

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

August 1, 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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Los Angeles County College of Nursing and Allied Health

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

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Forward to the Institutional Self-Evaluation Report

The Institutional Self-Evaluation Report (ISER) process provided Los Angeles County College of Nursing and Allied Health a meaningful opportunity to reflect deeply on our mission, performance, and future direction. Through engagement across departments, we assessed our alignment with the Accreditation Standards and reaffirmed our commitment to academic quality, equitable student outcomes, and continuous institutional improvement.

The College is dedicated to its mission of providing educational programs focused on learning and career development for healthcare students, supporting the Los Angeles County Department of Health Services (DHS). We take pride in our strong NCLEX-RN pass rates, high graduate employment levels, and strong retention of graduates within DHS. Additionally, the establishment of the Nursing Assistant and the Central Service Technician Training Programs demonstrates the College's commitment to innovation in addressing staffing shortages and supporting the Los Angeles County Department of Health Services.

Several institutional strengths emerged through this evaluation. Our faculty and staff—many of whom are DHS alumni with decades of clinical and instructional experience—exemplify our commitment to quality. A deeply embedded culture of assessment and improvement, along with strong student support services, innovative teaching practices, and responsive curriculum design, contributes to high levels of student achievement and workforce readiness.

Our self-evaluation also highlighted key areas for institutional growth. The College is preparing to offer a new Concurrent Enrollment program option that enables students to earn both their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously. This initiative is designed to better address community healthcare needs and align with national workforce goals.

In our pursuit of fiscal sustainability and to enhance the quality of our programs, the College will be implementing a modest increase in tuition. This step is essential to maintain our commitment to academic excellence and innovation. Concurrently, we are proactively exploring additional grant funding opportunities to reduce financial barriers for our students, ensuring that higher education remains accessible. Additionally, these efforts will support vital institutional improvements and advances in infrastructure that benefit our entire community.

This period of institutional reflection aligned with our shared commitment to Los Angeles General Medical Center and DHS for nursing excellence and evidence-based practice. This will help strengthen the focus on leadership, collaboration, quality improvement, and the development of a professional practice environment that supports the success of both staff and students.

The College is also committed to advancing diversity, equity, inclusion, and antiracism, aligning with the DHS Equity initiative and ACCJC's social justice goals. We are intentional in designing programs and student services that reflect and respond to the diverse communities we serve in Los Angeles County.

This ISER has deepened institutional clarity, strengthened our shared purpose, and informed a roadmap for the future. With renewed focus and strategic planning, the College is well-positioned to uphold its mission, expand opportunity, and advance health equity across our region.

Introduction: Institutional Context

The Los Angeles County College of Nursing and Allied Health is a public community college operated by Los Angeles County (LAC). The college is divided into two academic divisions: the School of Nursing (SON) and Allied Health. It serves the educational needs of the LAC Department of Health Services (DHS), and the broader LAC healthcare community by offering learning-centered educational programs and career development opportunities for aspiring healthcare professionals.

The college was originally established in 1895 as the College Training School for Nurses, under the direction of the LAC Hospital and the USC College of Medicine. The LAC Board of Supervisors officially approved the school in 1901. In 1968, it was renamed the LAC Medical Center School of Nursing to align with the hospital's name change to LAC+USC. In 2000, the college relocated to its current address at 1237 North Mission Road, situated northeast of the Los Angeles General Medical Center campus.

The college received initial accreditation as a community college from the ACCJC of the Western Association of Schools and Colleges in June 1995. The SON held accreditation from the National League of Nursing (NLN) as a diploma nursing program from 1952 to 1995. The SON's pre-licensure program is approved by the California Board of Registered Nursing (BRN) and achieved national accreditation from the Accreditation Commission for Education in Nursing (ACEN) in 2023. The Allied Health division is authorized to provide certification and continuing education programs.

The College's mission is to provide learning-centered educational programs and career development opportunities for healthcare students in support of Los Angeles County. This mission is fulfilled by graduating between 85 to 100 students annually with an Associate of Science degree in Nursing (ADN). The average first-time pass rate for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) is 95% for the ten classes that graduated between December 2014 and May 2024. Since 2014, this first-time pass rate has consistently surpassed both state and national averages. In alignment with the College's mission, at least 99% of graduates have found employment as Registered Nurses (RNs) in LAC, with up to 64% of those graduates being hired by the DHS.

The SON utilizes various DHS clinical facilities, including the Los Angeles General Medical Center, Olive View-UCLA Medical Center, Harbor-UCLA Medical Center, Rancho Los Amigos National Rehabilitation Center, Augustus Hawkins Psychiatric Facility, Comprehensive Health Centers (CHCs), ambulatory care networks, and outpatient departments. Students are trained to think critically, creatively, and resourcefully while developing skills to manage a wide range of medical conditions and complex client care situations. Graduates are encouraged to continue their professional development by pursuing Baccalaureate and Master's degrees.

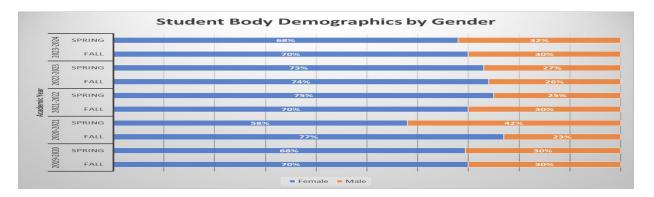
Ninety-three percent of the faculty hold master's degrees or higher, and approximately twenty-two percent received their initial pre-licensure education at the School of Nursing (SON). Eighty-one percent have experience working in DHS hospitals and have backgrounds as critical care, emergency, or medical-surgical nurses and managers. Additionally, the student support staff are qualified, knowledgeable, and dedicated to ensuring student success.

The College is planning to transition its Associate Degree Program into a Bachelor of Science in Nursing (BSN) program. This initiative aligns with the Institute of Medicine's report, which emphasizes the need for a highly educated nursing workforce with advanced training to enhance the quality of

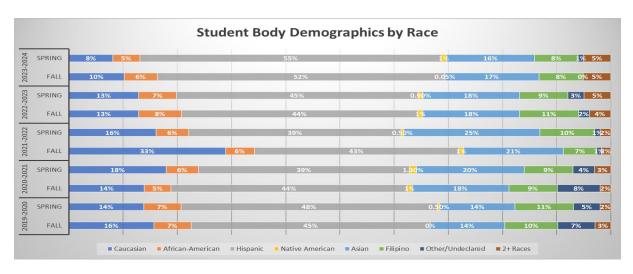
care, improve patient outcomes, increase patient and staff satisfaction, and reduce costs.

Transitioning to a BSN program will present an opportunity for both DHS and the College to transform the lives of many residents and employees of Los Angeles County, providing them with meaningful, sustainable work along with pathways for career advancement.

The college remains focused on enhancing its technological resources and seeking funding from alternative sources. The College Board of Trustees (BOT), along with the administration, faculty, and staff, is fully committed to the mission of graduating students who can care for the diverse patient population in the community we serve.



Data Source: Office of Educational Services (OES) Program Review and Institutional Effectiveness (IE) Committee Reports



The student ethnicity/race data reveal that the College serves an ethnically and racially diverse student population reflective of Los Angeles County's diverse population.

Source: OES Program Review and IE Reports (Evidence)

A. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard I: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

The Los Angeles County College of Nursing and Allied Health is a public community college owned and operated by the LAC DHS. The college addresses the educational needs of LAC DHS, the Los Angeles General Medical Center, and the wider LAC healthcare community by offering learning-centered healthcare programs and career development opportunities.

The college's mission is "to provide learning-centered educational programs and career development opportunities for healthcare students in support of the Los Angeles County Department of Health Services." This mission reflects the college's commitment to equitable student achievement and guides its planning, actions, and evaluations. It aligns with the college's broader vision of becoming "a model learning-centered educational system that provides a continuum and breadth of education and professional development to promote health in the Los Angeles community."

Through this commitment, the college offers educational programs and opportunities that meet the healthcare needs of the Los Angeles Department of Health Services.

Furthermore, the College values emphasize the importance of a learning environment that fosters mutual respect and care for individuals, irrespective of their socioeconomic or cultural background. As part of its ongoing work, the College will revisit its mission statement to reflect its dedication more explicitly to fostering learning, empowering individuals and communities, cultivating a diverse workforce, and offering programs that support career development and healthcare education to serve the communities effectively. (Student Demographic)

The College's degree program is a two-year nursing program offered by the School of Nursing (SON). The program integrates general education courses with required nursing courses. This pre-licensure program culminates in an Associate Degree in Nursing and prepares graduates to successfully pass the National Council Licensure Examination-Registered Nurse (NCLEX-RN) and become competent, professional, entry-level nurses. Per California laws and BRN regulations, Licensed Vocational Nurses (LVN) who complete the advanced placement, 30-unit option are eligible to apply to take the NCLEX-RN in California. LVNs who complete this option are not graduates of the College.

Allied Health provides educational and certificate programs for various careers, including Certified Nursing Assistants and Central Service Technicians. These programs promote career development and align with the mission of the LAC DHS, supporting career pathways for the workforce in Los Angeles County.

The College's Values are in alignment with the Mission and Vision. The Value statements demonstrate faculty and staff commitment to the purpose, population served, and student learning. To aid in achieving our Mission and Vision, we believe (Mission, Vision, Values):

- Education is an indispensable component of quality healthcare
- Education is a dynamic, lifelong process that promotes and maximizes both personal and professional development
- Our priority is to respond to the educational needs of our students, LA General Medical Center, DHS, and the community
- Learning activities that provide for freedom of inquiry, self-discovery, and sharing of ideas are conducive to individual growth
- The teaching-learning process is a reciprocal relationship between learner and teacher, which maximizes learner autonomy, and is effective when achievement of learning outcomes is demonstrated
- The climate of learning is enhanced when the dignity and worth of individuals with different abilities, learning styles, support system needs, and cultural and ethnic backgrounds are recognized
- Ongoing evaluation of our performance and openness to change are essential as programs grow, technology changes, and learning methods evolve
- Teamwork promotes flexibility, collaboration, innovation, and networking
- Integrity, professionalism, and respect are inherent to our relationships with each other, our students, our partners, and the community
- Fiscal responsibility is vital to ensuring the maximum benefit from DHS resources.

The mission, vision, and values of the College deeply reflect the institution's character, core principles, organizational structure, and the diverse demographics of its student body. Fifty-five percent of the current student population identifies as Hispanic/Mexican heritage, 24% Asian, 8% White/Caucasian, 5% Black or African American, 1% Native American, and 5% of other heritage. (CONAH Demographics) The College employs robust data analysis using disaggregated data to aid in developing and revising the Mission, Vision, Values, and SP FY 2020-2024.

The mission, vision, and values drive the College's Program Review Plan 2024-2025. The IE committee collects pertinent data from Class Climate Course Reports, Student Learning Outcomes Reports, and School of Nursing Program Evaluation Surveys into yearly summaries called Annual Committee Reports.

The Annual Committee Evaluation Report (ACER) is generated each semester and compiled into the Annual Program Evaluation Report (APER), which summarizes all components of the evaluation process. The IE Plan is regularly reviewed and revised based on data analysis to assess how effectively the College is fulfilling its mission. These reports formulates the College's four-year strategic plan.

To ensure equitable outcomes for all students, the College offers a variety of educational support services, including dedicated tutors and counselors. (Referral Form)

Additionally, there are educational resources such as <u>laptop loan programs</u>, <u>Student Success</u> workshops, and a <u>specialized nursing position</u> for vacancy and hiring, which is exclusively available to the College's graduates. The College actively listens to student feedback and conducts surveys to design

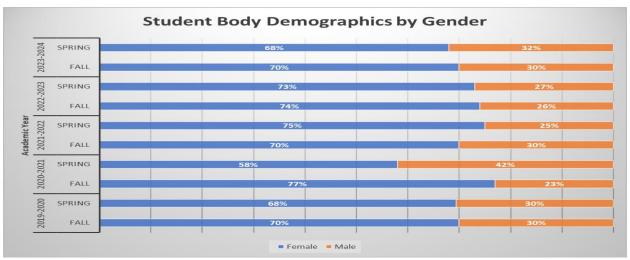
programs that meet their unique needs. As a result, the NCLEX-RN pass rates have consistently exceeded 84% from 2019 to the present, demonstrating the effectiveness of these initiatives. (Pass Rate) The College also provides various financial resources, including College-specific Scholarships to help students meet their financial needs while attending school.

The mission, vision, values, and strategic goals of the College reflect a commitment to equity. The Los Angeles County DHS, the College's parent organization, launched the Equity, Diversity, Inclusion, and Antiracism (EDIA) Initiative. (EDIA) This initiative aims to dismantle systemic anti-Black racism while fostering an inclusive, anti-supremacist, and culturally responsive environment for the communities, workforce, and patients of Los Angeles County.

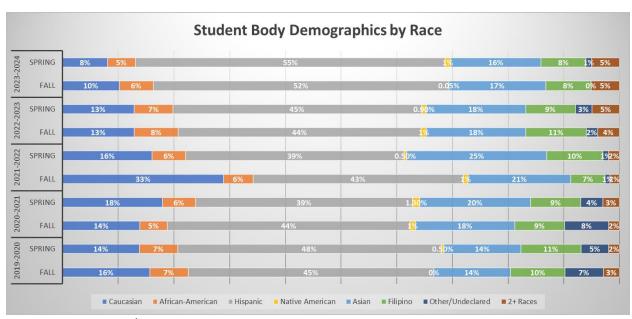
As the College's mission is to provide healthcare support for the Los Angeles County DHS, the EDIA Initiative serves as a crucial alignment with the ACCJC's social justice policy. Furthermore, the College's values align seamlessly with the ACCJC policy, emphasizing a climate of learning where the dignity and worth of individuals from diverse abilities, cultural, and ethnic backgrounds are celebrated, enhanced, and respected.

The College's values highlight the importance of carefully considering how each decision impacts individuals, the community, and fiscal responsibilities. This connection to the ACCJC's emphasis on social responsibility demonstrates that the College's values align with broader educational standards, prioritizing ethical practices, inclusivity, and sustainability. It reinforces its role as a responsible and ethical institution dedicated to making a positive impact in the community it serves.

The Allied Health Division is dedicated to providing quality certification and continuing education programs that enhance the practice of the allied health profession. To fulfill this commitment, the Division offers a range of courses, such as Certified Nursing Assistants and Central Service Technicians, tailored to meet the ongoing learning needs of the allied health staff within the Los Angeles County Department of Health Services.



Source: OES Program Review and IE Reports (Evidence)



The student ethnicity/race data reveal that the College serves an ethnically and racially diverse student population reflective of Los Angeles County's diverse population.

Source: OES Program Review and IE Reports (Evidence)

	Student Age Range per Semester									
AY	2019-	2020	2020-2021		2021-2022		2022-2023		2023-2024	
Semester	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Age Range	20- 55	20-55	21- 55	21-48	21- 52	21-48	19- 53	20-54	20- 63	19-55

Source: OES Program Review and IE Reports (Evidence)

Ethnicity	Los Angeles County College of Nursing and Allied Health Spring 2024	Los Angeles County 2020 Census
Caucasian	8%	25.6%
African American	5%	7.6%
Hispanic	55%	48%
Native American	1%	0.2%
Asian	16%	14 70/
Filipino	8%	14.7%
Other/Undeclared	7%	0.8%
2+ Races	5%	3.1%

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

To achieve excellence, the College is committed to ambitious goals focused on institutional improvement, innovation, and equitable student outcomes. The College's <u>Strategic Plan</u> outlines specific goals, objectives, and strategies that align with its Mission and Vision, highlighting that student learning and institutional effectiveness are priority areas.

Strategic Plan Goal I aim to Promote Student Success by enhancing resource availability and creating a supportive learning environment for both students and faculty. Meanwhile, Strategic Plan Goal IV seeks to Enhance Institutional Effectiveness Through Continuous Quality Improvement by maintaining ongoing quality improvement initiatives related to institutional effectiveness and student learning outcomes.

The College's commitment to institutional improvement is guided by the <u>Institutional Effectiveness</u> <u>Program Review Plan</u>. Established monitoring methods are in place to assess the plan, which includes data collection and analysis of the metrics being measured, comparison of findings, implementation of corrective actions, and re-evaluation of outcomes after implementation.

The School of Nursing (SON) program employs an ongoing and systematic program evaluation plan that ensures an interconnection between assessment and evaluation of program plans and outcomes. The College's Program Review Process fosters a continuous and systematic assessment and improvement framework for courses and programs. This process is driven by data and guides the College in effectively fulfilling its mission. Additionally, the Program Review Policy specifies the frequency of program and Student Learning Outcome (SLO) evaluations, which are documented in the annual Institutional Effectiveness (IE) Reporting schedule.

