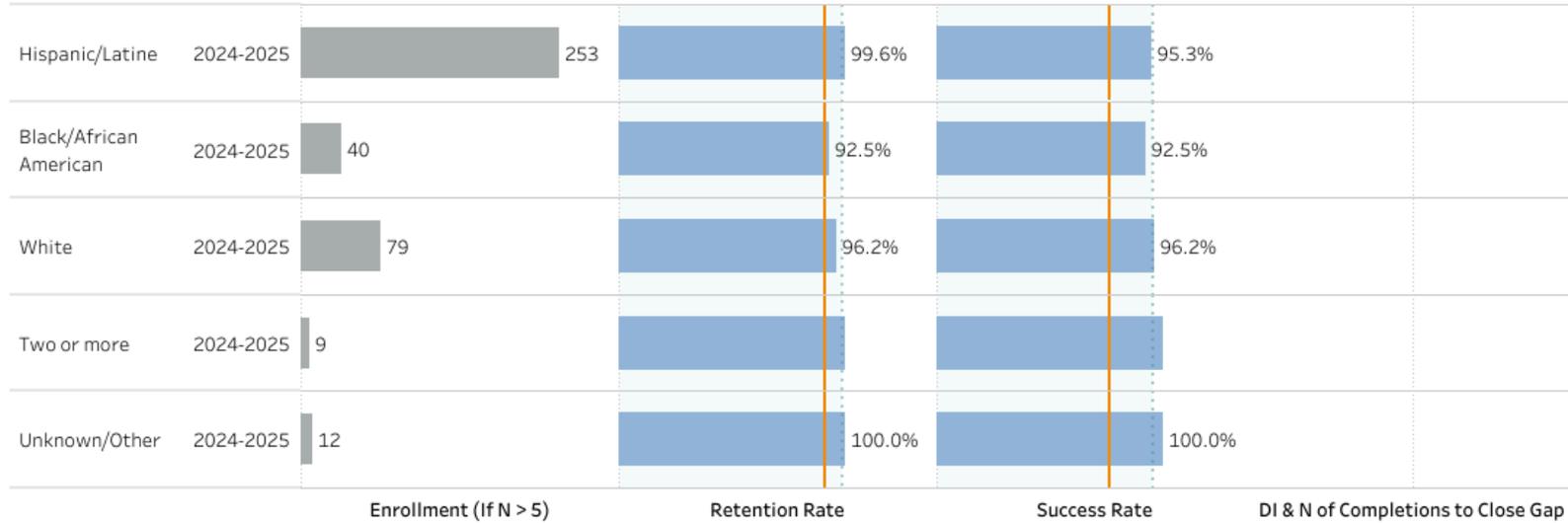
Required:

- Enrollment tab
- Equity tab

AVC Total Retention and Success are shown in vertical | **RCP Success Rate is Green** | ✕  
 When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.  
 To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

Academic Year: 2024-2025  
 Subject Filter: RCP

**RCP Enrollment, Retention & Success for by Ethnicity** (hover over the lines to see by Gender)



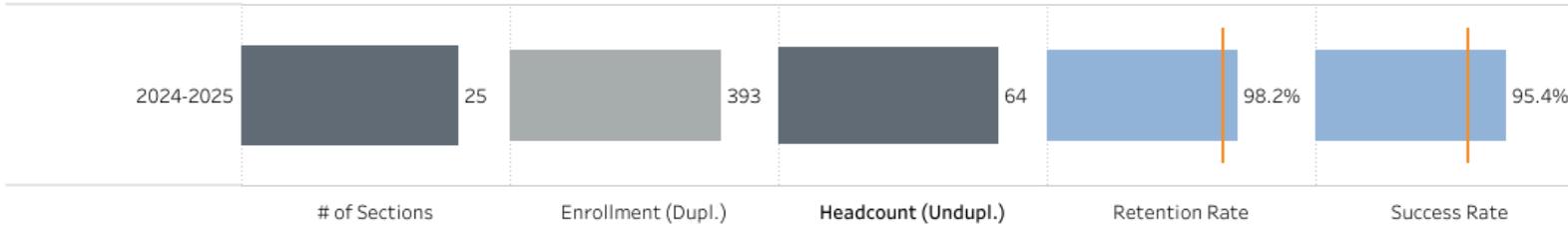
**RCP Enrollment, Retention & Success for by Gender** (if greater than 5)



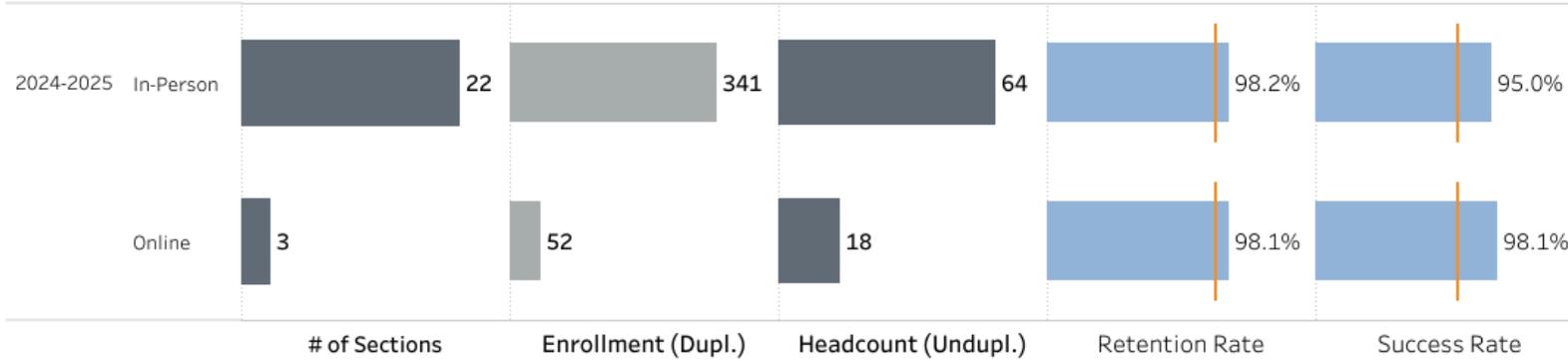
**Guiding Questions for Reviewing DI Data:**

