



Antelope Valley College

**Comprehensive Program Review Report
Health Sciences Division**

**Academic Year Reviewed: 2009-10
Submitted November 16**

Health Sciences Program Review Team

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Area 1 Mission

1.1 State the mission of the program

“We provide quality healthcare, child and family education, and wellness education that empower students to meet their goals of workforce preparation, personal development, and community service.” (2009)

In addition to the division mission, the vocational programs and the Child Development Center have individual missions that are cohesive with the Institutional Learning Outcomes of the college. The missions of the vocational programs are reviewed annually by the faculty and advisory committees. The mission of the Child Development Center is reviewed by the staff every two to three years.

1.2 Comment on the areas of the mission, vision and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the college.

The Health Sciences Division provides associate degree programs in child and family education, family and consumer education (nutrition), medical office assisting, registered nursing, respiratory care/therapy, and radiologic technology. Certificates are available in child and family education, clinical medical assisting and office assisting, and vocational nursing. Vocational program degrees include medical office assisting, registered nursing, respiratory care, and radiologic technology. Workforce preparation and economic development courses include emergency medical technology, nurse aide and home health aide. Personal enrichment courses include culinary arts as well as many of the courses in the child and family education, nutrition, medical assisting, and emergency medical technology disciplines.

The Child Development Center (CDC) provides convenient and affordable early childhood care and education services for parents who might otherwise be unable to attend college. The Center also is an on-campus laboratory for Antelope Valley College students enrolled in child and family education, nursing, nutrition, and licensed vocational nursing classes, students in the Child and Family Studies discipline at California State University, Bakersfield, and students enrolled in the Regional Occupation Program of Antelope Valley Union High School District. Enrollment in the CDC in fall 2006 was 104 children (as of November 2009).

The Institutional Learning Outcomes (ILOs) for the college are embedded in the Student Learning Outcomes for courses and in the Program Learning Outcomes (PLOs) for degree programs and the Operational Outcomes for the CDC. All degree programs cover all of the ILOs in their PLOs.

Area 2 History

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

The CDC, the child and family education discipline, and the foster and kinship care education program joined the division in July 2007. The CDC historically has had a vacancy rate of less than 5%. It has a full contracted enrollment for state preschool and 18 tuition paying children, with 12 vacant slots for tuition paying families. The CDC is licensed by the Department of Social Services, Community Care Licensing and is regulated by the Child Development Division of the California Department of Education. As of August 24, 2009, the Infant/Toddler Program closed due to budget cuts.

Public Law 110-134 (signed into law in December 2007) mandates that the Head Start program expands and that by 2011, all Head Start teachers must will have a minimum of an associate degree, with at least half holding a bachelor's degree. Class reductions in the discipline have impeded progress towards this goal.

The radiologic technology program started in January 2009. Culinary arts courses in wine appreciation were added to the division offerings in 2007. The division has had explosive interest in its vocational programs, especially vocational nursing (waiting list increased 25%; students wait three years between "application" and "enrollment") and registered nursing (waiting list increased to three semesters between "application" and "enrollment"). The registered nursing program received continuing approval in March 2009. The respiratory care program received initial accreditation in September 2009. The vocational nursing program received its most recent accreditation in June 2007.

Several courses have not been offered consistently since the last program review in 2006. Home Health Aide has been offered only once during that period (summer 2007). Nurse Aide (NA 101) has been offered five times in the last three years due to the high cost of offering the course. NA 102 (Pharmacology for Nurse Aides) has been scheduled three times since 2006, but had sufficient enrollment for the class to be offered only twice in that period. MOA 110 and 111 (clinical medical office assisting skills) have been offered three times since 2006 due to lack of faculty and lack of enrollment. CFE 111 has been offered three times during the last three years due to low enrollment. The course is required for the state child development permit and offers students greater opportunities for employment.

Enrollment in the LVN program was decreased from 45 admissions to 30 admissions in fall 2009, and the number of students in the EMT course will be decreased from 110 in fall 2009 to 40 in spring 2010. The EMT course was not offered in summer 2009 as it usually is. The Board of Vocational Nursing and Psychiatric Technicians advised the program faculty that skills lab hours could not be used for make up clinical days unless there was structure to the make up time. In addition, the funding source for the skills lab was changed from District funding to categorical funding that applied only to the RN program. As a result, the VN faculty had to schedule at least one additional clinical day to

allow students to meet the hours required by state regulations for clinical practice in a VN program.

2.2 Briefly describe the program’s activities and services in the past four years.

Since the last program review in 2006, the registered nursing program began offering academic and personal counseling through a grant-funded student success advisor. The disciplines have concentrated on maintaining offerings to students and promoting student success. The faculty has developed Student Learning Outcomes for all courses and Program Learning Outcomes for most programs. Assessment measures have also been developed. The division as a whole is at the “development” stage of ACCJC’s four levels of institutionalizing SLOs. Child and family education, respiratory care, registered nursing, and vocational nursing are at the brink of the “proficiency” stage. The CDC assesses operational outcomes annually.

2.3 Did the program receive outside funding during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

Perkins IV grant funding was received in 2008-09 by the radiologic technology to assist with extensive start up costs for the program, including the purchase of an x-ray table, videos, and supplies. The program also received a grant from the Chancellor’s Office for capital expenditures including manikins and remodeling of a classroom into a lab and a Workforce Investment Grant to fund faculty salaries and supplies. The respiratory care program received Perkins funding in 2008-09 and 2009-10 for the purchase of equipment to enhance student learning and staff development for an instructor to attend a problem-based learning conference and the instructor/director to attend a respiratory care forum. The registered nursing program was awarded grants from the Chancellor’s Office for 2008-10 to reduce attrition, increase retention, increase enrollments, and enhance equipment and supplies to increase student success. The vocational nursing program received Perkins IV funding to extend the use of podcasting to students as a new teaching methodology.

The programs that require instruction in clinical skills are dependent on Proposition 20 funds to backfill the college supply budget. The cost of disposable medical supplies cannot be passed to students as an instructional materials fee, so the cost must be taken from college supply budgets, grant funds, Proposition 20 funds, or student supply packs.

The CDC has a state contract to enroll preschool children. It received grants from Boeing, WalMart, and the Antelope Valley College Foundation for renovations to the playground. The child and family education program receives funding from a partnership with the Yosemite Community College District, the Foundation for California Community Colleges, and other sources.

Table 1: Grants Received Spring 2006-2009

Grant/Program	Award
Antelope Valley College Foundation (Spring 2006)	\$1100
The Boeing Company (three awards to CDC)	\$39,000 total
Walmart Store #1563	\$625
Foster and Kinship Care Education (2008-09 award only)	\$115,941
Youth Development Services (2008-09 only)	\$51,600
TANF (Temporary Assistance to Needy Families-Child Development; 2008-09 only)	\$49,540
Child Development Training Consortium (2008-09 only)	\$10,000
Enrollment Growth for Associate Degree Nursing (RN) Programs (2008-10)	\$372,910 (2008-09) \$334,774 (2009-10; reduced from \$420,500 due to state budget constraints)
Workforce Investment Act (Radiologic Technology; 2009-10)	\$128,728
Equipment for Nursing and Allied Health Programs (Radiologic Technology; 2008-09)	\$118,307
Nursing Faculty Recruitment and Retention Program (2006-2011)	\$108,160
Capacity Building and Enrollment Growth for Nursing (2006-08)	\$57,142 (2006-07) \$57,142 (2007-08)

The following programs also received Perkins IV funding during the last four years: respiratory care (\$47,000 in 2008-09 and \$46,261), radiologic technology (\$80,000 in 2008-09), RN (\$62,500 in 2007-08), and LVN (\$2500 in 2008-09 and \$1500). Faculty in the respiratory care and RN programs received staff development funding from Perkins IV funds.