The <u>Systematic Program Review Evaluation</u> functions as an ongoing quality improvement tool that assesses all aspects of the nursing program. The evaluation plan delineates the expectations for program evaluation, the expected levels of achievement (ELA), assessment methods, timelines, data requirements, and results. An annual Program Review workshop is conducted to evaluate the extent to which established goals are met, enhance the quality of college programs, assess and improve student learning outcomes, and ensure the ongoing competency of instructors. (<u>PRW Mins2024-06-04</u>, <u>PRW Mins 2024-06-05</u>)

In addition, the College provides <u>student support services</u>, invests in <u>faculty development</u> and upgrades learning facilities for institutional improvement. This creates a supportive and cutting-edge environment for both students and faculty.

Innovation is crucial to the strategic development of the College. The institution's interdisciplinary programs, initiated by Allied Health (<u>CST Flyer, NATP Flyer</u>), enable students to gain insights from various healthcare perspectives, fostering a holistic approach to patient care and addressing the workforce needs of DHS. By incorporating advanced technologies like Artificial Intelligence (AI) into the School of Nursing (SON) curriculum, the College introduces new teaching methods such as flipped classrooms. Additionally, the adoption of the NEXTGEN test-taking approach enhances student learning experiences and prepares them for the future of healthcare.

Equitable student outcomes are a core aspect of the College's mission. To help close achievement gaps, the institution has developed targeted programs, including mentorship initiatives, academic tutoring, counseling services, and Student Success workshops specifically for underrepresented and disadvantaged students. These resources ensure that all students receive the support they need to succeed both academically and professionally. Moreover, increasing the availability of scholarships and financial aid alleviates the financial burden for students from low-income backgrounds, making education more accessible. The curriculum also reflects diverse perspectives and experiences, promoting cultural competence and sensitivity among students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans continued improvement and innovation.

The institution is dedicated to fulfilling its mission and achieving its objectives. To ensure accountability and transparency, the College regularly reviews comprehensive and disaggregated data. This data helps the College evaluate its progress toward goals, identify areas for improvement, and incorporate these findings into its strategic planning. By leveraging data-driven insights, the College is committed to continuous learning, innovation, and fulfilling its commitments to stakeholders.

The IE Committee oversees the implementation and evaluation of the Institutional Effectiveness Program Review Plan (IEPRP), which involves cycles of assessment, data collection, aggregation, analysis, trending, planning, implementation, reassessment, and reporting. The IEPRP specifies what items will be monitored, the relevant regulatory agency standards or policies, monitoring tools, tracking sources or individuals, thresholds for action, accountable persons or committees, and the frequency of review. The committee also ensures adherence to the Institutional Effectiveness Program Review Plan.

Additionally, the IEPRP identifies divisional quality measures, assessment tools, monitoring frequency, and the responsible committees or individuals. Program review is an ongoing and systematic process aimed at continually enhancing program practices, resulting in improvements in student learning and success. The objectives of the Strategic Plan align with the institution's Mission and Vision, prioritizing student learning and institutional effectiveness.

A low percentage of the College's graduates are being hired within the Department of Health Services. This gap created challenges in meeting DHS staffing needs and diversifying the workforce, both of which are critical to the College's mission and goals. To address this issue, the College developed a strategy to improve the hiring rate by creating a Registered Nurse (RN) position specifically for the College's graduates on February 24, 2022, in collaboration with DHS Human Resources (BOT Mins 2022-06-09). Following the implementation of this strategy, the hiring rate for graduates in May 2022 reached 73%. (DHS Hiring 2018-2023) The aim is for DHS Human Resources to expedite the hiring process for the graduates to better serve the communities of Los Angeles County.

The College also implemented several strategies to enhance student retention. These strategies include tutoring, peer mentoring, and counseling. (Student Referral Form) By identifying root causes, the College has gained insights into why some students struggle to complete their programs. Factors contributing to these challenges include academic difficulties and personal issues. To support students, tutoring is offered by both college tutors and nursing faculty as needed. A peer mentoring program allowed upper-level students to support freshmen by sharing resources and study strategies. Regular one-on-one counseling sessions are conducted to monitor student progress and address concerns early.

Additionally, <u>student success workshops</u> and resources focusing on time management, study skills, and stress management have been developed to improve overall academic performance.

Recognizing the importance of mental well-being for academic success, the College provides counseling services and regularly gathers feedback on the effectiveness of its mentoring and counseling programs. This feedback allows for adjustments to meet student needs better. An early warning system has been implemented to identify at-risk students based on their academic performance, clinical performance, or attendance. This system enables timely interventions, which enhance student retention and success. Faculty members are trained to identify at-risk students and refer them to tutoring, mentoring, and counseling support. Additionally, the student lounge features a food pantry to assist students experiencing food insecurity.

An <u>interview process</u> has been developed and implemented as part of the admission procedure to address communication difficulties identified among students in clinical settings. Since fall 2024, a structured interview format with predetermined questions has been used for admission to the program. (BOT Mins 2023-08-10, IE Mins 2023-05-04, PRW Mins 2023-06-06)

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The college evaluates its effectiveness in fulfilling its mission to provide learning-centered educational programs for healthcare students in support of the Department of Health Services (DHS) through a formal program review process. The Program Review Policy and the Institutional Effectiveness Program Review Plan (IEPRP) guide this initiative. The Institutional Effectiveness Committee administers the IEPRP and oversees the program review.

The IEPRP outlines the items monitored, the relevant standards and policies from regulatory agencies, the monitoring tools, the sources or individuals responsible for tracking, the thresholds for action, the accountable persons or committees, and the frequency of reviews. For instance, the IEPRP requires that the School of Nursing (SON) semester coordinators conduct assessments and prepare Student Learning Outcomes Assessment Reports biannually. The SON dean incorporates these SLO assessments into the Annual Program Evaluation Report.

The college utilizes an integrative planning process for program improvement that is cyclical, ongoing, shared with all College divisions, and implemented College-wide. The process incorporated systematic assessment of programs and services, improvement planning, implementation of quality improvement recommendations, and re-evaluation of the outcomes from improvement measures. Ongoing planning facilitated quality improvement. The college continuously strives to improve the quality of the program by reviewing courses, program evaluation surveys, and employer surveys, and implementing the plan of action. Peer review evaluations (Peer Review Policy), annual performance evaluations (Performance Evaluation Policy), faculty development classes, and program review workshops help the faculty to improve their performance continuously.

A variety of measures are instituted to ensure the quality and appropriateness of the education the college provides. The minimum admission requirement for SON applicants includes general education (GE) courses, an overall Grade Point Average (GPA) of 2.5, and an individual total score of 64.7% or above on the Test for Essential Academic Skills version V (TEAS V). The Office of Educational Services

reviews and evaluates the GE components for relevance to the program. The prerequisite courses include Anatomy & Physiology, Microbiology, English 101, and Lifespan Psychology. The school also mandates a seven-year recency for all science courses as a requirement. The college also instituted the interview process and a passing score in the interview as a mandatory requirement for SON admissions.

Lectures have been modified to be interactive, and clinical simulations with the low and high-fidelity manikins have been developed and utilized with all medical-surgical clinical groups. Students were also presented with an obstetric simulation on postpartum hemorrhage. Clinical judgment activities, virtual simulations, case study discussions, and post-clinical conferences were provided to enhance students' critical thinking skills.

Tutoring is available to help clarify nursing concepts and enhance student learning. Students are encouraged to schedule appointments with the college tutor and faculty members whenever they have questions about specific content. In addition to designated office hours, faculty members maintain an "open door policy" to offer counseling, tutoring, advisement, and guidance. Students also utilize the counseling services provided by the college. Faculty may refer students to the college tutor or counselor as needed. (Student Referral Form)

Several workshops are offered to students to enhance their learning and help them achieve their academic goals. These workshops cover various topics, including Test-Taking Strategies, ORCHID Navigation, Clinical Worksheet Preparation, Laboratory Interpretation, Medical Spanish, and APA (American Psychological Association) Writing.

In addition, extended skills lab hours before the clinical competency examination, new skills videos, and extra tutoring sessions have also contributed to improved student success in the program. In alignment with the institution's mission, the College has implemented several innovative measures to provide learning-centered educational programs to nursing students. The College utilizes a Comprehensive Academic Management System (CAMS) to provide automated support for student admissions and registrations, financial aid, and student academic records. Microsoft Teams (MS Teams) is being used for providing course materials and resources and as a primary channel of communication between faculty, staff and students. The Lippincott Course Point+ and NCLEX PassPoint have been used by the SON as a digital teaching/learning platform to help prepare the next generation of nurses.

Resource allocation decisions are driven by the Mission statement, collaborative planning, and assessment. Resource allocation is an important element of the College's planning processes. Per the College mission to support DHS, employees from various DHS facilities are accepted into the generic nursing program as well as the LVN–RN (Option I & II) when they meet the minimum admission requirements. Clinical experiences are offered at different DHS facilities throughout Los Angeles County. The SON graduates are hired into different DHS facilities. The DHS hiring rate for SON graduates from 2019-II through 2024-I averaged 64% (DHS Hiring 2019-2024). Once hired, approximately 89% of the graduates are retained by DHS for at least two years. A new job item has been created specifically for the College graduates seeking RN positions at DHS.

The College allocates its resources to enhance students' learning experience such as new manikins in the skills and simulation labs, new Pyxis machines in the skills lab, new computers in the classrooms and computer labs, textbooks, journals, and other digital resources that are available in the library. Students can also borrow laptops from the library for their personal use. The College hired a full-time

tutor and a counselor who are available to help students in their academic and personal growth.

The Allied Health Division's current focus is the implementation of new innovative college certification training programs to meet the needs of DHS in direct patient care areas where staff shortages are identified.

The Nurse Assistant Certification Training Program was established in 2022 with the approval of the California Department of Public Health (CDPH) to address the critical shortage of Nurse Attendants who provide essential direct care to patients in various specialty care units across DHS facilities. This certification training program is open to individuals interested in becoming Certified Nurse Assistants and starting a rewarding career as Nursing Assistants. The program consists of eight weeks of classroom instruction, laboratory work, and clinical experience, equipping participants with the knowledge and skills necessary to safely provide basic nursing care. Upon successful completion of the training program, participants are eligible to take the State of California Examination through the CDPH, obtain their certification, and apply for Nursing Attendant positions at various DHS facilities.

There is currently a critical shortage of sterile processing technicians in various DHS facilities, which negatively impacts their ability to conduct both scheduled and emergency surgical procedures. To address this issue, the Allied Health Division has initiated the <u>Central Service Technician</u> (CST) Training Program. This program aims to equip participants with the essential entry-level knowledge and skills needed to perform key tasks safely, efficiently, and competently in a Sterile Processing Department (SPD), ultimately helping them become well-rounded CSTs.

The curriculum consists of eight weeks of engaging classroom instruction, interactive hands-on laboratory experiences, and clinical training in sterile processing environments. Participants who successfully complete this program will have the opportunity to apply for Central Service Technician positions at various DHS facilities.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

The college utilizes both qualitative and quantitative data to evaluate its programs and services, ensuring open and transparent communication with all stakeholders. The Institutional Effectiveness Committee is responsible for implementing, monitoring, and updating the college's Institutional Effectiveness Plan. This plan guides the college and its divisions in assessing quality indicators and reporting findings, as well as outlining plans for improvement.

Indicators used by the college and its instructional divisions include measures of employee competence, performance, and satisfaction; student learning, progress, achievement, and concerns; program/course Student Learning Outcomes; support services; and the attainment of the college's mission and goals. All reports clearly identify data sources and include an analysis of findings, comparisons to predetermined thresholds, and previous years' outcomes. These data and reports are made accessible on the internet and intranet.

The Board of Trustees reviews and discusses findings from divisional Annual Program Evaluations and other measures of institutional effectiveness and student achievement. Instructional program deans, along with the Dean of Institutional Effectiveness and Research (IERP), present program evaluation data.

This data includes course and program pass rates, attrition rates, on-time completion rates, and student concerns. Additionally, the Provost and the Dean of IERP present measures of student achievement, including the National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates, graduate employment statistics, and findings about graduate and employer satisfaction. The findings and discussions are documented in the <u>Board minutes</u>, which are posted online for public access. (<u>BOT Mins 2024-02-08</u>, <u>BOT Mins 2024-08-08</u>)

The college regularly provides detailed reports on its progress toward achieving its mission and goals. These reports aim to foster a deeper understanding of the institution's strengths, priorities, and areas where improvement is needed.

One of the college's core values states, "We believe integrity, professionalism, and respect are inherent to our relationships with each other, our students, our partners, and the community." The college ensures transparency in communicating quality measures and makes data readily available to stakeholders through various channels. On the college website, under "Institutional Outcomes", stakeholders can access data on completion rates, employment statistics, NCLEX-RN pass rates, and SLO Assessment Report findings. The college also disseminates assessment results through a variety of communication methods, including committee minutes, the intranet, the college website, and Annual Program Evaluations. By sharing this information, the college aims to build trust, strengthen partnerships, and ultimately enhance its ability to serve the community.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

The Board of Trustees (BOT), along with administrators, faculty, staff, and students, work together to ensure high-quality education when developing and revising educational programs and policies to enhance the learning environment. Faculty are responsible and accountable for the program. This accountability is demonstrated through active participation in the Student Learning Outcome (SLO) assessment and program review process. Through their roles on curriculum and College committees, faculty establish required student competencies and learning outcomes and identify criteria for measuring student achievement. These criteria are delineated in the Method for Assessment section of each course SLO Assessment report. Faculty members assess student progress toward their learning outcomes and evaluate and modify the methods for measuring outcomes as needed. They also ensure that instructional delivery modes and teaching methodologies support student learning and confirm that instruction is of high quality. The Curriculum Committee guides the semester committees in planning, implementing, and evaluating nursing courses to ensure consistency, continuity, and progression. The semester committees recommend curriculum revisions to the Curriculum Committee.

The curriculum incorporates the established Professional Nursing Standards:

- a. American Nurses Association (ANA) Standards of Nursing Practice Assessment, Diagnosis, Outcome Identification, Planning, Implementation, and Evaluation
- ANA Standards of Professional Performance Ethics, Culturally congruent practice, Communication, Collaboration, Leadership, Education, Evidence-based practice and research, Quality of practice, Professional practice evaluation, Resource utilization, and Environmental health
- c. Nursing Process Assessment, Analysis, Planning, Implementation, and Evaluation

The following guidelines are also incorporated into the curriculum:

a. National Council of State Boards of Nursing (NCSBN) <u>NCLEX-RN Test Plan</u> <u>Client Needs</u> - Safe and Effective Care Environment, Management of Care, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity, Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, and Physiological Adaptation

<u>Integrated Processes</u> - Nursing Process, Caring, Communication and Documentation, Teaching/Learning, and Culture and Spirituality

- a. CA Board of Registered Nursing (BRN) Guidelines (California Code of Regulations (CCR) 1426) are integrated throughout the entire nursing curriculum:
 - 1. Nursing process
 - 2. Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing

- 3. Physical, behavioral, and social aspects of human development from birth through all age levels
- 4. Knowledge and skills required to develop collegial relationships with healthcare providers from other disciplines
- 5. Communication skills including principles of oral, written, and group communications
- 6. Natural science, including human anatomy, physiology, and microbiology
- 7. Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness

The curriculum is centered around a unifying theme that incorporates the nursing process, as defined by the faculty. It is designed to ensure that students who complete the program possess the knowledge, skills, and abilities required to operate within the registered nurse scope of practice, as outlined in BRN code section 2725. Additionally, the program aims to meet the minimum competency standards for registered nurses.

The curriculum shall consist of not less than fifty-eight (58) semester units or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas: Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester, or twenty-seven (27) quarter units will be in clinical practice.

- 1. Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.
- 2. Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social, and ethical aspects of nursing, and nursing leadership and management.

The curriculum will be adjusted to account for students' military education and experiences, where applicable. This will be done through a personalized evaluation process to assess and award equivalency credit for military education and experience. The goal is to ensure that this credit meets the same course objectives and competency standards.

The following end-of-program student learning outcomes (EoPSLOs) reflect the SON philosophy: Upon program completion, the graduate, as an entry-level registered nurse, provides and manages client-centered nursing care by:

- 1. Applying the nursing process when safely caring for clients across the health-illness continuum throughout the life span in a variety of healthcare settings
- Communicating effectively and appropriately when interacting with individuals, families, groups, communities, colleagues, and other healthcare disciplines to achieve optimal health outcomes

- 3. Collaborating with individuals, families, groups, communities, colleagues, and other health care disciplines to achieve optimal health outcomes in a cost-effective manner
- 4. Demonstrating leadership, accountability, and advocacy within legal, ethical, and professional standards as a nurse and as a contributing member of society
- Formulating individualized client care plans using critical thinking skills based upon relevant scientific knowledge, and evidence-based practices, and interpretation of clinical information
- 6. Educating client/family to promote preventative and restorative health measures
- 7. Demonstrating awareness and respect for diverse sociocultural values and beliefs.

