

**2016 Annual Report
REVIEW**

Los Angeles County College of Nursing and Allied Health
1237 N. Mission Road
Los Angeles, CA 90033

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Maria C. Caballero
3.	Phone number of person preparing report:	323 226-4911
4.	E-mail of person preparing report:	mcaballero@dhs.lacounty.gov
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://file.lacounty.gov/dhs/cms1_237466.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://dhs.lacounty.gov/wps/portal/dhs/conah/
6.	Total unduplicated headcount enrollment:	Fall 2015: 196 Fall 2014: 204 Fall 2013: 185
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	196
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	0
9.	Number of courses offered via distance education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 0

		Fall 2014: 0 Fall 2013: 0
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	90 %									
14b.	Successful student course completion rate for the fall 2015 semester:	83 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>N/A</td></tr> <tr> <td>b.</td><td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td><td>N/A</td></tr> <tr> <td>c.</td><td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td><td>N/A</td></tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A
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b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	94									
16b.	Number of students who received a degree in the 2014-2015 academic year:	94									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	0									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	n/a									

18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		No											
18b.	If yes, please identify them:		N/A											
19a.	Number of career-technical education (CTE) certificates and degrees:		1											
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:		1											
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		1											
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:		0											
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Program</th> <th style="width: 15%;">CIP Code 4 digits (##.##)</th> <th style="width: 15%;">Examination</th> <th style="width: 15%;">Institution set standard (%)</th> <th style="width: 15%;">Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Associate degree, nursing</td> <td>51.38</td> <td>national</td> <td>85 %</td> <td>100 %</td> </tr> </tbody> </table>				Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Associate degree, nursing	51.38	national	85 %	100 %
Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)										
Associate degree, nursing	51.38	national	85 %	100 %										
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Program</th> <th style="width: 15%;">CIP Code 4 digits (##.##)</th> <th style="width: 15%;">Institution set standard (%)</th> <th style="width: 20%;">Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)						
Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)											
22.	Please list any other institution set standards at your college: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th style="width: 40%;">Definition</th> <th style="width: 30%;">Institution set standard</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard							
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard												
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words). <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Student Services has an outcome for \"New program enrollment capacity of 95% for the 2 year basic program\" During the past 2 cycles the threshold has not been meet. This finding has led to implementing several other strategies including increasing the waiting list and number of student accepted based on the premise some new enrollees will decline at the last minute. This item is being tracked for success. The SLO Assessment findings for the Basic Adult Care Program for 2013-2014 indicated that students are being sent to the program before they are ready resulting to pass rate below the threshold. The program coordinator encouraged the nurse managers and Clinical Nursing Director to evaluate the participant's readiness for the program. The plan is to restructure the program to assist students in meeting their learning objectives.</p> </div>													

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	17
	b. Number of college courses with ongoing assessment of learning outcomes	17
	Auto-calculated field: percentage of total:	100
25.	Programs	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	1
	b. Number of college programs with ongoing assessment of learning outcomes	1
	Auto-calculated field: percentage of total:	100
26.	Student and Learning Support Activities	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	3
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	3
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://file.lacounty.gov/dhs/cms1_236399.zip
28.	Number of courses identified as part of the general education (GE) program:	10
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	0 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	0
32.	Number of Institutional Student Learning Outcomes defined:	3