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Comment [KC1]: I did not want anyone to think that there was supposed to be something else here.

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.1 Identify degrees and certificates currently offered in the program.

Table 2: Degrees awarded in the Health Sciences Division

Discipline	2005-06	2006-07	2007-08	2008-09
Child and Family Education	18	19	28	2*
Family and Consumer Education	0	0	0	1
Medical Assisting (clinical assisting and office assisting)	0	2	3	0
Radiologic Technology (new program; first class graduates in December 2010)	NA	NA	NA	NA
Registered Nursing	82	118	144	127
Respiratory Care (new program in 2006)	NA	NA	18	17
Total degrees	100	139	193	147

*Data for 2008-09 is incomplete

Table 3: Certificates awarded in the Health Sciences Division

	2005-06	2006-07	2007-08	2008-09
Child and Family Education	18	34	22	19
Medical Assisting (clinical assisting and office assisting)	0	4	1	3
School-aged Child Care	2	3	2	2
Vocational Nursing	23	25	2	29
Total certificates	43	56	27	53

The Foster and Kinship Care Education program provides over 400 hours of training for foster parents, kinship providers, and foster youth annually.

The increase in associate in science degrees in registered nursing is attributable to increased enrollments funded by grants from the California Community College Chancellor's Office. The increase in certificates in vocational nursing is attributable to the program moving to a one year curriculum (instead of 18 months).

Certificates that meet the requirements of regulatory agencies are awarded for the EMT course and nurse aide and home health aide courses.

The Consumer Education concentration of the Family and Consumer Education (FACE) degree contains few courses that are transferable to the FACE degree as core courses at CSU Northridge. The dean will be working with the faculty in the FACE discipline to strengthen the degree.

3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

All course offerings in the division are linked to the college mission during the course and program approval process. There are limitations to the number of spaces in many of the division's classes and programs. The child and family education, registered nursing and vocational nursing programs are impacted. Limitations of faculty, clinical space and funding prevent further expansion of these programs. Demand for the emergency medical technology course, nurse aide course (NA 101) and nutrition courses exceeds availability of spaces in the course. NA 101 has not been offered since 2008 due to the high cost of the course.

The clinical medical assisting courses are offered every other spring, but the courses do not have the same faculty every offering. The clinical medical assisting program is not accredited and does not meet the standards for accreditation because it does not have a full time faculty member and a medical director. This results in a one year delay for students who want to take the California certification exam and makes graduates of the program not competitive in the industry, as the local proprietary and ROP programs are accredited.

Faculty maintain currency in courses and programs through participation in local and statewide discipline groups and relationships with regional organizations such as the Los Angeles County Emergency Medical Services Agency, the Regional Health Occupations Resource Center, and the California Organization of Associate Degree Nursing Directors. The interactions contribute mainly to meeting ILOs #2 and #6 (“...apply lifelong learning skills required for employment...” and “Identify career opportunities that contributed to the economic well being of the community.”)

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

The registered nursing and licensed vocational nursing programs use simulations involving high fidelity simulators. Low fidelity simulators are incorporated into courses in nurse aide, EMT, registered nursing, licensed vocational nursing, respiratory care/therapy, and radiologic technology. The respiratory care program uses Problem-Based Learning as a methodology. The CDC is a laboratory for students in the child and family education discipline and the nursing programs. All faculty evaluated since the last program review were deemed knowledgeable in their disciplines and current or futuristic in their use of instructional methods.

Faculty members in all division disciplines use data projection systems and present course material via PowerPoint. CFE 102, MOA 101, and NF 100 are presented as online courses in addition to face-to-face courses. Faculty who teaches online courses has completed training in Blackboard. Faculty in the child and family education, registered nursing and vocational nursing courses use myAVC or Blackboard features to communicate with students and post syllabi, grades, and class notes. The nutrition faculty uses the CPS (Classroom Performance System) that requires the use of remote key pads and computer software so students can respond anonymously to questions posed by their instructors. Nutrition students also use software to perform personal dietary analyses.

Some courses have specific content that is required to meet state regulations. Examples of these courses are EMT, nurse aide, home health aide, registered nursing, vocational nursing, and radiologic technology. Respiratory care includes content that is required by the Committee on Accreditation for Respiratory Care (CoARC). Faculty have academic freedom to present the content in an individualized manner; however, the required content for licensure or certification in the disciplines is prescribed by regulation or accreditation standard.

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

Students in all courses come to the college with academic deficiencies and/or personal needs. The registered nursing program has a student success counselor who assists students with their academic and personal issues using a prospective counseling approach. Courses in most disciplines are offered on a regular rotation so that students can complete certificate, major, and transfer requirements. The exception are courses in medical office assisting (MOA) clinical skills, as MOA does not have full time faculty and accreditation to offer a complete program annually. Students who enroll in the registered nursing, respiratory care and radiologic technology programs are required to meet with a counselor to develop an educational plan prior to enrollment in the programs. A goal of the division is for students to meet their degree requirements within four semesters of entering the first discipline course, so student progress is monitored and students are made aware of their progress.

The economic crisis in the state has caused concern about students being able to complete their programs in four semesters. Students who withdraw or fail nursing courses are not guaranteed re-admission to their programs and may be on a waiting list until openings are available. LVNs who want to enter the registered nursing program in the third semester will not be able to enter until spring of 2011 (an 18 month wait, for some students). Child and family education majors will have limited offerings in their discipline for spring 2010. Their progress towards earning a degree or certificate in a timely fashion will be impeded by lack of financial resources.

Students in all disciplines are urged to use college resources in counseling, the Learning Center, and the Office of Students with Disabilities. Other than OSD, it is difficult for

faculty to follow up on the actual number of students who take the recommendations of faculty regarding getting assistance.

3.5 Are all Course Outlines of Record (CORs) current?

All CORs are current. Discipline faculty meet regularly to make certain that course content and syllabi are current and relevant. Courses that were made obsolete between 2006 and 2009 are: NA 101, NA 102, HHA 102, CULA 120, 121, 122, 123 and all nursing science courses that were included in the curriculum before the current curriculum was fully implemented in fall 2009.

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

All faculty members submit their syllabi to the division office during the first two weeks of the semester. The dean reviews syllabi to make certain they follow the established CORs. New faculty receives CORs and Student Learning Outcomes for their course teaching assignments prior to their teaching the course. Faculty meet in discipline groups at least twice a year to review changes to the COR, syllabi, SLO assessments, and course requirements. Faculty and students in the registered nursing, vocational nursing, respiratory care, and radiologic technology receive copies of the student handbook annually. The respiratory care, registered nursing and radiologic technology faculty have developed handbooks for adjunct instructors so consistency among faculty can be maintained.