The School of Nursing (SON) adheres to the BRN curriculum guidelines. All curriculum content mandated by the BRN is identified in the Required Curriculum: Content Required for Licensure form EDP-P-06. Faculty revise topics following the changes in healthcare, science, practice, and trends. Designated content experts review and monitor the program's entire curricular content for the specialty areas of medical-surgical, obstetrics, pediatrics, psychiatric-mental health, and geriatric nursing. Clinical facilities are selected based on their ability to provide experiences that correlate theory content with corresponding clinical objectives. Theory courses and their corresponding clinical course are taught concurrently. The clinical sites are evaluated through the Clinical Site Evaluation tool for effectiveness, quality of experience, and alignment with course objectives and outcomes.

The SON Curriculum is guided by the Neuman Model as the conceptual framework. The model is congruent with the philosophies of education, learning, and nursing. The framework of the model includes the concepts of the client, environment, health, and nursing. These concepts are referred to as vertical threads, which increase in complexity as the curriculum content progresses. (Curriculum Conceptual Framework)

Additionally, the course objectives incorporate the Quality and Safety Education for Nurses (QSEN) competencies, which include patient-centered care, teamwork, evidence-based practice, quality improvement, safety, and informatics. These objectives are aligned with the End of Program Student Learning Outcomes (EoPSLOs). The EoPSLOs are published in the Nursing Student Handbook, which is available to the public on the website.

Table 2.1 illustrates the correlation of EoPSLOS with the standards, competencies, conceptual model, and licensure exam test plan.

Table 2.1. Alignment of End-of-Program Student Learning Outcomes with ANA Professional Standards, QSEN Competencies, Neuman Model, and NCSBN NCLEX Test Plan

EPSLOs	ANA Standards of Professional	QSEN Competencies	Neuman Model		NCSBN NCLEX Test Plan
	Performance		Vertical Threads	Horizontal Threads	
1. Applying the nursing process when safely caring for clients across the health-illness continuum	Evidence-based practice and research, quality of practice	Patient- Centered Care Safety	Nursing	Nursing Process	Nursing Process Management of Care Caring, basic care and

throughout the life span in a variety of healthcare settings.					comfort, physiological integrity, psychosocial integrity
2.Communicating effectively and appropriately when interacting with individuals, families, groups, communities, colleagues, and other healthcare disciplines to achieve optimal health outcomes.	Communication and collaboration	Teamwork & Collaboration	Client		Communication and Documentation
3. Collaborating with individuals, families, groups, communities,	Collaboration Resource utilization Environmental health		Environment Client		Communication and Documentation
4. Demonstrating leadership, accountability, and advocacy within legal, ethical, and professional standards as a nurse and as a contributing member of society.	Leadership Professional practice evaluation, ethics	Teamwork & Collaboration	Health	,	Safe and Effective Care Environment, Reduction of risk potential
care plans using critical thinking	practice and	Evidence-Based Practice Informatics Quality Improvement	Nursing		Nursing Process Management of Care Reduction of risk potential

6. Educating	Education,	Teamwork &	Client	Education	Health
client/family to	environmental	Collaboration			Promotion and
promote	health				Maintenance
preventative and					Teaching and
restorative health					learning,
measures.					physiological
					adaptation,
					reduction of
					risk potential
7. Demonstrating	Ethics	Teamwork &	Client	Decision-Making	Culture and
awareness and	Culturally	Collaboration			Spirituality
respect for	congruent				
diverse	practice				
sociocultural					
values and					
beliefs.					

The faculty reviews and incorporates emerging healthcare practices, evolving science, and social issues. The concepts of diversity, inclusion, equity, and anti-racism were integrated into the curriculum in the Professional Role courses and discussions in clinical. In the N124L Maternal and Child Clinical course, students complete the training on Dignity in Pregnancy and Childbirth. The courses focused on implicit bias, reproductive justice, and maternal health. In N243, LGBTQ+ content and more discussions are integrated into the class to hear the thoughts and voices of the diverse student population. The topics provided meaningful discussions among students on social issues.

The certification programs and continuing education offered by the Allied Health department align with the institution's mission and delivery methods. The Los Angeles County Department of Health Services facilities expressed a need for certified staff in the nursing and central supply departments. In response, the College's Allied Health Department developed certification programs to address these needs.

Nurse Assistant Training Program

All modes of delivery, including didactic presentations, modules, videos, clinical experiences, and skills practice, are appropriate and effectively align with the expected learning outcomes. For example, the Nurse Assistant Training Program curriculum was designed based on the Nurse Assistant Training and Assessment Program Model Curriculum. The curriculum meets the requirements outlined in the California Code of Regulations (CCR), Title 22, Section 71835, as well as the Omnibus Budget Reconciliation Act, 42 Code of Federal Regulations, Sections 483.152-483.158

The curriculum is designed to meet the requirements of 60 hours of theoretical instruction and 100 hours of clinical practice, as specified in the California Health and Safety Code, Title 22, Section 1337.3(c)(2). The content is organized to ensure compliance with the guidelines set by the California Department of Public Health (CDPH). In 2018, nurse assistant educators and experts from across the state collaborated to revise and update the curriculum

Central Service Technician Training Program

The <u>Central Service Technician Training Program</u> is designed to provide participants with the essential entry-level knowledge and skills needed to safely, efficiently, and competently perform critical functions as a Central Service Technician in a Central Sterile Processing Department (SPD). This program combines

engaging classroom instruction with interactive hands-on laboratory experiences and clinical training in real-world sterile processing settings.

During the 126 hours of didactic training, participants acquire the knowledge necessary to become well-rounded central supply technicians. The instruction emphasizes standards, regulations, and best practices related to specialized skills, aligning with the requirements set by local and state regulatory agencies, job-related performance expectations, and current trends in Central Services across various healthcare settings. To further enhance participants' learning experiences, the training curriculum includes 82 hours of clinical hands-on training rotations in different sterile processing departments within hospitals and clinics under the Department of Health Services.

The curriculum met the required standards and was approved in 2021. (Approval Letter)
Graduates of the training program can apply for the position of Central Service Technician within the
Department of Health Services (DHS). They are also eligible to take the Healthcare Sterile Processing
Association (HSPA) examination to become Certified Registered Central Service Technicians (CRCST).
To earn CRCST certification, candidates must pass the certification exam and complete 400 hours of
hands-on experience in a Sterile Processing Department.

Nursing Attendant Enrichment Program

The program consists of courses approved for Continuing Education Units (CEUs) required for recertification. Certified nurse assistants (CNAs) must complete 48 hours of in-service training or CEUs every two years to maintain their certification. These courses are available to all CNAs in the DHS at no cost. Each class offers six hours of CEUs. Instruction methods include PowerPoint presentations, videos, and discussions. A post-test will be administered as an evaluation after each module. Upon completing all four modules, CNAs will earn 24 CEU credits, which account for half of their required in-service training hours. The courses have been approved by the CDPH, the governing body for CNA certification. (Cardiac Disorders Lesson Plan)

Intravenous Therapy and Blood Withdrawal Certification Program for LVNs

The IV Therapy and Blood Withdrawal course is specifically designed for Licensed Vocational Nurses (LVNs) who hold an active license or for students currently enrolled in an approved Vocational Nursing Program. This program aims to provide licensed personnel with the fundamental principles and skills required to initiate, manage, maintain, and discontinue intravenous therapy and blood withdrawal. It includes 27 hours of theoretical instruction and 9 hours of clinical practice, totaling 36 hours of training. The program has been approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Teaching methods for the fundamentals of venipuncture and IV therapy include lectures, discussions, visual aids, written materials, and hands-on practice with equipment and live subjects to ensure skill competency.

At the end of each program, the faculty and director review course surveys, student feedback, and faculty comments to address issues and create improvement plans. The course content is also periodically reviewed and revised to align with current evidence-based practice guidelines, ensuring it meets the program's SLOs. The institution demonstrates its commitment to program quality and alignment with its mission through a comprehensive and collaborative approach to curriculum design, delivery, and assessment. These efforts guarantee that each program provides students with the knowledge, skills, and competencies needed for success in their academic and career pursuits, consistent with the institution's educational mission.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

(ER 3, ER 9, ER 11, ER 14)

Faculty design and adhere to the curriculum, which is based on the philosophy, program objectives, and conceptual framework. The Neuman Model provides the conceptual framework that guides curriculum development and implementation. The framework provides for the sequencing of courses in a way that enables students to demonstrate their ability to apply concepts from theory courses to clinical practice. The model is congruent with the philosophies of education, learning, and nursing. The model includes the concepts of the client, environment, health, and nursing. These concepts are referred to as vertical threads, which increase in complexity as the curriculum content progresses.

The concept of the client begins in the first semester with content related to the individual client and progresses to family, group, and community by the fourth semester. The healthcare environments include ambulatory care, acute care settings, rehabilitative settings, operating rooms, intensive care units, community health fairs, and geriatric home visits. The pathophysiologic and nursing care concepts also progress in complexity from the first through the fourth semester.

The seven outcome criteria (course objectives), referred to as the horizontal threads, describe action-oriented activities performed by nurses. They include the nursing process, collaboration, accountability, communication, decision-making, education, and sociocultural sensitivity. In addition, the Quality and Safety Education for Nurses (QSEN) competencies, such as patient-centered care, teamwork, evidence-based practice, quality improvement, safety, and informatics, are incorporated into the course objectives. The horizontal threads are the outcomes that connect the vertical threads throughout the curriculum. The horizontal and vertical threads guide the progression and placement of theoretical content and associated clinical learning experiences. (Curriculum Conceptual Framework)
Students collaborate and work on group presentations demonstrating specific content knowledge, integration of concepts, and critical thinking. Examples of group presentations are ethical issues in nursing in N122 and geriatric socio-political issues in N243L.

The course objectives are clearly outlined in each semester's syllabi, detailing the program's progression and complexity. These objectives have been reviewed and revised to incorporate QSEN concepts. The objectives have been realigned with the conceptual framework to ensure consistent and appropriate application of curriculum concepts and organizing principles.

The nursing process serves as the foundation for enhancing critical thinking in both classroom and clinical settings. Students apply the nursing process when providing client care and completing written assignments. If students require assistance in achieving course learning outcomes, support services are available from faculty, tutor, and counselor. Faculty office hours are posted, and they can be contacted through in-person meetings, virtual meetings, email, MS Teams messenger, and text communication.

Evidence of curriculum consistency is identified through several methods. Students complete surveys that reflect their perceptions of the courses and instructors, and the findings from these surveys help evaluate and improve curriculum consistency. Before graduation, students participate in a Program Evaluation Survey (PES) to assess the program's effectiveness. The results from this survey over the past three academic years show a consistent overall rating of 4.0 for all program objectives on a scale of 1 to 5, with

5 being the highest. This rating indicates that the desired outcomes are being achieved (<u>PES 2024, PES 2025</u>). Additionally, <u>peer evaluations</u> are conducted biennially to ensure that faculty implement the curriculum consistently in line with the program's philosophy, objectives, and conceptual framework

Faculty members participate in the semester, Faculty Organization, and College committees. Through their involvement, they work together to assess the effectiveness of courses and the overall curriculum. The Faculty Organization also holds an annual Program Review Workshop (PRW) to evaluate the progress and success of the program in graduating nurses who meet the standards expected of new graduates. (PRW Mins 2022-06-06)

The Board of Trustees, comprised of experienced professionals from the healthcare industry and workforce, plays an integral role in ensuring that the curriculum remains responsive to current healthcare demands, industry standards, and evolving workforce needs. By providing valuable feedback on program objectives, course content, and skill competencies, they help shape a curriculum that equips graduates with the practical knowledge and competencies required for success in the current healthcare environment. Their contributions foster a curriculum that not only meets accreditation standards but also anticipates and adapts to emerging trends and best practices in the field.

In collaboration with industry partners and following the competencies, faculty ensure that course objectives reflect both current industry standards and a commitment to safe, client-centered care. The Student Learning Outcomes are clearly defined in syllabi and accessible through the online learning platform, ensuring students have current and consistent information. Feedback from workforce partners and graduates informs curriculum updates, ensuring relevance to professional practice. (Graduate Survey Findings 2022, Employer Survey Trends 2022)

The Allied Health (AH) division is dedicated to creating and delivering high-quality academic programs that reflect both relevant industry standards and the diverse needs of our student population. The division offers three certification programs and two continuing education and staff development programs:

- 1. Nurse Assistant Training Program (NATP)
- 2. Central Service Technician Training Program (CSTP)
- 3. LVN IV Therapy and Blood Withdrawal Certification program
- 4. Continuing education for CNAs and RNs.

Through a collaborative process involving faculty and key stakeholders, the division ensures that the curriculum aligns with current healthcare practices and actively promotes equitable student success. AH uses a systematic approach to curriculum design and ongoing program evaluation. The curriculum development process includes regular reviews by faculty and industry experts, ensuring that the programs comply with the guidelines of the CA Department of Public Health and the standards set by the CA Board of Registered Nursing, the California Board of Sterile Processing and Distribution, and the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). This process ensures that courses, such as the NATP and the Sterile Processor/Central Supply Technician program, remain relevant and responsive to the evolving needs of the Department of Health Services and the Los Angeles General Medical Center.

The comprehensive review process is employed to achieve significant improvements in student outcomes. By analyzing data from student assessments, gathering feedback from stakeholders at the Los Angeles General Medical Center, and evaluating graduate performance on certification exams, AH has been able to identify and address gaps in student learning. This data-driven approach has led to increased pass rates for certification exams, demonstrating the effectiveness of preparing students for entry-level positions in healthcare. Additionally, student feedback consistently indicates that AH programs provide valuable, practical skills that enhance their employability and professional development. (CSTP Course Evaluation Report, NATP Course Evaluation Report) Surveys conducted with students and graduates consistently show high levels of satisfaction and achievement of program objectives.

Through a continuous evaluation process, AH has learned the importance of integrating discussions around equity and inclusion into curriculum design. Recognizing that barriers to success exist for certain student demographics, AH has implemented targeted support initiatives, including mentorship/counseling programs and additional resources for underrepresented groups, such as free tuition, and the availability of free internet and library services. The College prioritizes equitable outcomes by regularly reviewing disaggregated student data, allowing faculty to identify and address disparities

Additionally, AH is strengthening its partnerships with local healthcare providers to create more hands-on learning experiences that reflect the realities of the workforce. By January 2025, AH aims to establish two clinical sites and onboard up to 30 NATP applicants. The faculty at AH is committed to continuous improvement and innovation within the academic programs. By aligning the curriculum with industry standards and focusing on equitable student success, AH strives to fulfill its mission of preparing competent, compassionate healthcare professionals equipped to meet the needs of the diverse communities in Los Angeles County. This alignment not only enhances the educational experience but also ensures that students are job or practice-ready upon graduation.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Faculty members design and follow a curriculum that is grounded in the program's philosophy, objectives, and conceptual framework. The Neuman Model directs the order of courses to help students demonstrate their ability to apply theoretical concepts in clinical practice. This framework not only guides curriculum development but also aligns with the philosophies of education, learning, and nursing.

Table 2.3. General Education Requirement

GE Requirement	CA BRN Requirement	Los Angeles County College of Nursing and Allied Health Associate of Science Requirements
Anatomy w/ lab	Anatomy, Physiology,	4 units
Physiology w/ lab	and Microbiology with	4 units
Microbiology w/ lab	labs; behavioral, and	4 units
Lifespan Psychology	social sciences 16 units	3 units
Introduction to Sociology		3 units
English 101: College Reading and Composition	Communication skills (oral, written, group)	3 units
Public Speaking	6 Units	3 units
U.S. History or U.S Political Science	Not required	3 units
Humanities	Not required	3 units
Physical Education lab	Not required	1 unit
Nursing Requirement	CA BRN Requirement	Los Angeles County College of Nursing and Allied Health Associate of Science Requirement
Nursing Theory	18 units	21 units
Nursing Clinical Practice	18 units	21 units

The School of Nursing (SON) adheres to the Board of Registered Nursing (BRN) 1426 (c) regulation for curriculum planning and meets the BRN requirements in each of the subsections described in Section 1426(c) with an overall 73 semester units. (BRN EDP-P-05) In the art and science of nursing courses, there are forty-two (42) semester units. Twenty-one (21) units are in theory, and twenty-one (21) are in clinical practice.