- ☒ What patterns or trends in the DI data suggest inequities among different student groups?
- ☒ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- ☒ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- ☒ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- ☒ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

RCP : Enrollments, # of Sections, Retention and Success. (AVC S & R Rates are | )

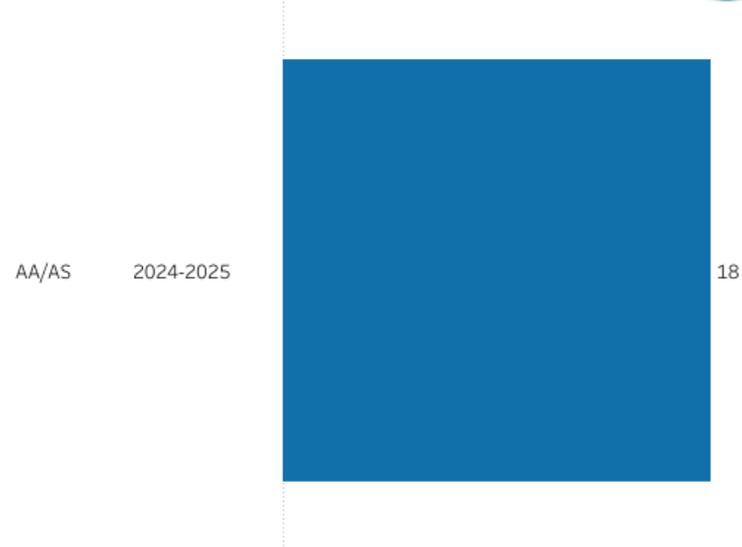


RCP: Enrollments, Number of Sections, Retention and Success by Modality

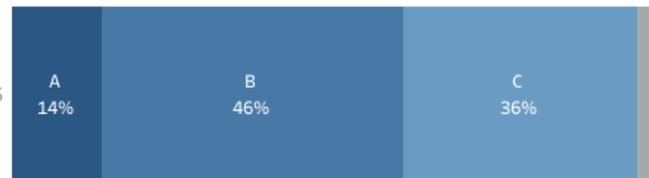


Program Awards: [Respiratory Care/Therapy](#)

Award Type Academic Year



Grade Distribution for RCP



Classroom Teaching FTEF in RCP

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-time FTEF	1.99	1.99	1.32	1.99	1.92
Part-time FTEF	1.79	2.53	4.83	3.89	3.66
Overload FTEF	1.05	0.77	1.77	1.43	0.44
<b>Grand Total</b>	<b>4.83</b>	<b>5.29</b>	<b>7.92</b>	<b>7.31</b>	<b>6.02</b>



Click for Fill Rates

Click for FTES





Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name: Recreation (REC)</b>	<b>For Planning Years: 2026-2027</b>
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**Name of person leading this review: Perry Jehlicka**

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

**Part 1. Program Overview: Briefly describe how the program contributes to the district [mission](#)**

In harmony with the mission of Antelope Valley College, the department of Recreation’s purpose is to prepare students to serve the public in areas of leisure and recreation. To engage students in learning through quality instruction and collaborative communication and to foster student success in recreational leadership. Prepare students to transfer to 4-year recreations programs or enter the work force in the recreation field with a completed recreation certificate.

**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* data 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* data 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:*
- The retention rate was 76.18% and the success rate was 67%, which meets the SLO goals for our recreation classes. We now have a Recreation Certificate. The approved certificate will help students work in the recreation field in the Antelope Valley area and transfer to four-year institutions. We have started building a Recreation Degree and hope to have it approved in the Fall of 2027.
  - With recreation showing growth in the job market, the certificate and future degree will help students obtain work in the field. We have increased the number of REC sections and enrollment in the past 2 years.
  - Rec 101 and Rec 102 have been designed in Canvas using OER materials that are free to the students enrolled in either section. The design flow meets the CVC standards and is 100% ADA compliant to meet student needs. Both of the courses are going through the Local POCR Process.

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

- Consider the following questions:*
- Continue to grow sections and promote the certificate program. We believe the certificate program will enable students of all age groups to take the courses. This will help students compete for entry-level employment in the recreation field. The development of a Recreation Degree is important as well as the field is growing in Southern California.
  - There is an equity gap in African American students' retention and success rates compared to other ethnic groups in the courses. Both courses now have OER materials, and there is no cost for class materials. OER materials in our other division classes have been shown to help close equity gaps with student retention and success. Having Recreation 101 and Recreation 102 approved by POCR will help, as the courses' design meets CVC standards for distance education design. Both classes are currently going through the local POCR.