Area 4 Student Support and Development

4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

Course surveys are completed by students in the RN and LVN programs every semester. From the surveys, students state that they use student support resources such as the library and computer labs frequently. The RN and nutrition students use Supplemental Instruction when SI leaders are available. The Learning Center faculty and staff collaborate with instructors to identify potential SI leaders. Students in the respiratory care program have mentioned that they also feel the need for SI. The low completion rate of the EMT course may indicate that SI would be beneficial to students as well.

Students in the health sciences professions programs use the computers in the nursing computer lab, the Learning Center, and the SSV computer lab for computerized testing and online research. At present, there is not enough space to implement computerized testing for large classes to simulate the licensure and certification exams. When constructed, the Health and Science Building will have a large computer lab that should meet the needs of students for access to computers. More students bring their computers and PDAs to class than in the past. Wireless service in the new building will be a needed addition to services.

Students who are entering the RN, RCP and Rad Tech programs need to meet with counselors prior to entering the program and while enrolled to remain on track for graduation. A frequently mentioned comment from students is that they had to wait longer than anticipated to see a counselor for a student educational plan. Another need is for student success counseling, now funded by a grant that ends on June 30, 2010. Students need a safe place near their classes to discuss their academic and personal problems. The student success counselor is a retired RN instructor who taught at another college and holds a master's degree in counseling. She is available 16 hours per week for consultations with students. Her services are highly regarded by students in the RN program and needs to be expanded to the other stressful health professions programs.

The new facilities for the Office for Students with Disabilities has been helpful for students who need to take their exams in a quiet place with extended time and has relieved the responsibility for instructors to proctor exams for those students.

The CDC provides convenient and affordable early childhood care and education services for parents who might otherwise be unable to attend college. The California State Preschool Program contract offers a half day, five day-a-week program, free of charge to eligible families. The goal is to provide high quality and reliable child care that enables parents to work toward their educational goals, thereby promoting student retention and success. The program also is available to unemployed parents seeking work, incapacitated parents, and parents with disabilities, as well as paying families.

4.2 Summarize how recent additions, deletions, or revisions of services, practices and technology support aspects of the college mission and ILOs.

In order to contribute to the college wide effort to balance the budget, the Infant and Toddler program was put on hiatus in the CDC.

The nurse aide and culinary arts courses are expensive to offer for credit. Nurse aide and home health aide have a limitation of 15 students to one faculty member. CULA courses require supply expenditures of approximately \$750 per course offered. The faculty and dean are collaborating with Corporate and Community Services (CCS) to offer the nurse aide, home health aide and culinary arts courses at full cost through CCS.

Technology that has been added to the curriculum has enhanced the ability of division faculty to meet ILO #4 (Solve problems using...a variety of technologies). The LVN program students use MP3 players funded from Perkins IV monies and podcasting to review their lectures. Many faculty use data projectors and computers to present material using PowerPoint, and they make notes available to students on their myAVC accounts. Students who cannot afford home computers use the college's computer labs to access electronic resources.

Although the courses that have been made obsolete meet the college's mission, they can be offered in a cost effective manner while retaining high standards if Corporate and Community Services offers them.

Budget cuts that were made by the Office of Business Services for fall 2009 through spring 2010 were not applied evenly across discipline supply accounts. The recommendation by SPBC was to cut supply budgets 10%. The health sciences discipline budgets were cut 10% to 100%. Specifically, the material and supplies budget for the nutrition courses was cut 100%, LVN materials and supplies were cut 26%, and warehouse supplies were cut 16%. Input from the dean and department chairs was not sought prior to the decisions to apply the drastic budget cuts.

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. Considering these trends, how well is the program doing in meeting the needs of various learner populations attending the college?

From the data supplied by the Office of Institutional Research and Planning, several trends can be discerned. First the percentage of males enrolled in CFE courses has increased by about 20% since 2006. The percentage of males enrolled in MOA courses has increased by about 50% since 2006. The percentage of females enrolled in radiologic technology and respiratory care exceeds the industry figures.

The percentage of African-American students enrolled in the CFE courses has increased by about 60% since 2006, while the percentage of Hispanic students in the courses has increased by about 30%. The percentage of African-American, Hispanic and Asian students has increased in the nutrition and foods courses by 20 to 60%. The percentage of Asian/Pacific Islander students in the registered nursing courses has increased by 75% since 2006 and the percentage of Hispanic students in the courses has increase by about 55% over the last three years. The age distribution of students in division courses has tilted slightly towards younger students. For the nursing, respiratory care and radiologic technology courses, this may be an indicator that younger students are completing the prerequisite science courses more quickly.

Success rates in the division courses have been stable except in a few courses. CFE 101 and NF 100 success rates have declined somewhat. Retention rates have remained stable, however.

Adjunct and overload LHE have increased over the last three years, as expected, since course offerings in the division have increased. The increase in full time instructors and in full time instructor LHE has increased due to the addition of a third instructor in CFE, two full time temporary instructors in registered nursing, two instructors in respiratory care, and one instructor in radiologic technology.

The trend has been steady enrollment in full time equivalent students in the various disciplines in the division. Many courses and programs are constrained from growing by availability of faculty, clinical sites, and funding.

Table 4: FTES in Health Sciences Division Disciplines

Discipline	Fall 2006	Inter-session 2007	Spring 2007	Summer 2007	Fall 2007	Inter-session 2008	Spring 2008
CFE	73.93	1.92	70.05	.93	78.70	2.70	67.19
CULA					4.99		2.97
EMT	29.38		26.88		30.89		31.16
HHA							
MOA	11.99		17.01		14.24		14.89
NA	2.28				1.97		0
NF	42.82		44.93		43.77		46.08
NS	188.28	0	202.72	2.44	202.34	0	181.75
RADT	--	--	--	--	--	--	--
RCP/RT	9.68		8.43		23.04		21.83
VN	27.26		20.30		7.50	0	0
Total	385.62	1.92	390.31	3.37	407.44	2.70	365.88

Discipline	Summer 2008	Fall 2008	Intersession 2008	Spring 2009
CFE	1.42	81.40	1.94	72.59
CULA				4.02
EMT		36.72		33.07
HHA				
MOA		14.71		28.23
NA		0		0
NF		49.24		48.66
NS	3.97	181.79	0	181.60
RADT	--	--	--	10.02
RCP/RT		23.37		20.5
VN	23.31	35.33		37.25
Total	28.70	422.57	1.94	333.73

5.2 Report on the progress of recommendations and accomplishments of goals as identified in the program's last program review.

Recommendations and goals from the 2006 division program review included:

1. Increase student success in the LVN and RN programs in the courses on licensure examinations. Increase student success in the EMT program.

Attrition in these courses remains high. The LVN program has an attrition rate of 30%, which has been its historical rate. The RN program has had an attrition rate varying from 26.5% to 55.8% in the past three years. The EMT program has had a success rate varying from 24.4% in Fall 2006 to 58.1% in summer 2008. Clearly, the faculty in these programs needs to review the factors that result in high attrition rates. The lead instructor

for EMT has explored the concept of splitting the EMT course into two parts: one that has elementary EMS theory and skills and the second that has advanced EMS theory, skills, and practice in the hospital and ambulance settings.