In the communication requirements, students must complete English 101: College Reading and Composition, and Public Speaking, three semester units each, which are prerequisites to enroll in the program. Nursing communication concepts are incorporated throughout the curriculum and are a component of each course, with emphasis on the clinical and professional role courses. Examples of application of communication concepts include a <u>post-conference discussion of elderly clients</u> and <u>process recording</u> in the psychiatric rotation.

A total of fifteen (15) semester units are required in basic sciences. The natural sciences include Human Anatomy with lab, four (4) semester units; Human Physiology with lab, four (4) semester units; and Microbiology with lab, four (4) semester units. The behavioral sciences include Life Span Psychology, three (3) semester units. The social science requirement of Introduction to Sociology I, three (3) semester units, must be completed prior to entry into the nursing program. In addition, students are required to complete a three (3) semester unit United States History or United States Political Science course, a three (3) semester unit Humanities course, and a one (1) semester unit Physical Education lab course.

Courses must be completed at an accredited community college or university and are evaluated for equivalency. Applicants who have completed a nursing or military health care occupation course and met

the criteria as outlined in the <u>Nursing Course Exemptions-Challenges Policy</u> may be eligible for course exemptions.

All BRN-required nursing and general education (GE) content is integrated into the SON curriculum. The GE philosophy is that "students with a broad-based general education foundation are better able to synthesize empirical knowledge, make critical judgments, and generate sound decisions". The College uses Test of Essential Academic Skills (TEAS) scores to assess basic academic knowledge of reading, mathematics, science, English, and language usage. Applicants must achieve a score of 64.7% or higher to be eligible for the program.

Integration of GE components into the curriculum provides a foundation for developing nursing knowledge and abilities. This ensures that students achieve a comprehensive education that encompasses both nursing and higher education knowledge and skills essential for professional success. Students are required to meet program objectives through the successful completion of all courses.

Communication techniques related to the care of clients with multiple stressors, chronic conditions, and the elderly are integrated throughout the program. Verbal communication concepts are introduced in the first semester with an emphasis on therapeutic communication. Students demonstrate oral communication skills in the clinical setting during interactions with clients/families and discussing client care issues with health care professionals. Second-semester students learn additional techniques to communicate with children and women with childbearing issues. Third-semester students analyze and apply communication strategies to assist families and groups with crises and mental health problems. The fourth semester emphasizes leadership and management communication methods.

Written communication skills include clinical preparation worksheets, case studies, care plans, and process recordings. Electronic Health Record (EHR) documentation is introduced in semester one and implemented in all semesters. Basic concepts of the behavioral and natural sciences are integrated throughout the program. The foundation in anatomy, physiology, and microbiology helps students develop their knowledge of the structure and function of the human body. The curriculum introduces disease processes and advances in complexity as the student progresses. Sociocultural considerations, human development, and behaviors relevant to health-illness are incorporated in all courses.

Fundamental mathematical skills are essential for students to progress in all clinical courses. Each semester, students must demonstrate their ongoing proficiency by completing a Drug Dosage Calculation Competency (DDCC) test. Instructors verify the DDCC in clinical settings before permitting students to administer medications. Over the past few years, the overall attrition rate due to drug dosage calculation failures has remained below 1% of all enrolled students.

Clinical sites provide students with opportunities to render care for culturally diverse populations with a focus on preventive, remedial, supportive, and rehabilitative nursing. These experiences are obtained in a variety of healthcare environments such as hospitals, clinics, rehabilitation centers, and various community settings. Students demonstrate:

- Integration of theoretical concepts while delivering supervised care to clients
- Mastery of skills in providing individualized client care
- Effective communication and interdisciplinary collaboration
- Sociocultural sensitivity and appreciation for diverse values and beliefs

- Application of ethical and professional standards
- Ability to prioritize, critically think, and maintain a professional demeanor.

The Curriculum Committee's triennial review of the GE course requirements was completed in 2022. (Curriculum Mins 2022-04-04) The assessment findings indicated that the GE courses continued to be effective in providing a foundation for the nursing major, and no changes were recommended. Content experts and the Curriculum committee also review the placement of nursing content biennially. The Curriculum Committee reviewed written assignments throughout the program to evaluate the continuous application of written communication skills.

Each graduating class is provided an opportunity to evaluate the effectiveness of incorporating GE content into the curriculum through the <u>Program Evaluation Survey</u>. Students consistently rated GE items above the 3.5 threshold (scale 1-5, 5-highest). Incorporating general education components into the nursing curriculum is essential for several reasons. It promotes a holistic understanding of healthcare, enhances critical thinking, and develops analytical and problem-solving skills. Furthermore, it fosters improved communication and cultural competence, both of which are vital in nursing practice.

Integrating general education components into the nursing curriculum helps to prepare nurses who are well-rounded, competent, and adaptable. This approach ensures that they are better equipped to meet the diverse needs of their patients while remaining informed and flexible within a constantly evolving healthcare system.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

The College utilizes both qualitative and quantitative data to evaluate its programs and services while communicating and validating quality information to its stakeholders. The Institutional Effectiveness (IE) Committee is responsible for implementing, monitoring, and updating the Institutional Effectiveness Program Review Plan. This process guides all divisions in assessing quality indicators and reporting their findings and plans.

College and instructional division indicators include measurements of employee competence, performance, and satisfaction, as well as student learning, progress, achievement, and concerns. Additional indicators include program/course Student Learning Outcomes (SLO), support services, and the attainment of the College's mission and goals. The IEPRP outlines the frequency of assessments for each item, and the <u>annual reporting schedule</u> specifies the dates for evaluation reports. All reports identify data sources and include analyses of findings, comparing them against predetermined thresholds and previous years' outcomes. Data and reports are made available on the intranet.

One of the essential values of the College states, "We believe that integrity, professionalism, and respect are fundamental to our relationships with one another, our students, our partners, and the community." The College has prioritized transparency by effectively communicating quality measures and utilizing various methods to make data accessible to its stakeholders. On the website, the Institutional Outcomes provides information on completion rates, gainful employment, NCLEX-RN pass rates, and findings from the SLO Assessment Report. Additionally, the SLOs are available on the College bulletin boards, the catalog, and Course syllabi.

The College ensures that information is consistent, accurate, and regularly updated across all platforms. At the end of each semester, faculty members meet to discuss course surveys, student comments, faculty feedback on the curriculum, issues encountered, and improvement plans. This collaborative effort is aimed at ensuring that course learning outcomes are achieved. Semester coordinators present the findings to the IE committee and incorporate their recommendations for improvement. Following the IE presentation and review, the final SLO reports are published on the website.

The IE Committee's systematic reviews and analysis of survey data from students, faculty, and employers have led to numerous enhancements, including classroom improvements and expanded student success workshops meeting the needs of the students.

The College submits quality measures to the Integrated Postsecondary Education Data System (IPEDS), making this information available to the public. Additionally, the Director of the Office of Educational Services provides prospective applicants with data on student outcomes, including retention rates, attrition rates, and NCLEX-RN pass rates during scheduled <u>information sessions</u> for the program.

The College is committed to ensuring that both current and prospective students receive clear and accurate information about the degrees and programs offered. This includes details about their purposes, course requirements, and expected student learning outcomes.

All new students participate in a general orientation where they discuss the curriculum, course requirements, class schedules, policies, and procedures. At the beginning of each course, an instructor presents the syllabus, which outlines the course description, objectives, evaluation methods, and learning outcomes. This <u>orientation</u> process helps students understand their educational journey and the expectations of the nursing program.

The College actively involves students from each semester in the ongoing development and improvement of academic programs and campus policies. Students are invited to serve as active members on key committees, such as the Curriculum, Grievance, Associated Student Body (ASB), and Governance Committees. (Committee Structure) These student representatives play a crucial role by providing regular reports and feedback about the curriculum, campus activities, and student needs, which directly contribute to enhancing the quality and responsiveness of the learning environment.

Participation in these committees empowers students to share their insights, identify challenges, and communicate recommendations directly to faculty and administration. Their input is vital in informing decisions related to course scheduling, improving teaching strategies, and aligning resources to better support student learning. Faculty and administrators highly value this feedback and take it into account when refining academic and operational practices to meet the evolving needs of the student body.

By encouraging student engagement in these committees, the institution promotes a collaborative and inclusive approach to communication and decision-making. This structure not only enriches students' educational experiences but also fosters a sense of responsibility, leadership, and connection within the academic community.

The Allied Health provides students with accurate, up-to-date, and consistent information about student learning outcomes for the courses and programs they are enrolled in. This information is

shared during program orientation and is also available on the College's Allied Health division website. During orientation, the lesson plan is used to clearly explain the course description, objectives, content, activities, and learning outcomes.

At the end of each program session, the student learning outcomes are reviewed and posted on the website for students to access. Additionally, information about the program is shared with the community through educational and <u>career fairs</u> held in hospitals and high schools. Brochures about the programs are distributed at these events. Program directors, the OES director, and staff actively participate in these outreach efforts, providing presentations to the community and answering any inquiries. These initiatives are designed to ensure clear and consistent communication with external stakeholders, helping them understand the program offerings and entry requirements.

The College employs several strategies to ensure that current and prospective students receive comprehensive and accurate information about their degrees and programs. Through these practices, the College demonstrates its commitment to providing precise, timely, and accessible information to all students and stakeholders, enabling them to make informed decisions and achieve educational success.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

The College awards academic credit based on both accepted practices in degree-granting institutions and on established College policies and procedures. The College operates an <u>18-week semester</u>. One credit/unit is equivalent to one hour of theory per week for each semester and three hours of lab/clinical experience per week for each semester. Courses are scheduled to facilitate completion within two years.

Continuing education awards one contact hour for each 50 minutes of actual theory course instruction. Three hours of course-related clinical practice equals one continuing education contact hour. The College awards credit based on student achievement of SLOs and in compliance with regulatory requirements.

The College has a <u>Nursing Course Exemptions and Challenges Policy</u>, which is reviewed and approved by the Board. The policy, course schedules, and associated credits are published on the website and in the Catalog and course syllabi.

The college offers a two-year Associate Degree Nursing program that combines general education with a primary focus on nursing, aligning with its mission. This prelicensure program prepares graduates to pass the NCLEX-RN examination and become competent, professional, entry-level nurses. The program is approved by the CA Board of Registered Nursing.

Each nursing course syllabus and class schedule clearly outlines the number of content hours and units for that course, and this information is distributed to all enrolled students. Additional details about the courses are available in the College Catalog and the Student Handbook. Class schedules can be found on bulletin boards throughout the semester and on the College website.

The College regularly reviews student completion data as part of its commitment to institutional effectiveness. This ongoing analysis enables the College to identify students who may be at risk of not completing their program and to provide tailored support services. These services include remediation, counseling, tutoring, skills lab practice, and financial counseling, all designed to address the specific needs of students and promote their academic success.

During annual program evaluations, the College thoroughly examines completion timelines and actively identifies and addresses any barriers that may impede timely program completion. To improve these efforts, faculty closely monitor students' progress, identifying those at risk early on and implementing timely interventions and support services to foster both their academic and personal success.

Allied Health (AH) prioritizes student success by implementing strategic course scheduling that ensures degree and certificate programs can be completed within the expected timeframe. This alignment is fundamental to the mission of preparing students for rewarding careers in healthcare. AH meticulously schedules courses per student needs and program pathways. Each program, including the Nursing Assistant Training Program (NATP), Central Supply/Sterile Processor Training Program, Intravenous Therapy, Blood Withdrawal Certification Program, and continuing education programs, is scheduled to maximize access and minimize barriers to completion. For example, the NATP is offered four times a year, including four weeks of theory and four weeks of clinical rotation at a nursing home. Classes are held Monday through Thursday from 8:00 am to 4:30 pm. The short length of the program provides flexibility that enables a broader range of students to enroll and progress through the program efficiently.

AH also engages in ongoing program reviews that consider systematic student progress and data monitoring. Faculty regularly evaluate class schedules and course offerings to ensure they align with the school standards and student demand. Information regarding course units and schedules is disseminated during student orientation and is readily available in the College Catalog and website.

Furthermore, AH has refined its enrollment management strategies to better align course offerings with student availability and demand. This includes developing a comprehensive pathway map that clearly outlines the <u>course schedule</u> and time-to-completion expectations for all programs. These scheduling practices have had a positive impact on student outcomes. Analyzing completion rates and student feedback shows an increase in the number of students finishing their programs within designated timeframes. Of those who complete the program, 100% pass the certification exam. Furthermore, the scheduling process has facilitated equitable access to education, as evidenced by a diverse student body successfully navigating the pathways to certification and getting hired immediately by the Los Angeles General Medical Center after obtaining their certification. The school and Allied Health faculties continuously collect and review data on student achievement and progression to evaluate the effectiveness of the <u>scheduling practices</u>, which have led to informed adjustments and enhancements. (CST Course Evaluation, CNA Module A Course Evaluation, NATP Course Evaluation)

Through this process, AH has recognized the importance of maintaining flexibility in scheduling to meet the diverse needs of our students. The plan is to conduct regular evaluations of course scheduling during program review meetings to ensure that it remains responsive to student needs and industry demands. In addition, AH will enhance its communication strategies to ensure that students are well-informed about scheduling options and any changes that may occur. By providing clear and accessible information, AH aims to empower students to make informed decisions about their education and career paths.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

The college's diverse student body reflects the diversity of the community and the Los Angeles County population. The College is committed to ensuring that educational resources are available to support all students' needs and learning styles. The College offers personalized academic support and accommodations to students with various needs.

Teaching methodologies are evaluated every semester and adjustments are made based on Student Learning Outcomes (SLO) assessment findings, course and program evaluations, and quality improvement data. Faculty actively participate in the SLO assessment and program review process. Through their roles in committees, faculty establish required student competencies and learning outcomes and identify criteria for measuring student achievement. These criteria are delineated in the Method for Assessment section of each course SLO Assessment Report. (N123 SLO, N233 SLO)

Faculty assess student progress towards the outcomes. They assess the effectiveness of teaching methods and ensure that instruction meets rigorous standards of quality and learning objectives. The Curriculum Committee guides the semester committees in planning, implementing, and evaluating nursing courses to ensure consistency, continuity, and progression.

An informal assessment of student learning styles is conducted through individual communication with students in both classroom and clinical settings. A variety of teaching methodologies are employed, including lectures, group discussions, game-based learning, modules, case studies, concept maps, flipped classrooms, individual and group student presentations, and audience response systems such as Kahoot and Mentimeter. Skills demonstrations and simulations are also utilized. Lectures incorporate visual and auditory aids to accommodate the diverse learning styles of students.

The curriculum is delivered in person but incorporates digital resources such as PrepU, virtual clinical simulations, and NCLEX PassPoint assignments to enhance the learning experience. In response to student feedback about the heavy workload associated with nursing care plans, the faculty has streamlined these requirements to focus more on the planning process. This change aims to improve students' ability to effectively communicate their plan of care. By implementing diverse instructional methods, the faculty demonstrates a commitment to addressing students' varied learning needs and styles, creating a supportive and adaptable learning environment.

The College categorizes students into sub-populations, and faculty utilize this data to assess student learning. As a result of ongoing evaluations, the Tutoring and Mentoring Program, along with the Office of Advisement and Counseling, was established to provide targeted resources that enhance individual student success. (Organizational Chart). Faculty regularly collaborate during semester meetings and faculty organization gatherings to share best practices and develop innovative and effective teaching methods that address the needs of all students.

Course evaluation surveys, employer surveys, and program evaluation surveys assess the effectiveness of teaching methodologies. Students frequently use various learning support services, including the library, skills videos, tutoring services, skills labs, simulation labs, and the Elton Bryson Stephens Company online platform for searching articles and topics.

The effectiveness of these student support services in achieving learning outcomes is measured through end-of-program surveys. Data on tutoring and counseling services are analyzed in relation to student progression and shared with the Institutional Effectiveness team and faculty. Positive outcomes related to tutoring and counseling support have been consistently observed, underscoring their significant impact on student success.

Understanding the importance of meeting the needs of diverse student populations, faculty members attend conferences focused on teaching strategies. They also collaborate regularly during semester meetings and discussions at the end of the semester related to SLOs. This collaboration helps them innovate and enhance their teaching methods, ensuring they adhere to high standards and promote equity in student learning outcomes.

Allied Health (AH) employs a variety of delivery methods and teaching strategies to meet the needs of students and the curriculum. In the Central Service Training and Nursing Assistant Training programs, instructional methods include lectures, discussions, audio-visual aids, clinical rotations, case presentations, worksheets, and hands-on skill demonstrations. For the Blood Withdrawal Refresher course geared towards Licensed Vocational Nurses and Certified Medical Assistants, the teaching methods for blood withdrawal procedures encompass lectures, discussions, visual aids, written materials, topic reviews, and clinical laboratory practice.