- OER materials benefit the students as they can get started on the course immediately. The use of OER materials requires that we stay updated with those materials, as trends in the recreation field are constantly changing. With the approved certificate and future degree program, staying current will keep our students prepared for employment in the recreation field.

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

*Consider the following questions:*

- Continue to grow sections and promote the certificate program. We believe the certificate program will enable students of all age groups to take the courses. This will help students compete for entry-level employment in the recreation field. We also anticipate a local degree to be approved for the fall of 2027. Both courses now have OER materials and no-cost class materials. OER materials in our other division classes have been shown to help close equity gaps in student retention and success. Currently, Rec 101 and Rec 102 are going through the local POER review process. When completed, these courses will be posted on the CVC Exchange, reaching more students.
- We need to add a Recreation Degree as this is a growing field in Southern California. We also need to review the curriculum, as adding a degree will provide an opportunity to offer a more robust recreation curriculum.

**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/>

**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
Recreation 101 built to the CVC Rubric Standards	Recreation 101 is going through the Local POCR
Recreation 102 built to the CVC Rubric Standards	Recreation 102 is going through the Local POCR
OER Class Resources are built to the COR	All materials for the courses are OER

**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
The recreation certificate was approved in the Fall of 2024. We anticipate a Local Degree in 2026.	We are still in the process of building this degree. The degree was put on hold because of the necessary state changes with transfer degrees
Offer Recreation 101 and 102 in Distance Education Modality	Both Rec 101 and 102 are still in the waiting process with the Local POCR.
Both Rec 101 and Rec 102 have been submitted for local POCR review.	

**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 2. Creative, Critical, and Analytical Thinking				Goal #3 Resources: Increase student awareness about campus resources.	Commitment to have faculty continue SLO reporting at 100 percent. Creative, Critical, and Analytical. Increase student awareness about campus resources. strengthening institutional effectiveness measures and practices.	Have faculty continue SLO reporting at 100 percent. Creative, Critical, and Analytical. Increase student awareness about campus resources. strengthening institutional effectiveness measures and practices. Continue to working on the evaluation of the current	SLO reporting at 100 percent. SLOs. Faculty completing CIPs.

							<p>SLOs. 2. Have faculty continue to build CIP as well as develop course improvement plans. Thinking of improving SLO reporting in all the Recreation classes. This will allow recreation instructors to continue developing course improvement plans. where SLOs are not being met. 3. Have faculty continue to build CIP where SLOs are met. The plans should include ways to challenge that. This information will help us design classes that meet students' needs as we grow in this field on the AVC Campus.</p>	
#2	ILO 3. Community /Global Consciousness				Goal #5 Education: Expansion of offerings and effective course scheduling.	Create a Recreation degree program.	We have a certificate program that was approved in Fall 2024. The job market in California calls for growth in the recreation field.	Getting the degree approved for the start of the 2027-2028 school year.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

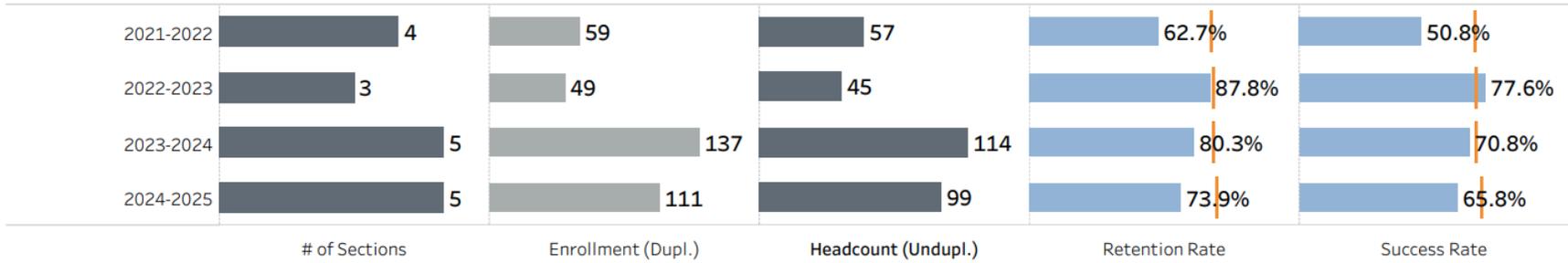
**Part 4: Resource Requests that Support Program Goals** (Based on the above analysis, please use the following space to document resource requests)

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
Choose an item.	No Resource Request at this time		Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