Licensure results have been consistently above the state and national averages for the RN program. The VN program licensure exam results have been consistent as well. The respiratory care program has had good results on the CRT (certified respiratory therapist) exam, but not many students have taken the RRT (registered respiratory therapist). The EMT students have average results on the National Registry exam.

Table 5: License and Certification Exam Passing Rates (First-time test takers)

Program/Licensure Exam	2006-07 % & number of students passing exam	2007-08 % passing & number of students taking exam	2008-09 % passing & number of students taking exam
Registered Nursing (NCLEX-RN)	94.97% N=78	82.69% N=156	89.92% N=129
Vocational Nursing (NCLEX-PN)	89% ¹	88% ¹	86% ¹
EMT (National Registry Exam)	89% ² N=28	79% ² N=75	82% ² N=57
Respiratory Care (CRT)	NA	94.4% ³ N=18	62.5% ³ N=10
Respiratory Care (Written RRT)	NA	37.5% ³ N=8	100% ³ N=8

¹ NCLEX-PN pass rate is reported per calendar year.

² National Registry Exam for EMT results are the cumulative pass rate within 6 attempts.

³ NBRC bases success on all test takers who pass, no matter how many attempts.

2. Implement new AD nursing curriculum in fall 2007.

The new curriculum was implemented in fall 2007 beginning with the first semester courses. The curriculum was fully implemented by fall 2009.

3. Hire a counselor dedicated to providing counseling for health sciences programs.

Considering budget challenges, hiring a counselor specifically for health sciences programs is unlikely. However, using grant funding, a student success counselor was hired for the nursing science students through June 30, 2010. The dean is working with the dean of counseling and matriculation to find additional funding for this adjunct position so students in all the allied health programs can have the academic and personal support that they need to be successful.

4. Continue District funding for standardized assessment testing and web-based course evaluations.

Instructional Materials Fees were established to fund achievement testing. Web-based course evaluations are supported by District funds.

5. Provide technological support for the division's computer lab and instructional technologies.

ITS provides technical support for the division's computer lab and instructional technologies. An ITS technician reviewed the nursing software in summer 2009 and made recommendations to reduce the amount of software stored on the server or upgrade the software to newer versions. Many vendors no longer offer software that needs to be installed locally. Instead, vendors are migrating to software that is available by subscription on their websites. Two significant outcomes for the college have occurred from this practice. First, the software subscriptions are too expensive for the programs to purchase on the budget allocation from the District, and secondly, the vendors provide support for the software. The outcome for the college is that ITS needs to support hardware only, if the programs can afford the software subscriptions. However, if the programs were able to use subscriptions, the software that the students use would be the most current available, and the faculty would not be too concerned with obsolescence. Video content is being offered in a similar fashion, online hosted by remote servers at high cost.

IMC provides technical assistance for use of the data projectors that are heavily utilized in all disciplines in the division except EMT. The faculty believes that the amount of technical support for computers and computerized instructional technology remains inadequate.

6. Upgrade, replace, and secure necessary equipment: computers, printers, data projection systems and software.

The hardware and software are adequate for the programs' needs except for instructional simulation. Computers have not needed to be replaced. A few printers have been replaced as they malfunction. The faculty is supportive of having individual ink jet printers for small print jobs and networking their computers to the high capacity laser jet printers for larger print jobs. The associate degree nursing program will be taking delivery of a new adult simulator in October.

7. Develop a 12 month Vocational Nursing Program. Develop a plan to ensure a full class in VN 101.

The 12 month curriculum will be considered by the Academic Policies and Procedures Committee in October 2009. The division staff tries to ensure a full VN class every August. However, the intensity of the program is a deterrent to some students who have the desire to become vocational nurses but need to work to support themselves and their families. Students are reluctant to take a space on a waiting list for the first week of classes if they cannot be assured a space in the program. Regulations require one instructor to 15 students and disclosure to students who are on the wait list that they might not have a permanent space in the class.

8. Conduct a validation study to determine if prerequisites in reading, writing, and math would assist the students to be more successful in VN 101. Conduct a validation study for the prerequisites for the EMT course and Respiratory Care program.

Validation studies for the vocational nursing program, respiratory care program, and EMT course have not been conducted. The faculty of the respiratory care program were required by the program's accrediting agency (Committee on Accreditation for Respiratory Care) to add BIOL 202, General Human Physiology, to the prerequisites for the program beginning in fall 2010. This addition to prerequisites is a trend in respiratory care programs in California, as all programs in community colleges in the state were surveyed and most had added physiology as a prerequisite.

9. Establish a radiologic technology program.

The program enrolled its first cohort of students in January 2009.

10. Develop online nutrition and foods courses and develop additional courses to strengthen the ability of students to transfer in the discipline.

NF 100 was offered online in summer 2009 for the first time. A new course in Sports Nutrition (NF 110) was offered in fall 2008 for the first time. NF 110 is transferable to the CSU system.

11. Submit the student learning outcomes to Academic Policies and Procedures Committee per its timeline.

All courses have student learning outcomes. The challenges are now to enter the SLOs into WEAVE and achieve 100% compliance with SLO assessment.

12. Faculty needs to determine how to assess student learning outcomes.

Faculty believes that the SLOs that were established for their courses are appropriate except in the EMT course. The lead instructor for EMT is considering options for the SLOs for that course. The nutrition and foods faculty met in spring 2009 to standardize the SLO assessments among students taught by full time and adjunct instructors.

13. Three full-time district-funded nursing faculty (one replacement for a retiree; two who are funded by grants).

A full time instructor was hired to fill the vacancy of the retiree. Given the District budget situation, it is unlikely that the two positions that are funded by grants will be made permanent positions.

14. One full-time district-funded skills laboratory coordinator. Expand clinical skills lab hours.

The Board of Registered Nursing consultant suggested a full time skills lab coordinator position for the program. The BVNPT constraints on LVN students' use of the lab and the funding source make it impossible to offer lab time to students at this point. Budgetary constraints will make District funding for this cause impossible until the state budget crisis resolves.

15. A third full-time vocational nursing instructor; One full-time EMT/paramedic instructor; One full-time radiologic technology instructor to serve as program director; One full-time medical office assisting instructor; Increase half time clerical assistant position to full time

Of the positions that were identified in the last program review, the radiologic technology director was hired and the half time clerical assistant position was increased to full time.

16. Provide resources for professional development of division faculty

The LVN program faculty is eligible for Perkins IV funding for professional development. The RN associate degree nursing faculty is eligible for grant funding for professional development until the grants expire in June 2010. Respiratory care and radiologic technology faculty have attended conferences using Perkins IV funding also. Faculty in child and family education, nutrition, culinary arts, and emergency medical technology relied on District professional development funding, which is not in the budget for 2009-10.

17. Increase classroom and office space when the new building is built.

This is a long term goal. Timeline: Occupancy in spring 2012. Cost: Estimated to be approximately \$73 million for the new building.

18. Replace equipment and infrastructure as it ages and wears.

The associate degree nursing program will be receiving SimMan 3G in October 2009. A radiologic technology lab will be constructed beginning in October 2009.

19. Fund instructional equipment for the radiologic technology program.

An x-ray table has been purchased for the radiologic technology program. The local hospitals have provided a film processor and x-ray supplies for the program and have promised a portable x-ray machine.