All students are provided with skills lab time to practice their techniques before attending clinical sessions. The skills lab is also accessible for students who require remediation to enhance their skill performance. After each program session, AH faculty members convene to assess the effectiveness of their delivery methods and teaching strategies in promoting equitable student learning and achievement. Feedback from surveys, along with input from students and faculty, is utilized to inform improvements and action plans. (CST Course Report, NATP Course Report)

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

The student support service divisions are dedicated to helping students achieve their educational goals, which in turn supports the College in fulfilling its mission. These services are offered by the Office of Educational Services (OES), the Educational Resource Center (ERC), and the Financial Aid Office (FA). The College ensures the effectiveness of its services by:

- Establishing guiding policies and procedures and ensuring effective implementation
- Encouraging ongoing discussions among stakeholders regarding adequacy of services
- Providing evaluative surveys to students, faculty, and staff regarding services
- Requiring annual divisional reports that include evaluation of services in attaining SLOs
- Revising existing policies and procedures based on survey findings to better support student achievement.

<u>Preregistration</u> and new student <u>orientation</u> events provide valuable information about the services and resources available to support student success. During the new student orientation, students receive

guidance on academic planning, financial aid, scholarships, counseling, tutoring, library resources, skills and simulation labs, as well as clinical hours and expectations. Additionally, they learn about policies and procedures that will help them navigate their educational journey.

In collaboration with student support services, faculty are committed to ensuring that these resources are easily accessible and effective for student success. Faculty conduct ongoing formative and summative evaluations and intervene promptly when necessary. Students who score below 70% on their first quiz or exam are identified as at-risk and receive targeted support through test reviews and tutoring. If needed, these students are also referred to tutoring and counseling services. In the clinical setting, students who struggle to meet objectives and expectations receive extra assistance through skills lab sessions and other available resources. Faculty offer both individual and group tutoring sessions and maintain office hours to provide personalized advisement.

When students need financial assistance for necessities, such as childcare, basic living expenses, or licensure exam fees, the College provides support to help them stay on track and succeed in their programs. This financial aid is a crucial resource that enables students to focus on their studies and overcome financial barriers to completion.

In response to an increased demand for academic support, the Student Success Committee was established to offer Student Success Strategies workshops. This committee gathers feedback from faculty and students to identify workshop topics that will be beneficial. Faculty and librarians conduct workshops covering subjects such as Case Study for Care Planning, APA (American Psychological Association) format, Basic Medical Spanish, and navigating Clinical Worksheets and Orchid. Students have rated these workshops highly for meeting objectives, including promoting understanding of the topic, providing useful knowledge, and employing effective teaching methodologies. (APA Evaluation)

The <u>Clinical Worksheet and Orchid Navigation</u> workshop is particularly helpful for first- and second-semester students in their clinical courses. <u>Basic Medical Spanish</u> has received consistently positive feedback from students, as it helps them with essential Spanish terminology required for patient communication in clinical settings. The Case Study for Care Planning workshop focuses on prioritization, clustering cues, developing interventions, and applying clinical judgment necessary for delivering safe patient care.

The library is open on business days for all students. The librarian is available to guide students and assist them with literature searches and APA writing on digital platforms. The Los Angeles General Medical Library also has a digital virtual platform that is accessible to all students 24/7.

Tutoring and counseling services are available both in-person and virtually via MS Teams, providing flexibility to accommodate various student needs and learning styles. In addition to the academic support offered through tutoring and stress management counseling, students build confidence, enhance clinical organization, improve study habits, and feel supported through the Peer Mentorship Program.

The Peer Mentorship Program is led by the SON Tutor, who designs the program and manages the recruitment of both mentors and protégés. Two additional faculty members assist in its operation. In this program, second-year students are paired with first-year students to provide guidance and support. This program receives high ratings from students, and many who were protégés in their first year choose to become mentors in their second year, recognizing its value. (Mentee Evaluation, Mentor Evaluation)

In the N242 Professional Role course, graduating students learn resume writing and participate in simulated job interviews to prepare them for employment. Counseling services are available to support students in career planning and job preparation. During a <u>meet and greet</u> event, nurse managers and nursing leaders share valuable insights about job opportunities and the benefits of working in the Los Angeles County Department of Health Services facilities. Additionally, students participate in unit tours, allowing them to observe the work environment firsthand and connect with nursing staff.

Allied Health (AH) offers tutoring and counseling to students in need of support and those at risk of not succeeding in the program. During the initial program orientation, the academic and personal needs of each student are considered, and they are guided on how to manage their class schedules effectively. The onboarding process, including orientation and course requirements, is carefully designed to prepare students for success and the timely completion of their studies.

Support services and course expectations are communicated during student orientation. The library is accessible to all students, providing essential course materials as needed. To help students develop practical skills before entering clinical settings, skills lab practice is integrated into AH programs. In the Nurse Assistant Training Program, students participate in workshops specifically designed to prepare them for the state examination. Additionally, AH programs employ end-of-program surveys to evaluate the effectiveness of the support services provided, ensuring ongoing improvement. (NATP Course Evaluation Report)

The College is dedicated to creating and maintaining an inclusive, supportive environment that empowers students to succeed academically, personally, and professionally by designing, delivering, and continually assessing its support services.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

The College is committed to its core belief that education is a dynamic, lifelong process. This approach promotes both personal and professional development through integrated learning activities, fostering student participation, civic responsibility, and intellectual growth.

The Faculty Organization Planning Bylaws of the School of Nursing (SON) provide for student involvement in academic decision-making. Students engage in governance by participating in College and SON committees, joining student groups, responding to surveys, and taking part in exit interviews. Each semester, a student representative is elected by the student body to serve on the Curriculum and Grievance Committees. Additionally, the Associated Student Body (ASB) president or a designated representative is a member of the College Governance and Board of Trustees.

All student representatives play a crucial role in relaying information between the student body and the committees, ensuring effective communication in both directions. Students:

 Engage in addressing matters pertaining to integrity and currency of the curriculum as members of the Curriculum Committee. They participate in the identification and review of the philosophy, conceptual framework, program objectives, and related policies.

- Serve on hearing panels in equal numbers with faculty to preside over grievance cases as members of the Grievance Committee.
- Participate in the program review process by giving their input through surveys. Students
 evaluate each course, the clinical facilities, and the faculty. They also evaluate the entire
 program at the end of semester four. Online surveys are used to maintain student anonymity
 by recording responses in typed form rather than in students' handwriting.
- Hold membership in the ASB. The executive officers are elected by the student body, along
 with a representative from each semester. The ASB functions in accordance with its bylaws.
 Faculty advisors are assigned to ASB and each incoming class by the program director to offer
 advice and assistance.
- Participate in official student organizations such as the California Student Nurses Association/National Student Nurses Association.

The College fosters personal and civic responsibility through active participation from faculty and students in <u>community events</u>. These faculty, student, and family events promote awareness and understanding of cultural diversity while enhancing the aesthetic quality of the learning environment. The College maintains a strong relationship with its Alumni Association, which has improved the physical appearance of the institution and provided scholarships for students.

Acknowledging the diverse student population, many of whom come from underrepresented backgrounds and lower socioeconomic statuses, the College offers a <u>tuition deferment program</u> through the Los Angeles County Department of Health Services (LACDHS). This program allows students to pay \$700 per semester in exchange for a commitment to work as registered nurses at LAC DHS facilities for three years after graduation. This initiative helps students complete their degrees with minimal financial burden, promoting inclusivity and accessibility.

In collaboration with the ASB, the College hosts the annual International Night event, which was well-attended by faculty, staff, students, families, and friends. This festive occasion celebrated the diverse cultural heritage of the College's community. Another popular event is the spring BBQ, which also sees high attendance from faculty, staff, and students. Additionally, the students have represented the college at various community health fairs, immunization drives, toy drives for pediatric patients, clothing drives, and other community events. These activities significantly contribute to student development and foster leadership skills, empathy, and professional responsibility.

Students also engage in informal activities such as campus study groups, where they can reserve rooms to study together, meet with peer mentors either in person or virtually, and collaborate in the skills lab. These activities cultivate connections among students in a relaxed and supportive atmosphere.

The Allied Health (AH) programs offered at the College are brief, ranging from several days to eight weeks. In Spring 2024, in partnership with Los Angeles General's Human Resources department, AH invited all Nurse Assistant Training Program graduates to a job fair. This event provided graduates with the opportunity to meet and interview for positions with nurse executives, with some candidates receiving job offers and being hired on the same day. This job fair effectively supports students' career pathways by providing direct access to employment opportunities. Through its wide array of engagement opportunities, the College creates an inclusive, community-oriented learning environment where students feel valued, supported, and empowered to achieve personal and professional growth.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

The School of Nursing (SON) program implements a continuous and systematic program evaluation plan that integrates assessment and evaluation with program planning. The College Program Review Process policy establishes a regular and systematic approach to course and program assessment and improvement. This policy facilitates a data-driven quality improvement process that helps the College effectively fulfill its mission. It also specifies the frequency of program evaluations, as outlined in the annual Institutional Effectiveness Reporting Schedule.

The <u>Systematic Plan of Evaluation</u> serves as a continuous quality improvement tool that assesses all aspects of the nursing program. The evaluation plan details the SON's expectations for program evaluation, including the expected learning outcome, assessment methods, timelines, data analysis, and action plans.

The Institutional Effectiveness Committee oversees the implementation and evaluation of the program review process, which involves ongoing cycles of assessment, data collection, aggregation, analysis, trending, planning, implementation, reassessment, and reporting. This committee establishes and monitors compliance with the Institutional Effectiveness Program Review Plan, which identifies divisional quality measures, assessment tools, monitoring frequencies, and the responsible committees or individuals

Data on student success rates, disaggregated by gender (27% male and 73% female), indicated a need for additional support for male students. In response, the College has assigned male faculty members each semester to provide relatable support and promote inclusivity. Additionally, our diverse faculty mirrors the ethnic diversity of the student population, further enhancing students' sense of belonging and engagement.

Student feedback has identified simulations as a highly effective learning method, prompting the integration of simulations into all clinical courses. The faculty's commitment to student success, combined with the availability of support services such as tutoring, counseling, and skills labs, has significantly contributed to ongoing improvements in course performance and National Council Licensure Examination pass rates.

The Educational Resource Center's <u>laptop loan program</u> has been essential for students who do not have personal devices, allowing them to complete their coursework effectively. Some students also use these laptops in clinical settings where access to computers for documentation is limited, thus improving their ability to document in Electronic Healthcare Records (EHR) promptly.

To enhance student learning, scheduled tutoring sessions and MS Teams Q&A sessions were offered to clarify concepts before examinations. Instructors encouraged students to utilize tutoring services alongside emailing questions to lecturers regarding specific content. Additionally, faculty maintain an "open door" policy, along with scheduled office hours, to increase student access to counseling, tutoring, advisement, and guidance.

Recommendations from the Institutional Effectiveness (IE) Committee led to the development of <u>Student Success Workshops</u>, which focus on assisting students with their clinical worksheets, nursing care plans,

and critical thinking skills. Students have reported that these workshops are valuable for reinforcing learning and improving academic outcomes.

Allied Health (AH) conducts a Student Learning Outcomes (SLO) assessment report after each program to gather and analyze data related to student learning and achievement. Faculty members and the program director meet to discuss the data, comments, and plans for quality improvement. These reports are presented to the IE committee, where members provide recommendations to AH to enhance programs and address achievement gaps. Currently, the student cohort in the Nurse Assistant Training Program consists of 10 students with access to one clinical site. Given the need for LA General to hire more Certified Nursing Assistants, AH is working on securing an additional clinical site to increase the number of students from 10 to 20.

The College's commitment to equitable student achievement is evident in its goal setting and planning initiatives, which are supported by both quantitative and qualitative data. Institutional goals are established based on the analysis of SLO and achievement data, focusing on closing achievement gaps and supporting the success of historically under-resourced students. By regularly reviewing the impact of interventions and setting benchmarks for improvement, the College ensures that its policies and programs align with its mission to support student success.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

The College maintains the highest standards of program integrity and quality by employing a highly qualified and diverse faculty. Their collective expertise enhances student learning and supports the College's Mission: "To provide learning-centered educational programs and career development opportunities for healthcare students in support of the Los Angeles County Department of Health Services."

Position descriptions and duty statements are carefully aligned with clearly defined roles and responsibilities, creating an environment that promotes student success in achieving Student Learning Outcomes. For example, the essential functions of a <u>clinical instructor</u>, <u>nursing instructor</u>, and <u>senior nursing instructor</u> are specifically designed to prepare students for professional nursing practice. These functions include developing and planning course content, integrating effective teaching methodologies, providing formal didactic instruction, planning and overseeing student performance, evaluating student progress, and assessing instructional effectiveness.

Faculty and administrators are dedicated to creating a continuous learning environment. The School of Nursing employs a qualified team of 28 full-time faculty members, whose diverse expertise adequately meets the program's objectives. All faculty members have fulfilled the requirements set by the California Board of Registered Nursing relevant to their areas of specialization. They achieved this through professional practice and/or additional training. Furthermore, all faculty members have Board of Registered Nursing approval to practice their roles. Notably, 21 faculty members hold master's degrees, six have doctoral degrees, and only one has a bachelor's degree. Additionally, many of the 27 faculty members have earned national certifications in various nursing specialties, including critical care, emergency care, trauma, public health, family nurse practitioner, and adult-geriatric acute care nurse practitioner.

All faculty members are hired based on their education, clinical expertise, and experience. Each faculty member has a minimum of five years of experience as a registered nurse and the necessary skills to teach in their assigned clinical areas. All faculty members work full-time and hold lecture hours. The faculty-to-student clinical ratio is 10 students for every 1 instructor, which enhances student learning. Faculty assignments are determined by the nurse administrator following the <u>faculty teaching assignment policy</u>, which takes into account student enrollment, course requirements, and faculty qualifications.

The college administrators and program coordinators possess the necessary education and experience to effectively support the institution's mission. The organization includes three student support services, two active academic divisions, and the Institutional Effectiveness, Research, and Planning office. The

College is staffed by eight administrators, 28 faculty members, and nine support staff. (Organizational Chart)

Eighty-eight percent of administrators and program coordinators hold master's degrees or higher in leadership, nursing, or education. Many also have national certifications and advanced nursing degrees. The College has a clear process for assessing whether administrators and staff possess the necessary qualifications, knowledge, skills, and abilities for their positions.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The College encourages its employees to participate in professional development activities, reflecting its belief that "Education is a dynamic, lifelong process that promotes and maximizes both personal and professional growth." As part of their employment benefits, employees are entitled to attend these professional development seminars.

All staff members are encouraged to participate in educational activities both on and off campus to improve their understanding of trends and issues in their respective job or specialty areas. The provost and program deans share notifications about relevant professional development events with faculty and staff. Faculty members are particularly encouraged to attend seminars and events related to teaching, nursing, research, publishing, and other activities related to community health.

The <u>Faculty Development Committee</u> is dedicated to enhancing professional growth by identifying the educational needs of faculty, accessing professional development resources, and coordinating educational programs. The committee stays informed about trends in the nursing and academic communities to select relevant topics. They present topic recommendations to the academic divisional governing committees, and subsequent discussions provide a platform for selecting and approving workshop topics.

The Faculty Development Committee is made up of faculty members from various academic divisions within the College. The committee meets quarterly with the goal of promoting the development of knowledge, skills, and abilities that enhance faculty effectiveness. All events organized by the committee are open to both faculty and staff.

At the end of each event, the committee conducts a survey to evaluate the effectiveness of the workshops. The committee reviews the survey results and presents a summary of the findings at the governing committee meetings. Any plans that arise from these discussions are incorporated into divisional Annual Program Evaluation reports.

Faculty members are required to complete mandatory classes and training programs offered by LA General Medical Center and DHS to stay updated on nursing practices and accreditation requirements. These programs include patient safety courses, such as "Code Green: Roles and Responsibilities," as well as in-service training related to new equipment like infusion pumps. Additionally, LA General Nursing Education Department classes and events, including "Nursing Care at End of Life," "Trauma Day," "Perinatal Update," "Palliative Nursing Care," and the annual "Critical Care Symposium," are available to all faculty. Faculty and staff also participate in off-campus classes and programs to remain

informed about trends and practices in healthcare and specialty areas. The College tracks employee education, and all faculty report their professional development activities annually as part of their self-evaluation process.

The Faculty Development Committee identified the educational needs of faculty and staff, arranged for guest speakers, and conducted several well-attended workshops. These workshops assisted faculty and staff in initiating and maintaining program improvements.