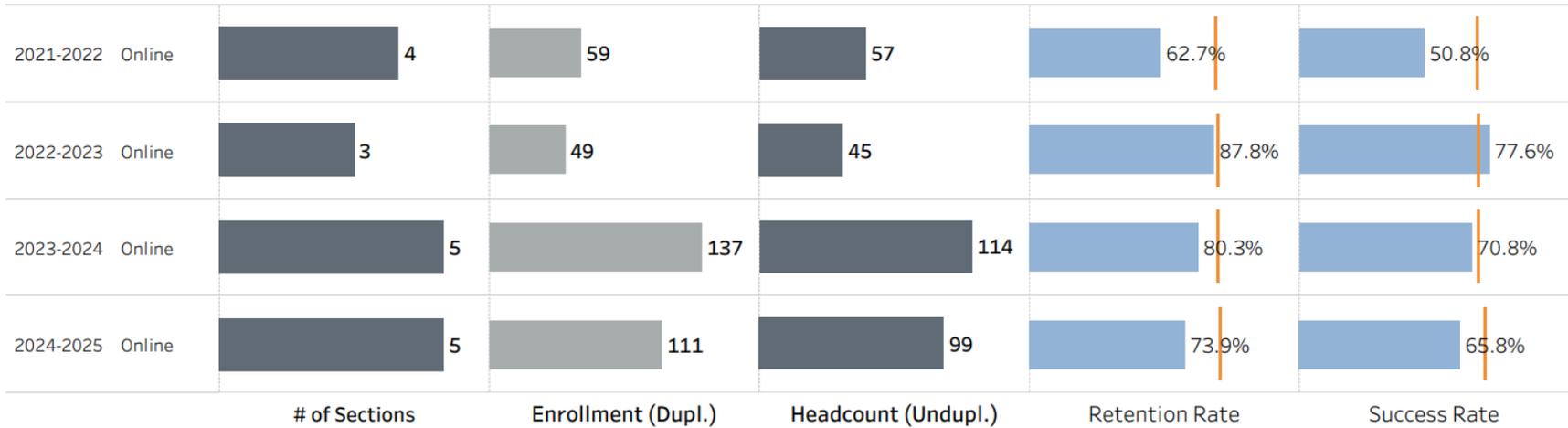
**Part 5: Insert your [Program Review Data](#) here and any other supporting data. (See Part 2A above for required data).**

- Required:
- Enrollment tab
  - Equity tab

REC: Enrollments, # of Sections, Retention and Success



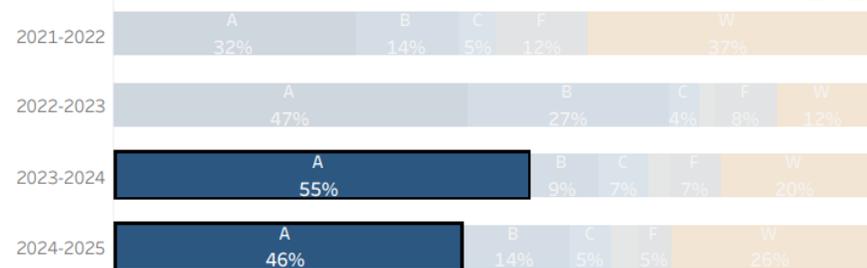
REC: Enrollments, Number of Sections, Retention and Success by Modality



Program Awards: English - Non Transfer & English - Transfer



Grade Distribution for REC



### Classroom Teaching FTEF in REC

Fall Terms

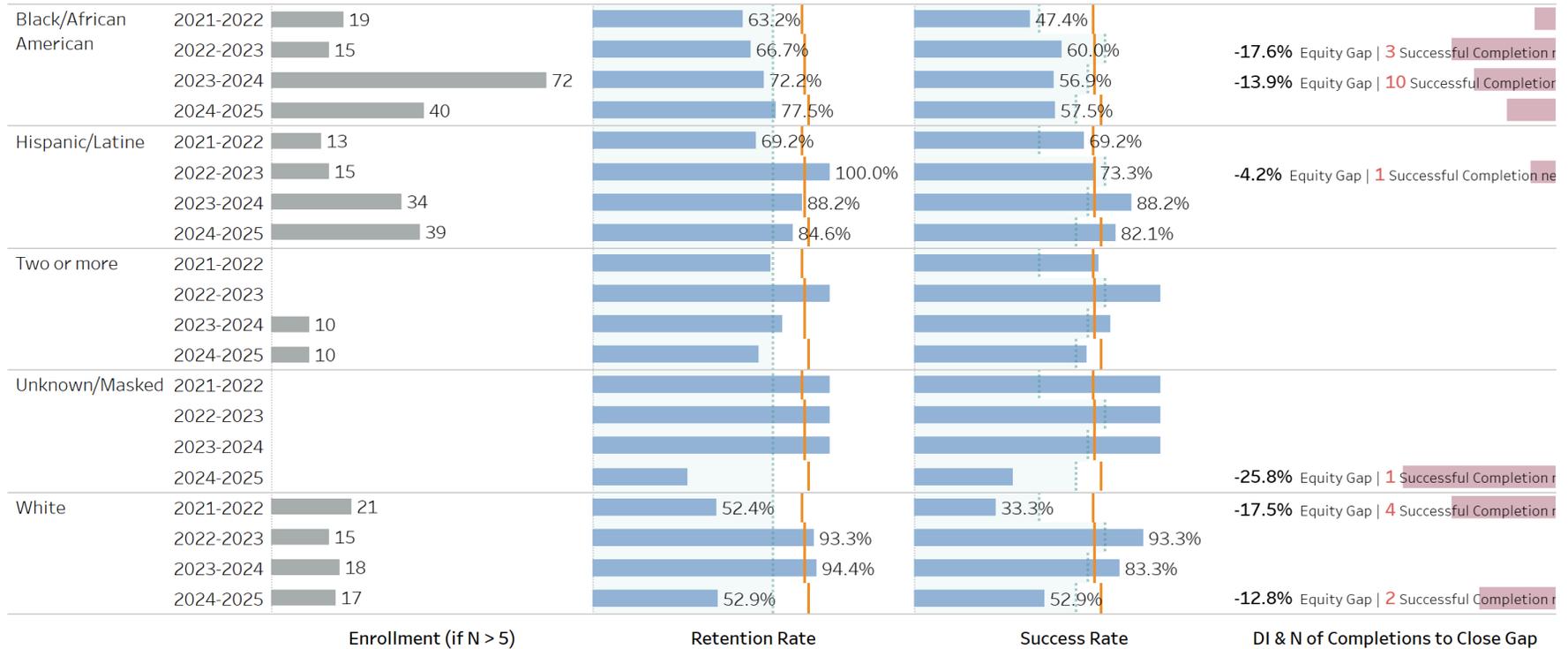
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF				0.20	
Full-time FTEF		0.20			
Overload FTEF	0.20	0.20	0.20	0.20	0.40
<b>Grand Total</b>	<b>0.20</b>	<b>0.40</b>	<b>0.20</b>	<b>0.40</b>	<b>0.40</b>
FTES	2.1	1.0	1.1	5.3	3.4
FTES/FTEF Ratio	10.7	2.4	5.4	13.4	8.5
WSCH/FTEF Ratio	321.0	72.8	160.5	400.5	255.0
WSCH	64.2	29.1	32.1	160.2	102.0