20. Provide adjunct office space.

T500F is available for adjunct faculty.

21. District funding for faculty and equipment

An answer to this goal has been addressed in previous items.

22. District-funded supply accounts for new and existing programs.

The radiologic technology program has a meager budget of \$450 in District funds. Most of its supply budget is dependent on Proposition 20 funds, as are other programs. The "ten percent" supply budget cuts to the 4000 and 5000 object codes were not evenly distributed among the programs. A restoration plan needs to be developed by SBPC so that students can receive the supplies they need. The Education Code prohibits charging an instructional materials fee to students enrolled in nursing programs.

23. District supply accounts should be established for new programs whenever they begin. Timeline: dependent on new program. Cost: Dependent on program.

This goal still needs to be addressed on the District level through SPBC.

24. Continue to follow regulations from appropriate state agencies

The Child Development Center is reviewed by the Department of Education, Child Development Division, and is approved for state funded preschool. All vocational programs are approved by their respective state agencies. Since the last program review, the Board of Vocational Nursing and Psychiatric Technicians granted continuing accreditation to the vocational nursing program in May 2008. The Board of Registered Nursing has granted continuing approval to the associate degree nursing program in March 2009. The radiologic technology program received approval for a diagnostic radiologic technology program from the Radiologic Health Branch of the State Department of Public Health in November 2008. Continuing approval from the state agencies that regulate respiratory therapy and medical office assisting is not required.

29. Provide a medical director for the medical office assisting program

State regulations require the program to have a medical director. Timeline:

Dependent on timeline for updating program. Cost: As little as \$2000 per year

This goal is not being addressed at this time. The cost cannot be absorbed by the division budget and the full curriculum in medical office assisting is not being offered at this time due to the budget situation.

30. Continue to seek permanent approval of the respiratory care program and initial approval of the radiologic technology program.

CAAHEP has granted initial accreditation to the respiratory care/therapy program. The radiologic technology program gained approval from the Radiologic Health Branch of the State Department of Public Health and the director of the program filed the application for accreditation by the Joint Review Committee on Education in Radiologic Technology in September 2009.

31. Establish a paramedic program.

Regional approval for a paramedic program at AVC was obtained. Approval from Los Angeles County EMS and the state EMS agency was not. Therefore, this goal will no longer be pursued.

32. Hold articulation discussions with the Palmdale High School Medical Careers Academy and the Regional Occupational Program.

An articulation agreement between Antelope Valley Union High School District and Antelope Valley College shows a clear pathway for students to obtain college credit for the EMT course and medical terminology and a career pathway for students who want to pursue degrees in the health professions. The child and family education program has articulation agreements with the Antelope Valley Union High School District Regional Occupations Programs.

33. Participate in a statewide study to determine the feasibility of offering a baccalaureate degree in registered nursing.

The statewide study has been postponed until the results of recent legislation (AB 1295) requiring the CSUs to streamline the transfer pathway with the associate degree nursing

programs have been evaluated. The nursing program continues to have a collaborative relationship with CSU Bakersfield, which grants credit for all nursing courses at AVC.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

All courses and programs have SLOs and PLOs except for the Family and Consumer Education degree. After the first year of assessing SLOs, faculty in RN and EMT have realized the need to modify either the SLOs for a course or the assessment methodology. Data from the Office of Institutional Research and Planning shows spotty compliance with SLO reporting. In fall 2008, 13 courses had no SLO data reported to OIRP, while 18 courses had 100% reporting. The remaining eight courses offered in fall 2008 had compliance ranging from 33.3% to 88.9%. Faculty do not agree that the data are accurate, as their gradebooks and personal records demonstrate higher compliance with reporting.

The CDC uses the Desired Results Developmental Profiles-Revised to assess student progress. In 2008-09, students scored lowest in math and literacy. The CDC has applied for AVC Foundation and Boeing grants to purchase materials for math and literacy development to strengthen these areas. Staff participated in workshops on teaching children with limited English proficiency and how to promote English language and literacy of children. The Desired Results Parent Survey was administered twice in 2008-09. Of the parents who responded to the survey, 100% responded that they were “very satisfied” or “satisfied” with the program both times the survey was conducted. Two areas in which results indicated a need for improvement were interaction with other parents (14% were “not satisfied”), parent involvement opportunities (12% were “dissatisfied”), and hours of operation (8% were “not satisfied”). Opportunities for parents to mingle with other parents and the staff included the September 2009 Open House, the book fair in October 2009, and the advisory committee. The CDC may explore providing a full day option in one classroom in the future.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

Adjunct faculty in MOA and NA were involved directly in writing SLOs for courses and developing rubrics for SLO assessment. The dean or lead faculty distributed the approved SLOs to adjunct faculty after they were approved by the SLO Committee. Lead faculty developed rubrics and assessments with input from adjunct faculty. The dean and lead faculty advised adjuncts about assessments and reminded adjuncts when to complete the data collection and reporting for SLOs.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The goal for fall 2009 is to have 100% compliance with SLO reporting. The dean and lead faculty will monitor assessment reporting. The faculty in the RN program set a plan to increase compliance with assessment reporting in October 2009.

The goal for PLO assessment and reporting is to have 100% of programs participating by spring 2010 in time for the fall 2010 accreditation visit by ACCJC.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

The most frequently identified resource that faculty believe students need is engagement in learning resources for study skills, test taking, math remediation, and test anxiety. The services are provided and advertised. A tracking system needs to be developed so that student participation in specific learning resources can be monitored. The current computer database in the Learning Center, for example, lists offerings by broad and generic terms, such as “study skills workshop.” It is not set up to monitor student participation in specific offerings, such as “test taking skills for nursing.”

Area 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

The Health Sciences Division programs collaborate to share resources, instructional materials, and laboratory equipment. Collaboration has made resources that were funded by grants available to programs that are not eligible for grants.

The programs refer students to the Learning Center for reading, writing and math skills assistance, test taking skills, test anxiety, preparation for the Test of Essential Academic Skills (TEAS®), and supplemental instruction. It would be helpful to all programs if additional supplemental instruction became available to students in the division. Numerous students in the division’s programs are referred to the Office of Students with Disabilities (OSD) for testing to determine accommodations and use of the OSD facilities for testing students needing extended time. The division faculty and dean maintain close relationships with the counseling faculty and dean to provide the means for adequate progression through the programs, reduction of attrition, and pre-program advisement as changes occur due to interpretations of state law and changes in legislation.

The division collaborates with the library faculty and staff to provide current research materials for students and faculty. This is essential for students in the respiratory care, radiologic technology, and RN programs. Students in all programs often cannot afford all the required and recommended texts for their studies. The library staff assists in identifying the editions of texts that are located on the reserve shelves for student use and in assisting students to use the reserve shelves wisely.

Faculty advisors for the licensed vocational nursing program and the RN program collaborate with the Associated Student Organization.

Faculty and the dean collaborate with the Outreach Center to provide opportunities for middle school, high school and Regional Occupational Program students to participate in recruitment activities.

Three Early Childhood Education Specialists are participating in the California Mentor Teacher program. Faculty in the child and family education discipline participate in state and local advisory committees regarding training and program improvement. The Foster and Kinship Care Education program has collaborative relationships with the Department of Social Services, the Child Care Resource Center, and the Children’s Center of Antelope Valley.