33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div> Instructional learning objectives are presented to to Institutional Effectiveness (IE) Committee which has full representation from the College. Data is discussed,analyzed and incorporated into the annual reports which are also presented to the IE Committee. Once approved, reports are posted on the College intranet for faculty, staff and student access. A \"Student Consumer Information\" section was added to the the College website to include SLO Assessment reports for faculty, staff, students and public access. Reports on student learning outcomes are also provided to Board of Trustees and meeting minutes are posted on the website for public viewing. </div>	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div> Strategies included in the Student Learning Outcome reports to improve attrition rate are early intervention strategies for students who are failing early in the semester and increased tutoring sessions offered by faculty. In 2014-2015 , all semesters utilizedthe early intervention strategies to assist students. In addition,scheduled tutoring sessions were incorporated in the master schedule by all semesters to assist students in meeting their learning outcomes. Attrition rate for 2014-2015 is at 11% which is below the 15% threshold. The SLO report for the Basic Adult Care Program for 2013-2014 indicated that during the July program, the pass rate was below threshold. The evaluation findings indicated that students are being sent to the program before they are ready. The program coodinator encouraged the nurse managers and Clinical Nursing Director (CND) to evaluate the nurses’ readiness for the program. In 2015, CND decided to hold a few nurses in Med-Surg for a longer period of time if they are having performance issues to increase theie chance of of passing the program. The plan is to restructure the program to assist the students in meeting their learning objectives. </div>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <div> Student Learning Outcomes Assessment reports are presented through the Instituional Effectiveness (IE) Committee which has full representation from all the programs and student and learning support services. The committee meets monthly. IE Committee initiates the </div>	

	<p>Programs Resource Needs with aggregated data from Student Learning Outcomes Assessment reports, Committee reports and Annual Program reports. Once complete, the report is presented to the Planning Committee. The College uses the evaluation findings to further identify performance improvement needs, set academic priorities, determine resource allocation, and prioritize budget/funding requests. Committee members report to their respective programs and divisions such as School of Nursing Faculty Org, Education and Consulting Services Shared Governance and Administrative and Student Services and Associated Student Body to ensure that faculty, staff and students have access to the information being reported. SLO reports are also posted on the College intranet for faculty, staff and student as well as the College website under Student Consumer Information for public access. The School of Nursing holds an annual Program Review workshop that includes Outcome Assessment Report presentations.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <p>Student Learning Outcomes Assessment reports are presented through the Institutional Effectiveness (IE) Committee which has full representation from all the programs and student and learning support services. IE Committee initiates the Programs Resource Needs with aggregated data from Student Learning Outcomes Assessment reports, and other reports. Once complete, the report is presented to the Planning Committee. The Planning Committee provides leadership and ensures a fully-integrated institutional structure and process to achieve the College mission, vision, and values. The College uses the evaluation findings to further identify performance improvement needs, set academic priorities, determine resource allocation, and prioritize budget/funding requests. Committee members report the findings to their respective programs and divisions. In addition, the school of Nursing holds an annual Review Workshop that includes Outcome Assessment report presentation and planning. Dialogue is continuous, collegial, and contemplative and is facilitated by the flow of information through collaborative program review and reporting processes.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>Continuous improvement in attrition rate is attributed to the strategies specified in the Student Learning Outcomes assessment reports. At the Annual Program Review Workshop these plans for improvement are discussed. These strategies include early intervention for students, scheduled tutoring sessions offered by faculty and Student Success Workshops. Scheduled tutoring sessions has been incorporated in each semester's master schedule. One specific workshop; Basic Laboratory Interpretation was incorporated into the first semester course, N113L in spring 2014. The Semester 1 SLO report indicated that integration of \"Laboratory Interpretation\" in N113L has provided a systematic, comprehensive understanding of basic laboratory values needed by students in preparation to clinical. Computer work stations and enhanced expanded Wi-Fi were installed to enhance faculty presentation and provide easy access to teaching tools. Faculty has continuously indicated in the SLO the need for improve technology in the classroom setting. In addition, the Educational Resource Center (ERC) has provided current nursing video databases for faculty and students. As a result of ongoing evaluation of the institutional effectiveness and improvement process, significant progress has been made in many areas such as technology.</p>


Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	0
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	0
43.	List all of the institutions instructional sites out of state and outside the United States:	0

Go To Question #:  [REVIEW/EDIT](#)

The Annual Report must be certified as complete and accurate by the CEO (Ms. Barbara Collier). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report](#)