[Click for Fill Rates](#)

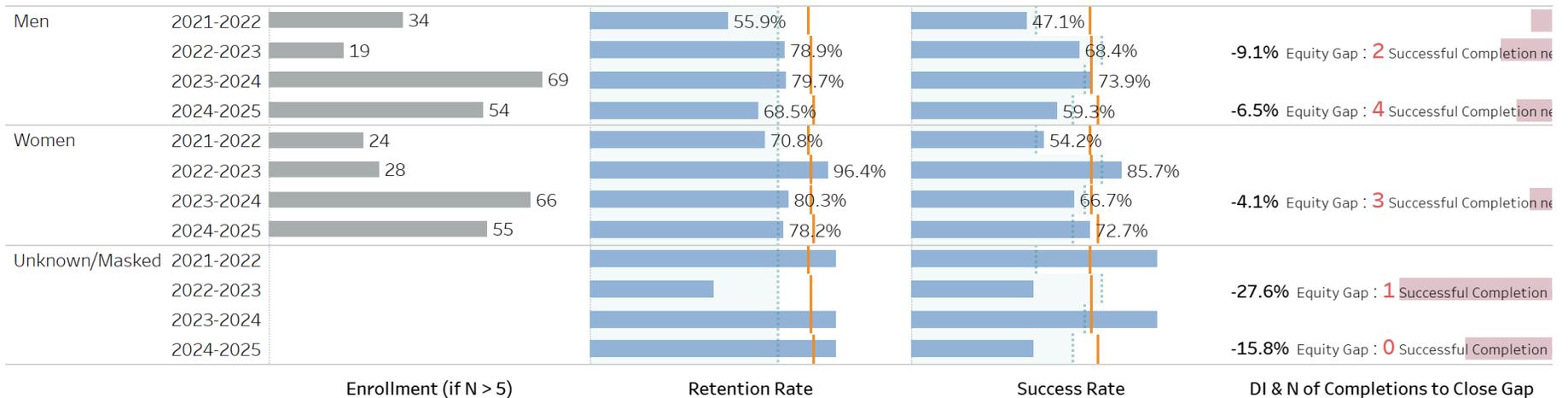
[Click for FTES](#)



**REC Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)**



**REC Enrollment, Retention & Success for by Gender (if greater than 5)**





Fall 2025 Program Review Report | Instructional Areas

<b>Division/Area Name: HSS Vocational Nursing (VN)</b>	<b>For Planning Years: 2026-2027</b>
<b>Name of person leading this review: Elinda Parkinson</b>	
<b>Names of all participants in this review: Elinda Parkinson, Jennifer Taylor, Katrina Watters</b>	
<b>Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i></b>	
<p>(How does your program/area help the college meet its mission?) The Vocational Nursing Program (VNP) provides quality, comprehensive education to a diverse population of students who desire to work in the health care industry. It contributes to the Antelope Valley College (AVC) District mission by offering a certificate of “essential career technical instruction,” namely, the Certificate of Vocational Nursing. This certificate allows the students to sit for the National Council Licensure Exam (NCLEX), the exam leading to licensure in the state of California.</p>	
<b>Part 2A: Analyze the <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>	
<p><b>Use the following questions to guide your analysis:</b></p> <p>Overall (Use the <i>Success &amp; Retention</i> and <i>Program Award</i> data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>Success &amp; Retention</i> data including S&amp;R by Ethnicity and Gender data to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which ethnic / gender student groups complete their courses at the highest rates?</li> <li>• 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 <i>Strengths and Accomplishments</i> section.</li> </ul>	
<b>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>	
<p><i>Consider the following questions:</i></p> <ul style="list-style-type: none"> <li>• What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>• What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> <p>The graduates of the VN Program have experienced excellent pass rates of the NCLEX-PN. 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, and 100% in 2025 so far. 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.” (<a href="#">Occupation Profile, California LaborMarketInfo</a>)</p>	
<b>Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</b>	
<p><i>Consider the following questions:</i></p> <ul style="list-style-type: none"> <li>• What does your program/area need to do better to support/improve student success?</li> <li>• What actions can be taken to help close equity gaps?</li> </ul>	

Student success will hopefully be improved by the addition of the TEAS entrance exam. This will particularly affect VN 120. Additionally, we hope to increase the program hours spent in VN courses, which will allow material to be covered over a longer period. This will allow for increased in class activities and various formats and styles of teaching. For example, more flipped classroom activities can be incorporated to improve student retention of material.