Professional Development Activities: 2022 to 2024

2022

DATE TOPIC	
February 28, 2022	Concurrent Enrollment Pathway with RNCC
May 5, 2022	Sustaining a Healthy Environment in Academia
May 19, 2022	Allegations of Abuse and Facility Actions

2023

DATE	TOPIC	
February 23, 2023	Integrating Professional Identity in Nursing into	
	Your Practice	
March 20, 2023	Clinical Judgement Model	
July 31, 2023	Nurse of the Future	
November 16, 2023	Transition to New Registered Nurses to	
	Practice	

2024

DATE	TOPIC	
March 11, 2024	Pain Management	
April 18, 2024	Dealing with and Managing Difficult Situations and Behaviors in Academia	
June 6, 2024	Diversity, Inclusion, and Equality in Nursing Education	
July 11, 2024	The Necessity of Embedding LGBTQ+ Education into Nursing Curriculum	
August 26, 2024	Introduction to the Interprofessional Communication Curriculum	
September 19, 2024	Simulation 101: An Introduction to Teaching with Simulation	

Faculty, staff, and administrators participated in educational programs that positively impacted their teaching effectiveness and assisted the College in meeting its Mission. This dedication to professional development is noted in their education records.

The college provides ongoing support for faculty development. The Faculty Development Committee organizes continuing education and distance learning opportunities. In the past years, the majority of the faculty received funding to attend virtual conferences, including Nurse Tim's 2021 Next Generation NCLEX, the Accreditation Commission for Education in Nursing Self-Study Forum in spring 2022, and the 2022 NCLEX Conference hosted by the National Council of State Boards of Nursing. Additionally, the

provost has allocated a budget for faculty to attend conferences specifically for nurse educators and other professional development activities.

The College employs a structured approach to identify and address the professional learning needs of its employees, with a focus on supporting educational services and promoting equity. To assess these needs, the College uses various methods, including surveys, self-assessments, and performance reviews. Additionally, feedback from students through post-participation course surveys helps guide faculty development initiatives.

To promote equity and inclusivity, the College adheres to Department of Health Services (DHS) policies and provides mandatory training on topics such as diversity, inclusion, and implicit bias through the Talent Works platform. Faculty members evaluate on-campus development sessions using anonymous surveys, and the results are reviewed during faculty, program, and college meetings to inform and improve future offerings.

The College complies with DHS policies and procedures to ensure that employees meet onboarding, mandatory training requirements, and role-specific expectations (including licensure and certifications). Records of professional development sessions conducted on campus are maintained through attendance rosters, survey feedback, and outcome reports, which are discussed and reviewed in program and college committees and filed in the Office of Educational Services.

The Mandatory Training and Continuing Education Programs policy allows faculty members to earn continuing education hours to meet their requirements, as specified in the Memorandum of Understanding-Continuing Education.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The College ensures the continued effectiveness of its employees through a defined process of performance evaluations. It conducts both probationary and annual performance evaluations to assess employee competency and effectiveness in fulfilling their job functions and responsibilities. The roles and responsibilities are aligned with the College's mission, contributing to an environment focused on student learning and achievement.

Faculty members are assigned responsibilities that correspond with their positions and are expected to engage in College activities. For instance, nursing faculty participate in College and divisional committees, provide input on policies and the Strategic Plan, support and promote the College's philosophy, and contribute to College events. Faculty are assigned to committees for a minimum of two years to become familiar with their functions and responsibilities. For leadership roles, the Curriculum committee includes a co-chair as part of a succession plan, and elections for the next chairperson are held a semester before the end of the academic year to ensure a smooth transition.

The College follows the performance evaluation policies and standards set by Los Angeles County Human Resources (HR), the LA General Medical Center, and the College itself. Supervisors conduct performance evaluations following the Department of Health Services Human Resources Employee Evaluation and Discipline Guidelines. Additionally, the College's Faculty Competency and Peer Review policies incorporate elements that validate faculty knowledge and skills.

The College follows the dates and frequencies outlined in the <u>Performance Evaluation Completion and Processing</u> policy. The Department of Health Services HR has established the annual deadlines for performance evaluations. The supervisors complete probationary performance evaluations six months after a hire or promotion.

Faculty members must submit an annual self-evaluation at least one month before their performance evaluation meeting. The self-evaluation allows employees to highlight their accomplishments, describe their contributions to the College Strategic Plan and committee work, Student Learning Outcomes (SLOs), outline professional development activities and plans, assess the achievement of their annual goals, and set new individual goals for the upcoming year.

The supervisor evaluates the employee based on performance criteria specific to their job description. This performance evaluation assesses individual performance in all major functions and duties outlined for each position within the college. Supervisors rate each item on a five-point scale and must provide supporting evidence for any rating above or below "competent." Semester coordinators highlight faculty achievements in areas such as student engagement, professional accomplishments, institutional responsibilities (chairing committees), contributions to policies and procedures, and the attainment of college goals. A significant component of faculty evaluations includes their contributions to student achievement in SLOs at the course, divisional, and institutional levels.

Supervisors keep probationary employees informed of their status and provide regular feedback. They counsel employees whose performance requires improvement and offer direction and assistance to enhance job performance. If necessary, improvement plans are developed in collaboration with HR, and ongoing performance is assessed, discussed with the employee, and documented. If performance remains unsatisfactory despite counseling and remediation efforts, it may result in demotion, transfer, or termination.

All faculty members also undergo <u>peer reviews</u> to support the development and improvement of their classroom teaching and presentation skills, promoting professional growth. Additionally, faculty effectiveness in meeting student learning needs is addressed in SLO Assessment Reports for all courses and programs.

The Dean of College Operations and Student Support Services is responsible for tracking the due dates and completion dates of performance evaluations using the <u>Performance Evaluation Tracking form</u>. This process includes monitoring the completion of peer reviews, Registered Nurse license renewals, and other mandatory requirements. Performance evaluations are stored in both the Department of Health Services' HR system and the college's personnel files.

In the 2022-2023 Employee Survey, faculty rated the statement "My job performance has been fairly evaluated within the last 12 months" with an average score of 4.43 out of 5, where 5 represents the highest rating. This survey is conducted every two years and will next be administered in June 2025. The College has successfully retained highly qualified employees, which is essential for maintaining its effectiveness in achieving its mission.

The College has established processes to ensure that performance evaluations are conducted regularly for all faculty and administrators in accordance with the performance evaluation policies and standards of Los Angeles County HR, LA General Medical Center, and the College. The College is dedicated to providing timely and effective feedback to all employees, encouraging their improvement

and success in achieving individual, professional, and College-wide goals and objectives.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

The College is owned by Los Angeles County (LAC). The Board of Supervisors serves as the elected governing body for LAC and is responsible for establishing and approving overall funding, policies, and the roles and responsibilities of various LAC departments. The Department of Health Services (DHS) operates four hospitals and 19 health centers. Operationally, the College reports to the executive leadership team of DHS.

Financial oversight and budgetary expenditures are managed and funded through the Los Angeles General Medical Center. The College has its own Board, which acts as an independent governing body. This Board is responsible for establishing policies and procedures, ensuring the quality, integrity, and effectiveness of student learning programs and services, and maintaining the College's financial stability.

The College's revenues come from sources including SON tuition, state and federal grants, and Medicare Education Pass-Through Funds (federal funds allocated to hospitals that incur operational costs for a school of nursing). It is important to note that SON student tuition accounts for thirty percent of the College's total revenue. (College of Nursing Revenue and Expenditure)

Expenditure Management provides the College with ongoing budget allocation and expenditure reports for the fiscal year (FY). These reports detail annual and monthly allocations and expenses related to salaries, employee benefits, services, and supplies.

During each fiscal year's budget cycle, the college administrative team reviews and assesses the effectiveness of the Strategic Plan initiatives. They use these evaluations to plan for improvements in programs and services. Based on their findings, the provost submits a request for capital projects or new programs to the chief financial officer (CFO) of LA General Medical Center for review. The CFO then forwards the request to the DHS executive team for final approval.

DHS/LA General Medical Center provides the College with adequate resources to support student learning programs and services, as well as to enhance institutional effectiveness. For the fiscal year 2023-2024, the total annual budget allocation is approximately \$9 million. (College of Nursing Cost Analysis) Of this amount, 90 percent is allocated to salaries and employee benefits, while 10 percent is designated for services and supplies. Any resources required beyond the standard budget allocation are requested through the FY Budget Request process or through capital project requests, following the established processes and procedures defined by DHS/LA General Medical Center.

Fiscal planning aligns with the College's mission and goals, based on a realistic assessment of needs, funding allocations, and budgetary constraints. The College manages its financial affairs with integrity, ensuring financial stability.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The College's financial planning is aligned with its mission and strategic goals. It has established policies and procedures to ensure sound financial practices that promote financial stability. Financial information is shared throughout the College through reports, presentations, and meeting minutes.

The College Administration collaborates with the Chief Executive Officer, Chief Financial Officer, and Expenditure Management of the Los Angeles General Medical Center to review the budget and expenditures. The Board regularly reviews a summary of the College's expenditures and revenues. Fiscal planning and budget requests are included in the Board's master agenda and are discussed during the November meeting. A "Financial Report" is a standing item on the agenda for College Governance meetings, which involve participation from all college sectors.

Expenditure Management provides the College with ongoing reports on budget allocations and expenditures throughout the fiscal year. These reports include annual allocations and expenses for salaries, employee benefits, as well as for services and supplies.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The College maintains the integrity and responsible use of its financial resources by adhering to the internal control processes of Los Angeles County (LAC) for managing expenditures and cash. These financial controls comply with LAC accounting and record-keeping practices established by the Auditor/Controller. The LAC Audit and Compliance Department evaluates these control processes. Additionally, the College is included in LAC's annual audited financial statement. Any expenditures that exceed the annual budget are covered by the Los Angeles General Medical Center (LA General).

The College and LA General adhere to standardized procurement processes, which include controls over encumbrances, capital assets, and Departmental Service Orders, as outlined in the LAC Fiscal Manual. All requests for equipment and supplies are submitted through the newly implemented IRIS ordering system. Each request must go through an approval process before it is forwarded to LA General's procurement department. The Auditor/Controller and accounting divisions regularly assess financial management practices and the effectiveness of existing checks and balances. Financial information is shared across the institution in a timely manner through reports, presentations, and meeting minutes.

Internal controls are implemented to ensure the financial integrity of the College. The College's fiscal planning aligns with the practices established by the Los Angeles County Chief Executive's Office. The Los Angeles County undergoes an <u>annual external financial audit</u>, which is available for review on LAC's Auditor/Controller website and is submitted to the ACCJC each year.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The College operates under the consistent financial management of Los Angeles County (LAC), specifically the Department of Health Services. This structure ensures that the revenue does not need to cover basic operational costs since the College is not independently responsible for liabilities or long-term obligations. As a result, the College can focus its resources on student success and institutional goals, maintaining fiscal solvency without concerns about debt management.

One key opportunity identified through the self-evaluation process is the potential to increase revenue through tuition adjustments. The tuition has not been raised in 18 years, and a modest increase could generate additional revenue for operational enhancements. Additionally, the College has recently achieved national accreditation and will pursue grant funding to further support faculty, staff, and students.

Since the College is fully funded by LAC, it has no short-term or long-term liabilities to manage. Employee health benefits, insurance, and building maintenance are all covered by LAC. This financial stability allows the College to direct its resources toward academic and institutional improvements, such as faculty development and initiatives aimed at enhancing student success. The lack of financial obligations supports the College's long-term stability and enables a focus on strategic growth.

Recent investments in faculty development, student tutoring services, and upgraded technology infrastructure have improved student retention and led to more equitable outcomes. Additionally, the College's plans to pursue grant funding will further bolster these efforts by providing additional resources for academic programs and student services. The institution's ability to prioritize educational improvements over financial concerns ensures that equitable student success remains a primary focus.

As part of its long-term financial and academic planning, the College is working toward transitioning from an Associate Degree in Nursing program to a Bachelor of Science in Nursing program. (Business Plan for BSN Program) This transition will require additional financial resources for facility upgrades, curriculum development, and faculty expansion. While the College's current budget is stable, approval from LAC will be necessary to secure the additional funding needed for this program expansion. Financial projections and ongoing collaboration with LAC will ensure that the transition is carefully planned without compromising the College's financial stability.

The institution's self-evaluation identified opportunities for financial growth and innovation. Two key strategies to secure additional resources for students, faculty, and staff are increasing tuition and pursuing external grants. These actions will support institutional growth, expand the College's support systems, and reinforce its commitment to equitable student outcomes. This aligns with the College's mission to provide high-quality education while preparing the future healthcare workforce.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

The College routinely evaluates the adequacy of its resources and incorporates the findings into both short-term and long-term planning. The 2020-2024 <u>College Strategic Plan</u> outlines objectives and strategies aimed at ensuring that resources are sufficient to meet program goals. Each year, the College Strategic Plan is reviewed by key stakeholders, including faculty, students, administration, and staff. The Provost leads open discussions about these goals and objectives to ensure that everyone is committed to enhancing the student learning environment.

Physical Space

The College buildings are historical and are located within the campus of the Los Angeles General Medical Center. The College has four buildings and a courtyard with tables and benches with umbrellas for breaks and study time:

- Administration Building (Classrooms, Individual Administrative and Faculty Offices, Conference Rooms, Computer Labs, Skills Labs, Simulation Labs, Faculty Resource Rooms, Lunchrooms, Office of Educational Services)
- Library Building (Library, Classrooms, Computer Labs, One Office, One Lactation Room)
- Tower Hall (Two Classrooms, Rm. 108 (22 cap.) and Rm 109 (23 cap.), Five conference rooms, Student Lounge with vending machines, sitting area, refrigerator, microwave, and student pantry)
- Carlson Center (One classroom accommodating 60 students)

Classroom equipment includes:

- Lecterns with wireless audio, microphone and lock boxes with keyboard, mouse, and pointer
- Mobile white boards
- Large screen television with network/wireless connections
- Lecture presenters
- Mobile 43-inch television
- Mobile wireless microphone/audio system

Library - educational materials/databases include:

- BLS manuals
- Heartsaver manuals and DVDs
- Books 387 nursing and nursing related topics
- Clinical eBook database
- Nursing Reference Center Plus database
- CINAHL Complete journal database
- CINAHL Complete journal database

The school is well-equipped with facilities, including four skills labs, four simulation labs, a debriefing room (with plans to add a second), a control room, and a computer lab with 25 computers. These resources effectively meet the needs of the students.

The four skills labs and four simulation labs provide students with ample opportunities to practice their skills and develop clinical reasoning in a simulated patient environment. Two of the skills labs are

outfitted with crash carts, monitors, defibrillators, workstations on wheels (WOWs), and life support manikins, primarily for basic and advanced life support training. The other two labs are equipped with a total of seven hospital beds and seven manikins, and a Pyxis machine allowing students to learn and practice a variety of skills specific to their semester curriculum.

The College features five computer laboratories equipped with a total of 87 computers, along with one printer/copier available for student use in the library. Each computer station provides internet and intranet access, which requires individual password accounts for login. Additionally, the library has 64 laptops available for students to borrow.

Computer software programs are recommended by faculty and undergo a review and approval process to enhance student learning. Students can also access patient electronic health records (EHR) for their clinical preparation through the computers in the laboratories and the library. There is a dedicated information technology personnel on-site at the College during business hours to support faculty, staff, and students.

The SON has access to various clinical facilities to fulfill course objectives in medical/surgical care, obstetrics, pediatrics, mental health, geriatrics, and ambulatory care. These facilities include Los Angeles General Medical Center, Olive View Medical Center-UCLA, Harbor-UCLA Medical Center, Rancho Los Amigos National Rehabilitation Center, Augustus Hawkins Health Center, H. Claude Hudson Health Center, and Los Angeles County Ambulatory Care Centers.

The College creates a supportive learning environment for both students and faculty by continually updating learning resources and enhancing the physical space. It regularly evaluates the safety and effectiveness of its physical resources and incorporates the results into both short-term and long-term planning. Key components of this assessment and planning process include evaluating facility safety and security, ensuring accessibility for students and employees, providing sufficient classroom, office, and laboratory space, and maintaining adequate equipment and supplies.

The College regularly evaluates the safety and adequacy of its physical resources and incorporates the findings into both short-term and long-term planning. This assessment covers various components, including facility safety and security, access for students and employees, sufficient space for classrooms, offices, and laboratories, as well as the availability of appropriate equipment and supplies. The College prioritizes the safety of faculty, staff, students, and property. Measures are implemented to ensure College security, which include:

- Limited access to buildings via a card key system
- Security lights in parking lots and other strategic areas
- Private security personnel stationed in the Administration building lobby who also patrol the grounds
- Routine campus patrols by the Los Angeles Sheriff's Department (LASD) and 24-hour/day availability
- Emergency response alarms in classrooms and other key locations throughout the College
- Burglar alarms in all buildings
- Gate requiring a card key to access the College parking lot

The College follows the Los Angeles General Medical Center Photo Identification Badge policy. All employees and students must wear a Los Angeles County photo ID badge while on campus and at any

Department of Health Services facility. Guests are required to sign in at the security desk upon entering the Administration building.