There will be many challenges as the state budget contracts. As the RN program’s grants expire, additional funding will be necessary to sustain services for students. Collaboration with the Counseling Division and Learning Center will be ongoing so that student services can be maintained at some level conducive to fostering student success.

Table 6: Relationships with Student Support Services

Student Support Service	Description of Collaboration
Counseling Center: Advisement, Orientation, Assessment	The dean updates the counselors and staff on course and curriculum changes biannually. The dean reviews counseling handouts for programs annually with the collaboration of the counseling division. Students are encouraged to take the assessment test prior to enrolling in the courses. The dean of counseling and matriculation and the dean of health sciences meet regularly, both formally and informally, to ascertain whether students are progressing towards degrees and to resolve mutual issues and concerns.
Transfer Center	All courses in the registered nursing program transfer to the CSU system for the baccalaureate degree, giving students senior year status in the BSN programs. The child and family education and nutrition and foods curricula transfer to the CSU system as well. EMT, nurse aide and home health

	<p>aide classes do not transfer. Radiologic technology courses transfer to the CSU system as general electives, although a transfer agreement to CSU Northridge may be developed once the AVC program is accredited by JR CERT. MOA 101 (Beginning Medical Terminology) is the only course in the clinical medical assisting program that transfers to the CSU system.</p>
Extended Opportunity Program & Services	<p>The division works closely with the EOP&S office to provide information to students who may be eligible for services under this program. The EOP&S director gave two presentations to the students entering the registered nursing program in 2009. Students in EOP&S have enrolled in the programs.</p>
Admissions & Records Office	<p>A&R is the first point of contact for many students in the courses. The dean and program coordinator work closely with the Transcripts Office and graduation evaluator to make certain that all students who are transferring courses meet program requirements.</p>
Financial Aid office	<p>Some students have mentioned that they received financial aid to take courses in the division. The office has worked closely with the vocational nursing students who receive aid so that the students can maximize their awards during the 12 month program.</p>
Office for Students with Disabilities	<p>Some students have been referred to OSD by instructors for testing and follow up. The division faculty and staff collaborate with OSD to make certain that students receive accommodations for exams and TEAS® testing.</p>
Matriculation Program	<p>The dean and division staff collaborate work with the Counseling Division and Graduation Office to make certain that students in the health sciences programs receive advising before they enter the programs and in the third semester of the program. The goal is to have students graduate in four semesters after entering the first health sciences course.</p> <p>The RN program collaborates with the Assessment Office staff, who proctor the TEAS®.</p>
CalWORKS	<p>The director of CalWORKS has referred students to the program as a rapid means of entry into the workforce. The division faculty and staff collaborate with CalWORKS to assure that students receive the maximum awards for which they are eligible so students can purchase texts in a timely fashion for the RN and LVN programs.</p>

ESL Support Program	Referrals have been made to this service, as speaking English is a requirement of the Department of Health Services. The instructor for NA 101 is required to validate whether a student can speak English adequately in order to communicate with patients.
IMC	Nutrition and Foods faculty and nursing faculty have been supported by the IMC staff. NF, VN and RN students can access videos in IMC. VN students use the podcasting service offered by IMC.
Library	Most texts for the VN, RN, and NF courses are available on the reserve shelves of the library. The division purchased sets of VN and RN texts for the library from grant and Proposition 20 funds so students who cannot afford books or who are waiting for financial aid checks can have greater access to required and recommended texts.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community or business/industry.

The Child Development Center has an open house for children and their relatives in September. There is a parent advisory committee that meets two to three times per year. A parent orientation is held upon enrollment of their children. The tuition-based slots are filled by word of mouth and by interaction with the CalWORKS and the ROP instructor at Lancaster High School.

The health sciences professional and vocational programs have advisory committees that are composed of members of their respective professions. The committees meet once or twice a year to discuss developments in the professions and changes in the curriculum.

Nutrition faculty presents twice a year to participants in the Foster and Kinship Care Education program. Students in NF 102 have the opportunity to provide nutrition education to children enrolled in the CDC classes.

The division participates in high school orientations in the spring of each year. The dean and faculty make community presentations to students in kindergarten through high school groups (Mojave High School, Desert Christian School and Palmdale High School) and participate in the annual career day sponsored by the Antelope Valley Union High School District.

The Enrollment Growth for Nursing grant provides funding for recruitment of students in the Palmdale High School Medical Careers Academy to take the college's assessment test in the spring of their junior year. The test day includes orientation to the division's

programs. Follow-up on the assessment test results is done by members of the counseling faculty.

The respiratory care/therapy students have participated in college health fairs and the community health fair at Antelope Valley Hospital. In the future the program will be collaborating with Antelope Valley Partners for Health to provide patient education to its clients at community clinics.

Faculty in the health professions and child and family education maintain close relationships with industry leaders in formal and informal meetings throughout the year. The Child Development Center director collaborates with directors of other programs in the area to use services efficiently.

One member of the RN faculty is coordinating efforts to immunize the community against flu. She is on the Los Angeles Planning Committee for the Point of Dispersal program development and implementation and, along with other RN faculty, supervises students who provide flu immunizations throughout the community. Other faculty teach CPR in the Corporate and Community Services department. The college has affiliation agreements with University of Phoenix, California State University, Dominguez Hills, and Kaplan University to provide educational preceptorships for students interested in nursing education careers. Since 2006, three students have participated in this activity.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

Goal #1. Assess SLOs and PLOs each semester.

Objectives and timeline: Input all SLOs to WEAVE by February 2, 2010. Achieve 100% compliance with SLO and PLO reporting by June 30, 2010.

Justification: This will be critical in the October 2010 accreditation visit.

Goal #2: Increase student success and retention in all programs.

Objective 1: Reduce attrition in the associate degree nursing program to 15% as mandated by state law by evaluating and revising the curriculum, monitoring student success, and seeking innovations that increase success. Reduce attrition in the EMT course to 30% (in line with other allied health programs) by instituting a pre-EMT course.

Timeline: By June 2011.

Justification: Other than the fact that the attrition level in the nursing program is prescribed by law, it is in the best interest of the community to have more allied health professionals. Meets ILO #2 and ILO #6 (Identify career opportunities that contribute to the economic well being of the community).

Objective 2: Provide funding sources for open skills lab and student success advisor for associate degree and vocational nursing students.

Timeline: By July 1, 2010.

Justification: Open skills lab benefits students as they need to practice psychomotor skills to maintain competency throughout the curriculum. The student success advisor (now funded by a grant) has been able to help associate degree nursing students with personal and academic issues. Meets college mission statement, “We place student success and student-centered learning as our No. 1 priority...”

Objective 3: Increase math and literacy scores on the DRDP-R for children enrolled in the CDC. Provide staff professional development to facilitate this.

Timeline: By June 30, 2011

Justification: A program outcome for the CDC is to foster optimal growth and development of the whole child.

Objective 4: Develop a program handbook for CFE majors.

Timeline: By August 2010

Justification: A handbook would provide useful information for majors such as course sequencing, requirements for employment in early childhood programs, information on obtaining the California child development permit, program philosophy and outcomes, and general information on guidelines for the online courses offered in the discipline.