Equity data showed that 82% of students in all age groups and races/ethnicities were successful 2023-2024. This 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. The equity data for gender is not consistent with what is seen in the classroom. We have a disproportionate number of female students in our program. This year we have 1 male student out of the 35 students admitted to the program. This years' graduating class had 2 males, an increase of over 11% from the year prior. 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.

**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?
- What is a desired future?

We desire to be known for high retention rates, low attrition rates, all while maintaining a significantly high NCLEX-PN pass rate. We currently have a 100% NCLEX-PN pass rate. However, our success rate (retention rate) is in the 72-76% range. This does not include the number of students who choose to withdraw due to an inability to pass theory. If students who withdraw are considered, the retention rate is closer to 60% in VN 120, 65% in VN 121, 70% in VN 122, and 90% in VN 123. Our goal is to increase the number of students progressing through the VN program and the number of graduates. We hope to maintain a high NCLEX pass rate of 90% or higher as well.

To reach the goal, our program would like to increase the number of lecture hours for VN 122, 121, and 123. For VN 122, we aim to separate this OB and Pediatric Nursing course into 2 separate classes. One would be a 4-week OB course, and one would be a 4-week pediatric class. This could improve success because currently the content is all covered over a 5-week period. For VN 121 and 123, we will increase the hours in both courses and then distribute the medical surgical textbook content more evenly across the 2 courses. Currently, VN 121 has 7 exams from 2/3 of the textbook content and VN 123 has 3 exams from 1/3 of the textbook content. We would redistribute half the textbook in VN 121 and half in VN 123. This would give more time to the students to learn the material.

**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.)

**4/21/2025 Nursing Advisory Committee Meeting: No recommendations at this time. LVN students have been granted access to the Operating Room for observation. Pediatric Unit to move to 3<sup>rd</sup> floor AVMC 10/2025. PICU to be opened, date unknown at this time.**

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

# Projections of Employment by Occupation, 2022 - 2032

Selections:

**TOP Code(s):**

123020 Licensed Vocational Nursing

**Geography: California**

Includes: All California Counties

## Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2022 Employment	Annual Job Openings (1)
292061	<a href="#">Licensed Practical and Licensed Vocational Nurses</a>	78,100	78,260
	<b>Total</b>	78,100	78,260

### 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
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. Most recent SWF application Submitted Fall 2025.
Use of a multi-screening tool	We have utilized this tool since 2020. Since attrition is not where we want it, we have added a TEAS test (entrance exam) to be used beginning 2026.
Use of remediation assignments	We are remediating students who do not pass an exam with assignments geared to improve study habits and identify areas of weakness.
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. 17 graduated from the 2024 cohort. A TEAS test (entrance exam) has been added with a goal of improving the number of graduates to 70% or higher over the next 3 years.

Maintain BVNPT approval.	The VN program was approved for another four-year cycle Spring 2024. The next approval will be completed in Spring 2028.
Hire a third full-time instructor.	We currently have 3 full-time instructors. Goal met.
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.

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 Improve attrition rates to 25% with emphasis on VN 120 utilizing the multi-criteria screening tool and remediation.	ILO 1. Communication				Goal #6 Success: Boost success rates by prioritizing the student experience.	Students will continue to be admitted based on their scores using a multi-criteria admission tool.  Students will begin taking an entrance exam (TEAS) 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.  An entrance exam has been approved and will be implemented as a part of the admissions process beginning next year. Funding has been allocated for vouchers to cover the fees for students in need.	The attrition rate for VN 120 will be reduced to 30%.
#2 Maintain BVNPT continuing approval	ILO 4. Career and Specialized Knowledge	NA	NA	NA	Goal #5 Education: Expansion of offerings and effective course scheduling.	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	ILO 1. Communication	PLO 1,2	SLO 1 VN 120, 121, 122	NA	Goal #6 Success: Boost success rates by prioritizing the student experience.	Simulations are excellent tools to use in the skills lab to help students apply their knowledge and	Simulations have been added but require regular updates. Gaumard software and manikin acquired and 1	Simulations take place 2-5 times per semester.  Continued success rated on NCLEX-PN.

90% consistently.			SLO 2 all courses			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.	VN staff member trained so far.  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.	
#4 Convert to an 18-month program and increase program hours spent in Vocational Nursing courses.	ILO 4 Career and Specialized Knowledge				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.	Improve retention in all VN courses with emphasis on VN 121, VN 122, and VN 123 by increasing number of lecture hours for these courses and thereby increasing the amount of time spent on content for these courses.	Major course revisions as well as extensive time spent to attain BVNPT approval to make these changes.	The attrition rate for all VN courses will be reduced to 30% or less. The retention rate will be improved to 70% or higher.  Non-academic reasons for attrition will not be included in this value.