Access to building entrances on the campus is managed through gates and doors that automatically lock and unlock according to a set schedule. Faculty and staff use card keys to access the campus outside of business hours. The parking lot is equipped with emergency telephones and surveillance cameras. Designated rooms and offices throughout the campus have emergency response alarms. The LASD patrols the campus and assigns a security guard to the College from Monday to Saturday, between 6 AM and 10 PM.

Campus security is provided by the LASD. LASD holds the authority and responsibility to enforce all relevant local, state, and federal laws and is tasked with the security of buildings owned and leased by Los Angeles County. (LAC) Deputies are sworn peace officers who are authorized to carry firearms and have the full authority and responsibility to conduct criminal investigations, make arrests, and suppress crime on campus and on all properties owned and operated by LAC. Emergency buttons are monitored by LASD, and response times are typically under five minutes. Additionally, the College uses the Everbridge emergency notification system to alert students, staff, and faculty via text messages and emails in the event of a campus-wide emergency.

The law mandates the reporting of violent crimes, burglaries, and motor vehicle thefts, as well as a summary of arrests and referrals for violations related to liquor laws, drug abuse, and weapons violations. The College is dedicated to providing a safe environment for students and employees. Selected crime statistics for the College can be found in the annual crime report on the website under Institutional Outcomes.

The College has implemented policies to enhance the safety and security of students, employees, and property. These policies and procedures are designed to support a positive educational environment.

- Environmental Safety Inspection Policy
- Maintenance and Repair
- No Smoking
- <u>Disaster Management Policy</u>
- Fire Response Policy
- Active Shooter Policy
- Campus Access-Security Policy
- <u>Identification Badges</u>

The College safety officer plays a key role in guiding the College Governance Committee in the development, review, and updating of policies, procedures, and guidelines related to safety. He ensures that the College stays informed about current safety trends, coordinates fire and disaster drills, maintains the disaster manual, and oversees employee safety education. The safety officer also participates periodically in College Governance Committee meetings to assist in reviewing safety policies and the contents of the Disaster Manual.

Safety policies from the Department of Health Services, LA General Medical Center, and the College are accessible to both employees and students on the intranet. Additionally, the SON Student Handbook includes relevant safety policies and procedures.

As part of its planning process, the College conducts regular evaluations of its facilities to assess the safety and adequacy of physical resources in meeting program and service needs. The facility manager performs routine environmentalinspections in all buildings to ensure a safe work and learning environment.

All College employees are responsible for maintaining a safe work environment. Faculty and staff identify and correct hazards immediately when it is reasonable and safe to do so. Additionally, all faculty and staff are required to report any malfunctioning building systems or equipment. These issues often arise due to the aging of buildings and may include plumbing, heating and air conditioning problems, ceiling leaks, and pest control issues.

Any unsafe conditions in the physical facilities are reported through the LA General Medical Center Facility Management Request System, Office of Educational Services, or directly to the facility manager. The facility manager is responsible for tracking the status of repairs and providing updates to faculty and staff. The College also ensures that faculty, students, and staff are informed of workplace hazards.

Employees and students receive thorough safety education. New employees and students participate in a Safety Orientation as part of their onboarding process at Los Angeles General Medical Center and the College. Additionally, the College safety officer provides an orientation that covers the College and Los Angeles General Medical Center's Disaster Plans, Fire Response Procedures, Hazard Surveillance Policies, security precautions (including alarms and exit doors), medical emergency management, and mandatory safety education requirements for both employees and students.

All employees and students participate in ongoing mandatory safety orientation and education. During orientation and annually thereafter, students and employees review the <u>Orientation/Reorientation Handbook</u>. This handbook includes a section on the environment of care that addresses security, safety awareness, fire and life safety, as well as injury and illness prevention.

Faculty members introduce students to hospital unit safety as part of the activities on their first clinical day. Additionally, students who are assigned to clinical rotations at other Department of Health Services facilities also undergo safety and security orientation specific to that facility.

The College has a policy in place for managing disasters that may involve the College and the LA General Medical Center. The Disaster Plan Manual outlines specific roles and responsibilities during such events. The Office of Educational Services is responsible for maintaining the Disaster Plan Manual, which includes a megaphone and a box of disaster/medical supplies.

The College has a well-established system in place to maintain a clean and healthy environment for both learning and working. The Facilities Management division at Los Angeles General Medical Center employs two custodians through an environmental services vendor. They follow a regular cleaning schedule for all buildings and respond promptly to emergency requests for environmental supplies or cleaning services. The College does not operate any off-campus sites.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The College Information Officer collaborates with the Department of Health Services (DHS) and the Los Angeles General Medical Center to support Information Technology (IT), including maintenance and repairs. The servers are located at LA General Medical Center and are managed by its IT department, which ensures the backup of records such as financial information, admissions, enrollment, grades, and statistics.

<u>The Department of Health Services Information Technology Contingency Plan Policy</u> safeguards confidential information in the event of disruptions, disasters, or other emergencies. This plan outlines system responses to maintain continuity of operations during emergencies and facilitates disaster recovery. It applies to all technology assets, including hardware, software, and applications.

The College operates a single campus. Educational databases are accessible at all clinical sites via the DHS intranet and remotely through internet links on personal devices. Additionally, students, faculty, and staff can access their Los Angeles County (LAC) Outlook email accounts and the Comprehensive Academic Management System from personal devices, campus computers, and all DHS facilities.

The LAC Internal Service Department (ISD) and the DHS IT department are responsible for providing and maintaining network and computer access, safety, and security. The DHS Information Security Officer oversees the safety and security of the college's networks. Additionally, the DHS IT department is tasked with maintaining the hardware and network infrastructure.

The college offers appropriate and adequate technology services, professional support, facilities, hardware, and software to support its operational functions, teaching, learning, and support services. Decisions related to technology services, facilities, hardware, and software are guided by the college's integrated planning, program review, and <u>resource allocation processes</u>. Data is used to evaluate the effectiveness of these services.

The College follows the LAC IT policy and procedures to ensure the effective, responsible, and appropriate use of technology. Before gaining access to computers, each employee and student must complete and sign the Agreement for Acceptable Use and Confidentiality of the County's Information Technology Assets, Computers, Networks, Systems, and Data form. This agreement includes provisions from the California Penal Code 502(c), Comprehensive Computer Data Access and Fraud Act.

The College follows the IT policies of the Los Angeles County Department of Health Services:

- Information Technology and Security Policy
- Appropriate Use of DHS Email Policy
- DHS Information Integrity Policy
- DHS Information Security Risk Management Process Policy
- DHS IT Security Vulnerability and Patch Management Policy
- DHS System Access Control Policy
- DHS Workforce Security Policy
- DHS Workstation and Mobile Device Security Policy

Prohibiting Access to Security-Sensitive Systems and Network Policy

The 2018-2023 <u>College Information Technology Five-Year Action Plan</u> is aligned with the 2020-2024 <u>College Strategic Plan</u>. Two of the goals of the Strategic Plan focus on technology:

Goal 1.A.1: Develop and implement a long-term plan for Information Technology to support college operations.

- During FY 2020-2021, additional resources were purchased, including computers, laptops, and Skills lab equipment and supplies were purchased for SON and Allied Health.
- During FY 2021-2022, laptops were purchased for faculty and staff to assist with remote learning during the pandemic.
- During FY 2022-2023, laptops were purchased for students who do not have the financial resources to buy their own. Laptops are available for checkout from the library.

Goal 1.A.3: Increase electronic educational resources

- During FY 2020-2021, the new Lippincott textbooks and digital resources i.e., adaptive learning assignments and vSIM, were implemented.
- During the FY 2021-2022, PassPoint was utilized to prepare the Next Gen NCLEX Exam.
- During FY 2022-2023, PassPoint was incorporated in clinical courses for Semesters 3 and 4 to enable students to reach the mastery level and to prepare for the Next Gen NCLEX Exam.
- 3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Los Angeles County (LAC) conducts an annual external financial audit, which is accessible for review on the LAC Auditor/Controller website and is submitted to ACCJC each year. The College adheres to LAC's internal control processes for managing expenditures and cash. These financial controls comply with the accounting and record-keeping practices set by the LAC Auditor/Controller. The effectiveness of these control processes is assessed by LAC's Audit and Compliance Department. Additionally, the College is included in LAC's annual audited financial statement. Any variances that exceed the annual budget are absorbed by Los Angeles General Medical Center.

The Expenditure Management Division of LA General Medical Center and ultimately LAC hold responsibility for the College's long-term stability and risk management plan. The Expenditure Management Division also represents the College in external audits and actuarial studies mandated by the State of California.

In cases of financial emergencies or unforeseen events, LA General Medical Center, Department of Health Services, and LAC provide support to the College. LAC has established sufficient reserves to address financial emergencies and unexpected occurrences. (LAC CEO Website-Budget)

Technology is a vital part of the College's teaching and learning processes. The College follows the LAC IT policy and procedures to ensure the effective, responsible, and appropriate use of technology. Before being granted computer access, each employee and student must complete and sign the Agreement for Acceptable Use and Confidentiality of the County's Information Technology Assets, Computers, Networks, Systems, and Data form, which includes provisions from the California Penal

Code 502(c), Comprehensive Computer Data Access and Fraud Act.

The College complies with LAC policies and procedures regarding the appropriate and acceptable use of technology within its teaching and learning processes.

The Department of Health Services <u>Information Technology Contingency Plan</u> is designed to protect confidential information in the event of any disruption, disaster, or emergency. This plan provides guidelines for system responses to ensure continuity of operations during emergencies and disaster recovery, and it applies to all technology assets, including hardware, software, and applications.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

The College takes great pride in upholding the principles of academic freedom, academic integrity, and freedom of inquiry. These principles are essential for creating an environment that fosters learning, growth, and innovation.

The purpose of the <u>Academic Freedom-Faculty Policy</u> is to ensure that the academic freedom of individual faculty members is respected and protected. The College is committed to ensuring that both faculty and students have the freedom to research, teach, and discuss ideas openly. Faculty members are encouraged to develop curricula, teach, and communicate in line with the guidelines established by policy and the governing bodies of the College. Faculty are free to utilize a variety of teaching methodologies, such as case studies, flipped classrooms, and games, to achieve learning objectives. This freedom enables faculty to present course material objectively and without bias, promoting critical thinking and inquiry among students.

Upholding academic integrity is of utmost importance at the college, as outlined in the <u>Academic Honesty and Professional Conduct Policy</u>. This policy promotes high standards of ethical behavior in all academic activities. According to the policy, "Academic honesty is essential to ensure due process and fair and equal treatment for all faculty, staff, and students. <u>The Nursing Student Bill of Rights</u> emphasizes that students are responsible for maintaining the academic performance standards established for each course. It ensures that students have protection through established procedures against unfair or arbitrary academic evaluations. This policy encourages students to take responsibility for their studies and to adhere to the College's regulations, which include avoiding plagiarism, cheating, and any form of academic dishonesty. To ensure understanding, faculty, staff, and students receive orientation regarding the definitions of academic honesty and professional conduct, as well as the consequences of academic dishonesty and professional misconduct. Additionally, new students are required to sign the Student Agreement form during orientation.

The College encourages both students and faculty to actively engage in independent and ongoing searches for knowledge. Students are supported in developing critical judgment and are given the opportunity to express their viewpoints and challenge ideas in a reasoned and professional manner. The Nursing Student Bill of Rights explicitly states, "Students shall be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for knowledge." Additionally, students are free to "take reasoned exception, in an informed and professional manner, to the data or views presented in any course of study and to reserve judgment on matters of opinion; however, they are responsible for learning the content of any enrolled course." The college faculty fosters an educational environment that stimulates a spirit of inquiry.

By adhering to these principles, the college fosters a strong educational environment and equips students to become thoughtful, ethical, and skilled nursing professionals.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The following are the defined roles of the College:

The Board of Trustees: Provides governance and oversight, approves strategic plans, and ensures compliance with regulations

Provost: Implements the strategic vision, manages institutional operations, and represents the college to external stakeholders

Dean: Oversees academic departments, develops and reviews curricula, and supports faculty development

Faculty: Deliver instruction, participate in academic decision-making, and contribute to the curriculum development

Administrative staff: Handle day-to-day operations, support student services, and manage administrative functions.

Communication of authority occurs through policy manuals and handbooks that provide detailed documentation of roles, responsibilities, and decision-making processes. Regularly scheduled meetings at various levels ensure that these processes are effectively communicated. Additionally, internal communication channels such as emails, MS Teams, newsletters, and the institutional intranet are utilized to keep all stakeholders informed about decisions, policies, and updates.

The following defines stakeholder participation:

Faculty members actively engage in curriculum development, serve on academic committees, and participate in policy-making processes. Their involvement ensures that educational practices meet academic standards and align with industry needs.

Students have representation in decision-making bodies, such as the Associated Student Body (ASB), and they share their feedback through surveys, focus groups, and student and class councils. In addition, there is student representation in the Curriculum Committee, Grievance Committee, College Governance, and the Board of Trustees. (Governance Committee Structure)

Community and industry partners work closely with healthcare organizations and industry experts to ensure that nursing programs stay relevant and responsive to the changing landscape of healthcare. These partners may participate in advisory boards and curriculum reviews.

The College promotes the inclusion of diverse perspectives by forming decision-making committees that consist of representatives from various departments, faculty levels, and student groups. This approach ensures a wide range of viewpoints are considered. Feedback from stakeholders, including faculty, students, and community partners, is utilized to inform decisions and improvements. Regular surveys and feedback sessions help capture these diverse perspectives.

The decision-making processes are transparent, with clear documentation and communication regarding how decisions are made and how stakeholder input is considered.

The College is committed to the belief that education is a dynamic, lifelong process that fosters both personal and professional development. It achieves this by integrating various learning activities that encourage student participation and instill a sense of civic responsibility along with intellectual and personal growth.

The Faculty Organization Planning Bylaws include provisions for student involvement in academic decision-making. Students actively participate in governance through their engagement in the School of Nursing and College Committees, involvement in student organizations, responses to surveys, and participation in exit interviews. Each semester, a student representative is elected by the student body to serve on the Curriculum and Grievance Committees. Additionally, the ASB president or their designee is a member of the College Governance and Board of Trustees.

All student representatives are responsible for communicating information between the student body and the committees, ensuring a two-way flow of information. Student:

- Engage in addressing matters pertaining to integrity and currency of the curriculum as members
 of the Curriculum Committee. They participate in the identification and review of the philosophy,
 conceptual framework, program objectives, and related policies
- Engage in addressing matters related to educational standards for the admission, progression, promotion, and graduation of students. They participate in the identification and review of related policies and procedures and the consistent implementation of policies as members of the Curriculum Committees. All students and the public have access to student policies through the website
- Serve on hearing panels in equal numbers with faculty to preside over grievance cases as members of the Grievance Committee
- Participate in the accreditation process through their committee memberships. Committee meeting minutes identify students by name and the semesters they represent
- Participate in the program review process by giving their input through surveys. Students evaluate each course, the clinical facilities, and the faculty. They also evaluate the entire program at the end of semester four. Online surveys are used to maintain student anonymity by recording responses in typed form rather than the students' handwriting
- Hold membership in the ASB. The executive officers are elected by the student body, along with a
 representative from each semester. The ASB functions in accordance with its bylaws. Faculty
 advisors are assigned to ASB and each incoming class by the nurse administrator to offer advice
 and assistance
- Participate in an official student organization such as the California Student Nurses Association/ National Student Nurses Association.

The primary way for faculty and staff to engage in governance and decision-making at the College is through its committee structure, as outlined in the <u>College Governing and Standing Committee</u>

<u>Organizational Chart</u>. The main governing committees include the Board and the College Governance Committee. These committees operate with guidance from various groups, including the Institutional

Effectiveness (IE) Committee, the School of Nursing Faculty Planning Committee, Student Support Services, Allied Health, and Faculty Development Committees.

Faculty and staff can be assigned to committees, and they can request to join or leave these committees as desired. College committees are composed of members from across the institution, promoting broad participation. Faculty members serve as chairs for the Faculty Development Committees, with members representing both academic divisions. The College's decision-making processes are documented in the minutes of these committee meetings.