Goal #3. Remediate the three areas of noncompliance identified by the CDC director during the self-review.

Objectives and timeline: Teachers will plan specific “take home” activities that will involve parents. The information gathered will be included in the DRDPs-R. The annual evaluation process will include an assessment by the staff. A form for this survey will be developed by end of the fall 2009 semester. Written performance evaluations of the teacher assistants will be developed and implemented by end of fall 2009 semester.

Justification: The CDC will continue to maintain compliance with state and federal laws and regulations in order to serve students and community members who need quality child care. Meets ILO #4 (Solve problems using oral and written communication, critical thinking and listening skills, planning and decision making skills...).

Goal #4. Meet ratios of faculty to students as prescribed by accrediting agencies.

Objectives: Hire adjunct faculty to meet ratios prescribed by accrediting agencies.
Hire a second full-time radiologic technology instructor.

Timeline: Spring to Summer 2010

Justification: CoARC has proposed a reduction in the clinical ratio for the respiratory care/therapy program one clinical faculty member to 6 students and a ratio of one lab faculty member to eight students. JR CERT requires one clinical radiologic technology faculty member to 10 students. The solitary full time instructor for the radiologic technology program bears the entire burden of curriculum development, resource development, and clinical agency development. Meets ILO #2 (Value and apply lifelong learning skills required for employment...).

Goal #5: Seek alternative sources of funding to maintain and grow programs in

Foster and Kinship Care Education, the Child Development Center, and division health care disciplines.

Objective: Apply for funding from public and private sources. Solicit donations from community partners such as the local health care agencies.

Timeline: Beginning in January 2010 and ongoing.

Justification: District funding to support growth in these areas may not be forthcoming while the state economy recovers from economic decline.

Goal #6: Increase use of technology in the classroom and develop additional online classes.

Objective 1: Complete an energized radiologic technology laboratory on campus. Add CR reader to the laboratory.

Timeline: Expected completion date is February 2010.

Justification: The program has been using a lab in Lancaster Community Hospital and a room in an orthopedic physician's office so students can perform experiments mandated by the Radiologic Health Branch. When Lancaster Community Hospital moves its operations to the Palmdale Regional Medical Center in May 2010, the option to use a room in the radiology department most likely will not be available due to patient volume. The college needs to provide the lab space on campus so that the program has consistent use of a facility. Meets ILO #4 (Solve problems using...critical thinking...and a variety of technologies) and AVC Master Plan Guiding Principle #2 (Provide students and employees with access to current and reliable technology resources necessary to sustain and enhance the teaching and learning environment)

Objective 2: Increase the use of simulation in the associate degree nursing program and respiratory care/therapy program.

Timeline: SimMan 3G will be added to the simulation lab in October 2009. Other simulators and simulation exercises will be added to the curriculum by June 2011.

Justification: Use of simulation as a teaching methodology allows instructors to provide consistent clinical experiences that may not be experienced by students in the clinical agencies. Meets ILO #4 and AVC Master Plan Guiding Principles #2 and #9 (Explore alternative methods of delivering education offerings...)

Objective 3: Add online classes in registered nursing and child and family education

Timeline: By August 2011

Justification: The use of technology in the allied health professions is increasing as electronic medical records and computerized medical management systems are introduced into local clinical agencies. Meets ILO #4 and AVC Master Plan Guiding Principles #2 and #9.

Goal #7: Assess the viability of the division courses and programs as college-level offerings.

Objective 1: Determine whether students would be served better by having the clinical medical assisting program offered in Corporate and Community Services (CCS) or in the Health Sciences Division. Explore alternatives to offering the program, similarly

to the Boston Reed College pharmacy technician program.

Timeline: Report to the division faculty by March 2010.

Justification: The most relevant course to other college courses in the clinical medical assisting program is MOA 101, Beginning Medical Terminology. A survey was completed of students taking the course in fall 2009. The primary reason students were taking the course was to strengthen their vocabulary prior to entering the RN, LVN, respiratory care/therapy, or radiologic technology programs. The second most frequently reported reason was to prepare for anatomy and physiology courses. Having medical assisting as a major was the third (and distant) reason. The clinical medical assisting courses have not had a full time instructor or medical director and do not meet the requirements by certification agencies for taking the certification exam. Students who complete the program are not competitive in the job market because of lack of certification. MOA 101 is the only transferable course in the program and is valuable as a college level course, while students may benefit from having the other courses in the program offered in an alternative setting.

Objective 2: Determine whether offering CFE 150 through 156 in CCS would more effectively serve the community.

Timeline: Recommendation to the division faculty and AP&P by April 2010.

Justification: CFE 150 through 156, the parenting classes, are offered only once per semester. The classes are recommended to specific parents by the California court system. Under CCS, it may be possible for the courses to be offered more frequently so that the wait for parents to fulfill their obligations to the courts might be shorter.

Objective 3: Determine whether need for vocational nursing program remains driven by the health care industry. Maintain existing relationships with clinical agencies and develop additional clinical sites.

Timeline: Investigation and report by April 2010.

Justification: The largest employer of nurses in the Antelope Valley, Antelope Valley Hospital, has notified the vocational nursing program that it will not be allowing students in the program to train in the facility within 12 to 18 months. Other facilities in which students can perform clinical practice are impacted by their use by four other VN programs: University of Antelope Valley, Career Care Institute, High Desert Medical College, and Joseph School of Nursing. Another VN program at the ROP has been proposed to the Board of Vocational Nurses and Psychiatric Technicians.

Goal #8. Update the Consumer Education concentration of the Family and Consumer Education major.

Objectives and timeline: Meet with discipline faculty by December 2009 to discuss revision to curriculum. Submit Program Learning Outcomes and curriculum revision by March 2010.

Justification: The degree that currently is offered does not support transfer to baccalaureate programs for students who complete the consumer education concentration at AVC. Meets ILO #2 (Value and apply lifelong learning skills required for employment...transfer education...).

Goal #9: Offer additional division courses at the Palmdale site.

Objective: Offer CFE courses and FKCE training at Palmdale.

Timeline: Beginning fall 2010.

Justification: In addition to supporting the college goal of attaining 1000 sustainable FTES at Palmdale, offering CFE and FKCE at Palmdale would serve a population that currently travels long distances by car or public transportation.

Area 10 Long Term Resource Planning (Updated annually)

10.1 List faculty and staff requirements to meet program needs in the next four years.

Position needs:

- Infant/Toddler Facilitator - full time position to be developed. This position will be for the Infant/Toddler classroom when it reopens. It will not require the same educational requirements as early childhood specialists (infant/toddler program is a non-state funded program and does not follow Title 5 guidelines). No permit will be required and the compensation will be comparable to educational requirements.
- Early childhood education specialist--Increased funding for short term hourly early childhood education specialist position. The full time specialists will have increased demands from the state regarding assessment analysis of children and curriculum development and will require release time while an hourly position will have to replace them in the classroom.
- Staff development for curriculum and English language learners.--The CDC annual program self review also indicated a need for continued staff development in areas of curriculum and needs of English language learners.
- Two full time faculty, one student success advisor (counselor), skills lab instructor (faculty), simulation instructor (faculty) or technician (classified position)--To sustain 80 new enrollments in registered nursing, the two full time temporary faculty positions and the student success advisor (part time position) need to be District funded. The skills lab instructor that was mandated by the Board of Registered Nursing in 2004 needs to be funded by the District. The use of simulation as a methodology for patient care instruction requires two instructors to be present in the simulation lab simultaneously. A simulation technician or instructor is needed to facilitate simulation instruction.
- Full time radiologic technology instructor--To add a second student cohort in the radiologic technology program, a second full time instructor needs to be added to the faculty in that discipline.