**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	Annual Examsoft Fees	Current goal #3 Improve NCLEX-PN pass rates to greater than 90% consistently.	Repeat	\$4,000	Recurring	Marissa Latuno
Other	HESI NexGen Bundle	Past Goal #5 Implement Nex-Gen style test exam format.	New	\$20,000	Recurring	Elinda Parkinson/Julie Yaeger
Supplies	Welch Allyn 6500 Vital sign machines (2)	Past goal #4 Maintain skills lab equipment	New	\$3,000	One-time	Elinda Parkinson/Debra Dickinson

Supplies	HillROM Bedside tables (10)	Past goal #4 Maintain skills lab equipment	New	\$6,000	One-time	Elinda Parkinson/Debra Dickinson
Professional development	Funds for full-time faculty professional development.	#1 Improve student success by increasing faculty knowledge.	New	\$6,000	Recurring	Elinda Parkinson, Jennifer Taylor, Katrina Watters
Other	TEAS Vouchers	#1 Improve student success by increasing equity (access to exam).	New	\$20,000	One time	Elinda Parkinson/Jennifer Rooth

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

Required:

- Enrollment tab
- Equity tab

Instructions and Definitions		Enrollment		Success & Retention		Institutional Success & Retention		
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Academic Year	Term or Year View	Division	Subject	Break by	Gender	Ethnicity	Camp	Modality
Multiple values	Year	All	All	All	All	All	All	All

Overall Success and Retention ✕

2022-2023	3,239	77,240	15,886	89.0%	73.0%
2023-2024	3,447	86,661	17,550	89.0%	73.0%
2024-2025	3,948	106,971	19,619	90.4%	75.4%
	Number of Sections	Enrollment	Headcount	Retention Rate	Success Rate
				Term Type	
				All	

Overall FTEF in Major Terms

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Part-time FTEF	175.06	158.70	147.88	153.14	169.78	144.31	128.00	148.91	160.70	175.71
Full-time FTEF	165.54	145.63	160.36	168.99	158.37	146.50	150.93	154.19	160.00	154.85
Overload FTEF	38.43	41.39	42.83	48.70	56.94	23.99	32.65	43.78	46.65	55.38
Grand Total	379.04	345.72	351.07	370.83	385.08	314.80	311.58	346.87	367.35	385.94

Program Awards | All

Award Type	Program Awards		
	2022-2023	2023-2024	2024-2025
AA-T/AS-T	734	640	306
AA/AS	1,172	1,292	1,988
Certificate	1,115	1,108	1,524
AVC Local Certificate	210	194	186
Non-Credit	38	64	70
Bachelor's	16	21	13
Grand Total	3,285	3,319	4,087

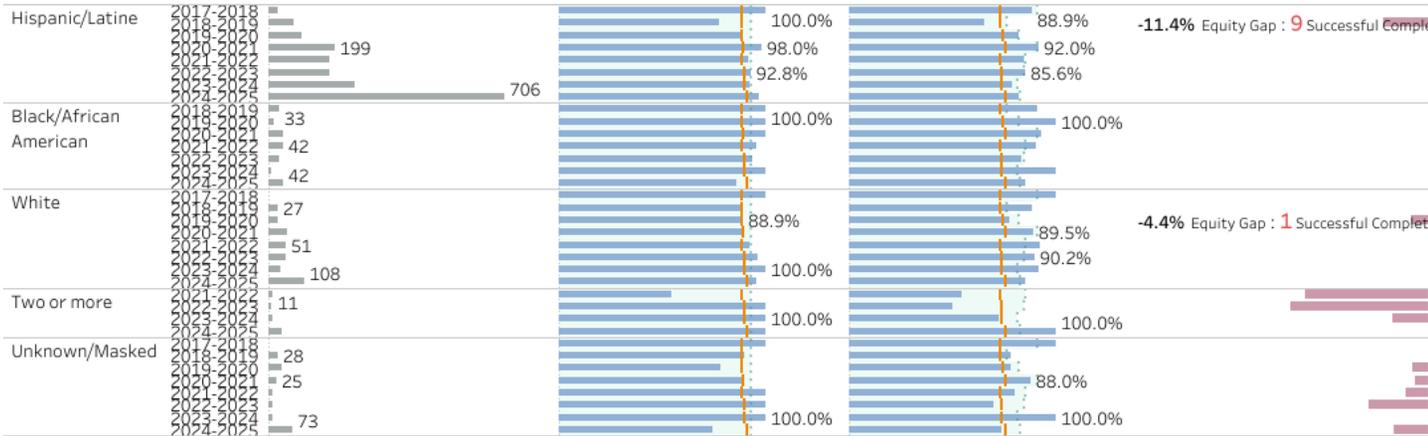


AVC Total Retention and Success are shown in vertical | **VN Success Rate is Green** |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

**VN Enrollment, Retention & Success for by Ethnicity** (hover over the lines to see by Gender)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

**VN Enrollment, Retention & Success for by Gender** (if greater than 5)



Enrollment (if N > 5) | Retention Rate | Success Rate | DI & N of Completions to Close Gap

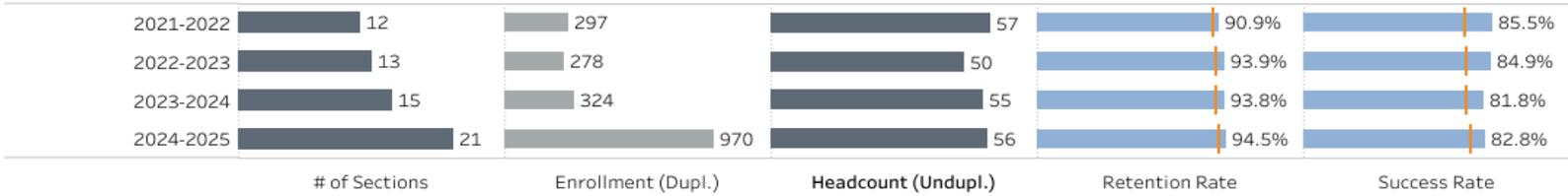
**Guiding Questions for Reviewing DI Data:**

- ☒ What patterns or trends in the DI data suggest inequities among different student groups?
- ☒ What factors might be contributing to observed equity gaps in our program (e.g., curriculum design, teaching practices, access to resources, advising, or broader institutional barriers)?
- ☒ What specific strategies, practices, or program-level interventions could we implement to reduce or eliminate these gaps?
- ☒ How might changes to pedagogy, curriculum, scheduling, student services, or outreach impact disproportionately affected groups?
- ☒ What institutional or community resources (e.g., funding, professional development, partnerships, student support services or centers) can we leverage to support equity-f..

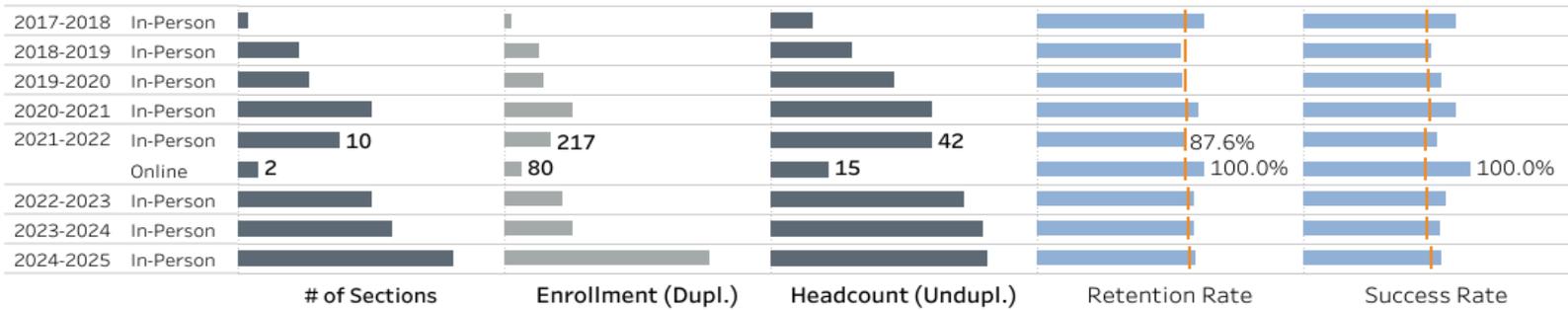


Academic Year Multiple values Term All Subject Filter VN Modality All Location All Program Major Vocational Nursing Cert ✕

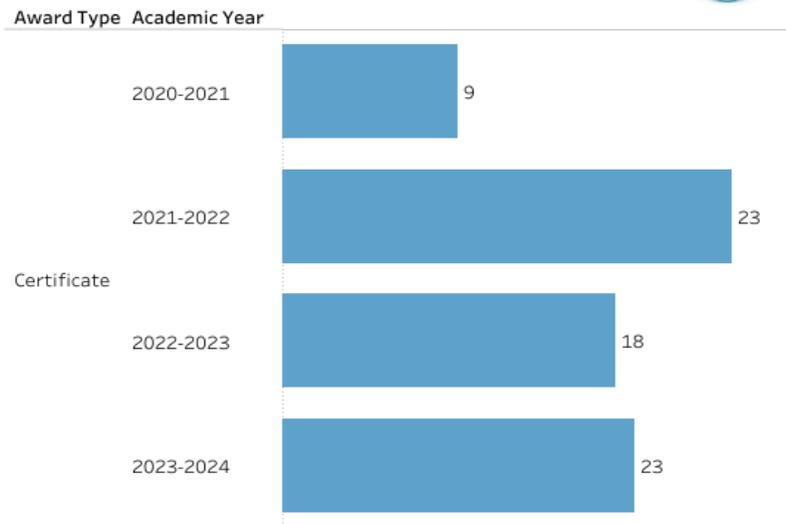
**VN : Enrollments, # of Sections, Retention and Success**



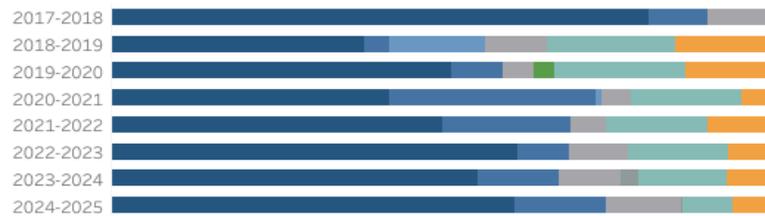
**VN: Enrollments, Number of Sections, Retention and Success by Modality**



**Program Awards: Vocational Nursing Cert**



**Grade Distribution for VN**



**Classroom Teaching FTEF in VN**

	Fall Terms				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	2.42	0.23			1.27
Full-time FTEF	7.67	0.45	3.19	3.00	2.57
Overload FTEF	2.67	5.11	2.22	0.22	1.98
<b>Grand Total</b>	<b>12.76</b>	<b>5.79</b>	<b>5.41</b>	<b>3.22</b>	<b>5.82</b>
FTES	35	22	24	27	27
FTES/FTEF Ratio	3	4	4	8	5
WSCH/FTEF Ratio	83	116	135	251	137
WSCH	1,055	669	729	809	796



Click for FTES

Click for FTES