To provide for an adequate number of adjunct instructors across the division disciplines, there needs to be a streamlined process for approval of job descriptions and announcements. When budget restoration occurs and growth of the student population once again becomes a priority, the division faculty would like to be prepared to hire adjunct faculty who are competent instructors.

10.2 List facilities (remodels, renovations or new) equipment and technology needed to provide a safe and appropriate environment for student learning in the next four years.

1. Completion of the radiologic technology lab is critical to obtaining accreditation for the program.
2. Completion of the Health and Science building will add classroom and lab space for many division educational programs so that enrollment can be expanded in the health professions and ancillaries.
3. In the CDC, there is also a need for equipment replacement and minor remodeling:
 - Installation of the new audio equipment in the observation booths
 - Replace refrigerator/freezer in the kitchen (commercial)
 - Replace five computers in the offices
 - Replace tables and chairs in the classrooms
 - Minor bathroom remodeling including caulking around sinks and repainting walls.
 - Painting of the exterior playground signs
4. Plans for efficient use of the spaces vacated in the Applied Arts Building when the EMT and nursing programs and faculty move to the Health and Science Building in 2012 need to be formulated as part of the Facilities Master Plan.

10.3 Identify funding needed to support student learning.

Perkins IV funding for programs with vocational designation.
Continuation of categorical funding for child and family education programs
Senate and Foundation grants for faculty projects.
Community support for high cost programs.
State preschool contract, parent tuition (including CCRC and CalWORKS), and District funding for the CDC

As the recent budget reductions have resulted in a sharp reduction in the number of students who will be served in spring 2010 and in balancing division course offerings to contribute to Academic Affairs' goals of maintaining 11,500 FTES and reaching 1000 sustained FTES at Palmdale, the division hopes that a plan for budget restoration will be developed.

The CDC has been placed on the waiting list for LAUP (Los Angeles Universal Preschool) funding. An application for the state increase in funding will be completed when available. The center will apply for the state renovation and repair grant when it becomes available. The center will continue to meet the program outcomes and reach its goals with the current available resources from the state, the district, and the tuition.

Area 11 Recommendations and Comments

11.1 List recommended changes to the Educational Master Plan.

Although the economic decline has temporarily reduced the demand for health care professionals and child care workers, individuals who are unemployed or underemployed look for careers in these fields for stable incomes. Once the economic recovery is underway, the demand for workers in these fields is expected to boom. Guiding principle 10 of the 2007 Education Master Plan highlights registered nursing as one of the top ten disciplines that generate more than 50% of the FTES. Therefore, meeting demand for high enrollment in the registered nursing discipline will continue to be a priority.

Another priority is to maintain the Child Development Center as a resource for students, faculty and the community. The Infant/Toddler room should reopen to allow students in various affiliated disciplines to complete their assignments with that age group. The CDC also will look into offering a full day program to meet the needs of working students/parents and staff.

Dialogue about establishing a culinary arts program has been ongoing since the 1990s. The wine appreciation classes proved to be expensive to offer yet were enrolled to capacity. These courses may be offered in Corporate and Community Services along with other high cost, high demand courses such as nurse aide and home health aide. Developing a culinary arts program is not recommended by the division faculty because of the high cost of facilities and equipment and low demand and low income for high-end employees in the field.

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to this program?

The data provided to the division faculty needs to be clean and in a format that is understandable to those who might not be familiar with interpretation of the data. For example, faculty involved in writing this program review contend that their data (grade books used to calculate student success and retention, records of SLO submission) do not agree with the data provided by the Office of Institutional Research and Planning. Dialogue about the areas of disagreement has occurred, and general agreement has been reached that the data used for Program Review is not clean. It is anticipated that introduction of WEAVE will resolve the concern about underestimation of SLO assessment reporting.

A standardized list of terms needs to be discussed and disseminated so that faculty understand such terms as “retention,” “attrition,” and “success” and can use the terms to enhance the program review process.

The timeline for program review is unrealistic. Faculty members are not focused on program review over the summer months that they use for personal development and curriculum planning. In the early fall semester, faculty and the dean are overwhelmed with meeting evaluation timelines. Therefore, the timeline needs to be altered to accommodate faculty and deans’ workloads.

The format for Program Review does not allow for in-depth, individualized and introspective analysis of discipline information. The “page limit” is a barrier to reporting specific and detailed information on specific and unique characteristics of individual programs. For programs that have regulatory agencies, the process needs to allow for coordination with the accrediting bodies.

Report to the Board of Trustees Program Review: Health Sciences Division

Since the 2006 division program review, the division has expanded by adding the Child Development Center, the Child and Family Education discipline, the Foster and Kinship Care Education program, the radiologic technology program, and culinary arts courses (wine appreciation). The first class of respiratory care practitioners was graduated in June 2008. Due to budget constraints, nurse aide and home health aide courses have not been offered for the past two years. The college awarded 479 degrees and 136 certificates in majors in the division since 2006-07 academic year.

FTES increased in the division since 2006. Enrollment was fueled mainly by grants that supported additional student enrollment in the registered nursing program. Over \$930,000 in financial support was awarded by the Chancellor's Office in the past three academic years. The child and family education discipline also was the benefactor of annual grants for its program.

The student body of the division has become more diverse and includes a greater number of non traditional students. For example, more females than expected are enrolled in the radiologic technology program, and the number of males enrolled in the child and family education discipline has increased.

Among the goals that were accomplished in the past three years are: (1) New curriculum for the RN program has been fully implemented; (2) Part-time student success advisor for RN students has been funded; (3) A funding source for achievement testing for students has been established; (4) A 12 month vocational nursing program was instituted; (5) The first cohort of students was enrolled in the radiologic technology program; (6) An online NF 100 course and a Sports Nutrition course were developed; (7) Student Learning Outcomes were developed for all division courses. (8) Equipment and supplies for the radiologic technology program were funded; (9) State regulations for all programs and services were met; (10) Articulation agreements with the Palmdale High School Medical Careers Academy and the ROP were signed.

Goals for the next four years revolve around the reality of the shrinking state budget. In priority order the goals are: (1) Assess all SLOs and PLOs for division courses and programs; (2) Increase student retention and success in all programs; (3) Remediate areas needing improvement in the Child Development Center to provide a safe environment and meet regulatory requirements; (4) Meet faculty-to-student ratios as mandated by accrediting bodies; (5) Seek alternative sources of funding for division programs; (6) Increase the use of technology in the classroom and develop additional online classes; (7) Assess the viability of certain programs; (8) Update the Family and Consumer Education degree options; (9) Offer additional courses at the Palmdale site.

The division faculty and staff are optimistic that the demand for graduates of its programs will remain stable throughout the economic decline and will increase when the economy rebounds. We will be preparing to meet the need for additional professionals in the division's disciplines as the population of the state dichotomizes into two majority groups: the very young and the old.