All faculty and staff participate in program planning, implementation, and evaluation through their divisional committees. These committees assess quality indicators, evaluate program effectiveness, and recommend improvements to their divisional curriculum committees. These activities are documented in the Annual Committee Evaluation Reports and discussed in the IE meetings. (IE Mins 2024-09-05)
Additionally, the Board monitors educational quality and effectiveness through the Annual Program Evaluation reports. Both documents are accessible to all employees and students via the intranet

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The decision-making structure is consistently and effectively utilized within the operations and collaborations of the following committees: Curriculum, ADA, Semester, ASB, and Student Success Committees. This structure aligns with the most recent <u>Governance and Committee Structure Chart</u>. Both the Curriculum and ASB committees include faculty and student representatives. The roles of these committees are clearly outlined in the <u>School of Nursing Committee Bylaws</u>.

The Curriculum Committee receives requests for inter-committee communication and is responsible for developing, evaluating, and revising policies, procedures, guidelines, and forms related to the curriculum. These updates are then shared with the Faculty SON Planning, which includes all faculty members. The final step in this process involves collaboration with Governance and the Board of Trustees.

To facilitate student participation, the college ensures that no classes are scheduled between 12:30 PM and 1:30 PM every Thursday, allowing students to attend committee and ASB meetings.

As a result of the biennial evaluation of the <u>Committee Governance and Structure</u>, conducted during the Summer Program review, several recommendations were made:

- Shortening the decision-making timelines
- Reducing redundancy and streamlining committee functions
- Improving communication among committees and divisions
- Increasing participation by students and support staff
- Enhancing satisfaction with the decision-making process.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The Board of Supervisors is the elected governing body for Los Angeles County, responsible for establishing and approving funding for various County divisions, including the Department of Health Services, which oversees the operations of the College of Nursing Allied Health.

The Board of Trustees is responsible for establishing policies and procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. They also oversee the financial stability of the College, as outlined in the bylaws. The Board monitors the College's financial status, reviews and approves budget requests and funding proposals, and advocates for the necessary resources.

The <u>Board of Trustees-Meetings Policy</u> outlines the process for meetings and agenda topics. At the <u>February 8, 2024, meeting</u>, the Board discussed student participation in counseling and tutoring, highlighting the positive impact these services have had on student success. They also reviewed the National Council Licensure Examination pass rate and addressed the hiring rate for graduates from the College. The Board expressed strong support for hiring graduates through the special hiring code to expedite the hiring process for the College alumni.

Additionally, before the end of the fourth semester, Nurse Recruitment organizes a job fair specifically for graduating students. (Nurse Recruitment Agenda) This event provides them with the opportunity to tour nursing units they are interested in and speak with unit managers. Moreover, fourth-semester faculty conduct mock interviews in the role course, inviting human resources representatives, unit managers, and recruiters from outside hospitals to participate.

The Board is in favor of the school advancing to a Bachelor of Science in Nursing (BSN) program. Currently, students are enrolled in a collaborative program with California State University, Los Angeles. (BOT Mins 2024-11-14). There are ongoing discussions about the College forming a partnership with another university to offer concurrent Associate Degree in Nursing-Bachelor of Science in Nursing enrollment. The Board holds the College accountable for the success and support of its students.

The College Board operates according to established bylaws and policies. It is composed of nine members, with three representatives from the Department of Health Services: the Chief Executive Officer of Los Angeles General Medical Center, the Chief Nursing Officer of Los Angeles General Medical Center (who serves as the vice president of the Board), and the Provost (who serves as the secretary). Additionally, the Associated Student Body (ASB) President represents the student body.

The remaining five members are elected representatives who represent various constituency groups within Los Angeles County. These elected members include one representative each from the following areas: the community, a local community college, a local university, a school district with a feeder high school, and a School of Nursing alumna. The president of the Board is elected from among these members.

The purpose of the Board, as stated in the bylaws, is "to establish policies and procedures that align with the College Mission, ensure the quality, integrity, and effectiveness of student learning programs

and services, and oversee the financial stability of the College." Pertinent policies are reviewed and revised every three years and presented to the Board to maintain the academic quality, integrity, and effectiveness of student learning programs. During meetings, the Board receives reports on program outcomes, institutional effectiveness, curriculum revisions, and the financial stability of the College.

The Board has the authority to review the academic and financial affairs of the College in order to ensure the quality and integrity of its educational programs and to provide guidance to its administration in carrying out the educational Mission and goals.

Specific statements clarify the Board's role in supporting program quality, integrity, and the effectiveness of student learning. These functions are as follows:

- Provide guidance in the development and improvement of the educational and student support service programs
- Monitor educational quality and effectiveness through performance measurements of the academic and student support service programs
- Recommend, monitor, and approve the policies, rules, and regulations under which programs operate
- Participate in the accreditation and approval processes of the Accrediting Commission for Community and Junior Colleges, Accrediting Commission for Education in Nursing, Board of Registered Nursing, and other allied health and accrediting/regulatory agencies
- Monitor the financial status of the College and review/approve budget requests and funding proposals
- Review legal matters and recommend courses of action
- Adhere to the Board's Membership Agreement and Code of Ethics
- Conduct triennial/scheduled self-evaluation of Board performance and productivity

The Board conducts regular reviews of its Mission, Vision, and Values, annual goals, and Strategic Plan. This ongoing evaluation demonstrates the Board's and the College's commitment to student learning and program quality.

The Board also maintains a comprehensive handbook that includes membership directories and contact information, meeting schedules, bylaws, policies and guidelines, meeting agendas and minutes, Mission, Vision, and Values, the Strategic Plan, financial and budget request summaries, and progress and accreditation reports. A handbook is provided to all new members and is also available on the website.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

According to the <u>bylaws</u>, the Board selects and evaluates the College's chief administrator (provost) and delegates the authority to the provost to establish and regulate courses of instruction, as well as implement and administer policies without interference from the Board

All college employees, including the provost, are hired following Los Angeles County civil service regulations. The job description, which outlines the educational, teaching, and management requirements, is developed by the College administration. This description is then approved by the Board

and submitted to Los Angeles County Human Resources for <u>posting</u> on the employment opportunities website.

Applicants are required to submit their resumes to HR and will undergo a civil service screening exam. Qualified candidates will be interviewed by Board officers, and the final candidate will be submitted to the Board for confirmation.

The bylaws outline the functions of the Board as follows:

- Delegate to the provost and through the provost to the faculty, the authority to establish and regulate courses of instruction and to implement and administer policies without Board interference
- Approve the selection of the provost and evaluate his/her performance.

The Board follows the <u>Provost Selection</u> policy. The provost's effectiveness in her duties is evaluated annually as part of the Los Angeles County employee review process.

The selection process successfully appointed the current provost, who has held the position since 2017. The provost is <u>evaluated annually</u> by the Board. Additionally, the Board has established a policy and administrative process for conducting searches and selecting candidates for the provost position.

4.6 The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The College is owned by Los Angeles County. The Board of Supervisors, which is the elected governing body for the county, establishes and approves overall policies, funding, roles, and responsibilities for various County divisions, including the Department of Health Services (DHS). The College operates under the auspices of DHS.

The Board of Trustees has been designated as the independent governing body for the College. They are responsible for establishing policies and procedures to ensure the quality, integrity, and effectiveness of the College, along with its student learning programs and services, as well as its financial stability. It's important to note that the Board of Supervisors does not have any role in the College's academic affairs.

The Board of Trustees works diligently to self-govern and adhere to best practices as outlined in its bylaws, serving the institution's collective interests. The Board primarily relies on these bylaws, which detail its functions and responsibilities. These responsibilities include reviewing and approving policies and procedures, overseeing the college's academic and operational activities, and participating in graduation, accreditation, and ongoing approval processes. This ensures that the College can fulfill its mission and provide nursing and healthcare programs to support Los Angeles County and the DHS. The Board is particularly committed to enhancing the community through career development opportunities and supporting the DHS healthcare system for the residents of LA County.

The elected and non-elected Board members represent the Los Angeles County community. They are not "owners of the institution" and have no financial interest in the College. Upon joining the Board, each member signs the Membership Agreement and Code of Ethics. These documents define the responsibilities of Board members and outline expected behaviors related to policy-making and independent decision-making that serve the public interest

Board meetings are open to the public, and agendas and minutes are available on the <u>website</u>. Board membership represents the community stakeholders, ensuring that public interests are served and conflicts of interest are avoided. The Board is an independent body responsible for governing the College and ensuring that its activities and decisions reflect the public interest while effectively advocating for the institution. Board members possess diverse experiences in education and healthcare, representing a wide range of constituency groups, stakeholders, and the community at large. The Board independently recommends and monitors the policies, rules, and regulations that govern academic programs.

The Board consistently strives for consensus and acts as a united front. Every three years, the Board conducts a scheduled <u>self-evaluation</u> of its performance and productivity based on the functional categories outlined in the Board of Trustees <u>Self Appraisal Policy</u>. The next Board Self-Evaluation is due October 2025. Following the evaluation, the Board reviews the survey findings and discusses improvement plans as necessary. (<u>BOT Mins 2023-02-09</u>)

Required Documentation

Standard 1: Mission and Institutional Effectiveness

Red	quired Item	Documentation
i	Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degreegranting approval statement, authorization to operate, articles of incorporation) (ER 1)	DHS Letter of Public Status ACCJC Certificate 2019 College of Nursing CAV Pre-Licensure-2023
ii.	Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	BOT Mins 2024-08-08 IE Mins 2025-01-16 College Governance Mins 2025-01-30
iii.	Documentation of the governing board's approval of the institutional mission (ER 6)	BOT Mins 2024-08-08 BOT Agenda 2025-08-14
iv.	Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	IE Program Review Plan 2024-2025 IE Reporting Schedule 2024-2025 IE Mins 2024-01-11 BOT Mins 2022-11-10 Excerpt PRW Mins 2023-06-07
v.	Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Institutional Set Standards 2023 Institutional Outcomes - College of Nursing and Allied Health

Standard 2: Student Success

Required Item	Documentation
 i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission Policy on Credit Hour, Clock Hour, and Academic Year) 	Award of Academic Credit
 ii. Documentation that the institution's transfer of credit policies includes the following: Any established criteria the institution uses regarding the transfer of credit earned at another institution Any types of institutions or sources from which the institution will not accept credits A list of institutions with which the institution has established an articulation agreement Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning 	Transfer Students 2024 GCC Articulation Agreement 2024 ELAC Articulation Agreement Nursing Course Exemptions-Challenges
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <u>Policy on Institutional Advertising and Student Recruitment</u> (ER 16)	Recruitment Activities

Red	quired Item	Documentation
iv.	Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online. • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Accreditation - College of Nursing and Allied Health Student Grievance
V.	Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi.	Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii.	Documentation of the institution's policies and/or practices for the release of student records	Student Records-Confidentiality
viii.	Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Program Closure

Required Item	Documentation
FOR TITLE IV PARTICIPANTS:	
 ix. Documentation of institution's implementation of the required components of the Title IV Program, including: Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any Title IV audits or program reviews 	Department of Veterans Affairs Finding Letter 2025 California Student Aid Commission Compliance Review 2022-2023
See <u>Policy on Institutional Compliance</u> <u>with Title IV</u>	
FOR INSTITUTIONS WITH DISTANCE EDUCATI	ON AND/OR CORRESPONDENCE EDUCATION:
 x. Documentation of institution's: Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education 	Not applicable
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre- collegiate curriculum from its college- level curriculum	Not applicable
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	Not applicable
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Not applicable

Required Item	Documentation
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

Standard 3: Infrastructure and Resources

Che	ecklist Item	Documentation
i.	Written policies and procedures for human resources, including hiring procedures	Interview Process New Employee Orientation
ii.	Employee handbooks or similar documents that communicate expectations to employees	Faculty Handbook rev 2024
iii.	Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	LA County FY 23-24 Single Audit Report
iv.	Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	Resource Request and Allocation 2023-2024 Program Resource Needs CONAH Resource Request Allocation Process
V.	Policies guiding fiscal management (e.g., related to reserves, budget development)	LA County Fiscal Manual 2022
vi.	Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	Acceptable Use of County Information Assets Agreement and Policy Acknowledgement Agreement for Acceptable Use
FOI	R TITLE IV PARTICIPANTS:	
vii.	Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Cohort Default Rate Screenshot 2025-06-02
REC	QUIRED ONLY IF APPLICABLE	
viii.	Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non- accredited Organizations	Not applicable
ix.	Written code of professional ethics for all personnel including consequences for violations	Not applicable

Standard 4: Governance and Decision-Making

Ch	ecklist Item	Documentation
i.	Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	Provost Selection 2023-2024 Provost Annual Evaluation
ii.	Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BOT Bylaws
iii.	Governing board policies/procedures/bylaws related to Board Ethics	Board of Trustees New Member Orientation C Flores Membership-Code of Ethics
iv.	Governing board policies/procedures/bylaws related to conflict of interest	Code of Ethics and Membership Agreement

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
 Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up 	Los Angeles County College of Nursing and Allied Health
See <u>Policy on Rights, Responsibilities, and</u>	
Good Practice in Relations with Member	
<u>Institutions</u> , Section D	
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page	Los Angeles County College of Nursing and Allied Health
See <u>Policy on Representation of</u> <u>Accredited Status</u>	

Appendix 1: Verification of Catalog Requirements (ER 20)

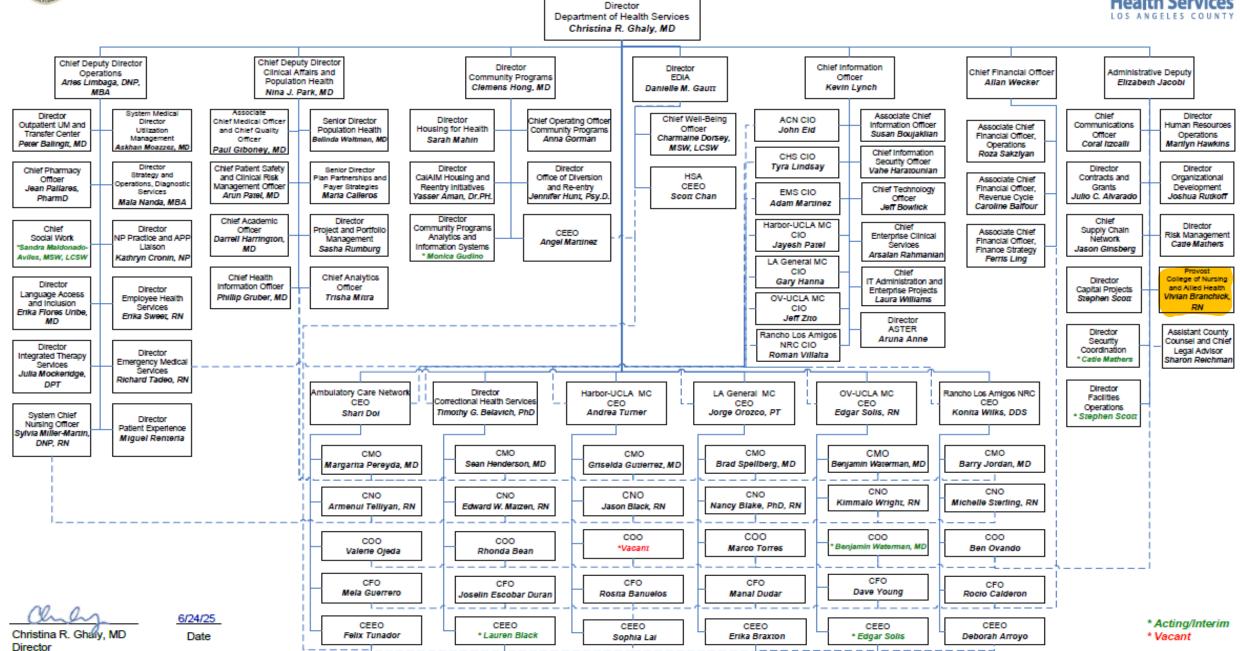
REQUIRED ELEMENT	CATALOG LOCATION
General Information	•
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	p.2
Educational Mission	p.11
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	p.9
Course, Program, and Degree Offerings	pp.109,124
Student Learning Outcomes of Programs and Degrees	pp.13,17
Academic Calendar and Program Length	p.79
Academic Freedom Statement	p.65
Available Student Financial Aid	pp.18,19
Available Learning Resources	p.36
Names and Degrees of Administrators and Faculty	pp.148,150
Names of Governing Board Members	p.15
Requirements	
Admissions	p.82
Student Tuition, Fees, and Other Financial Obligations	p.17
Degrees, Certificates, Graduation and Transfer	p.67
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	p.66
Nondiscrimination	p.10
Acceptance and Transfer of Credits	p.87
Transcripts	p.95
Grievance and Complaint Procedures	pp.113,115
Sexual Harassment	p.56
Refund of Fees	p.27
ocations or Publications Where Other Policies May be Found	·

Appendix 2: Organizational Structure



DEPARTMENT OF HEALTH SERVICES Organizational Chart





Los Angeles General

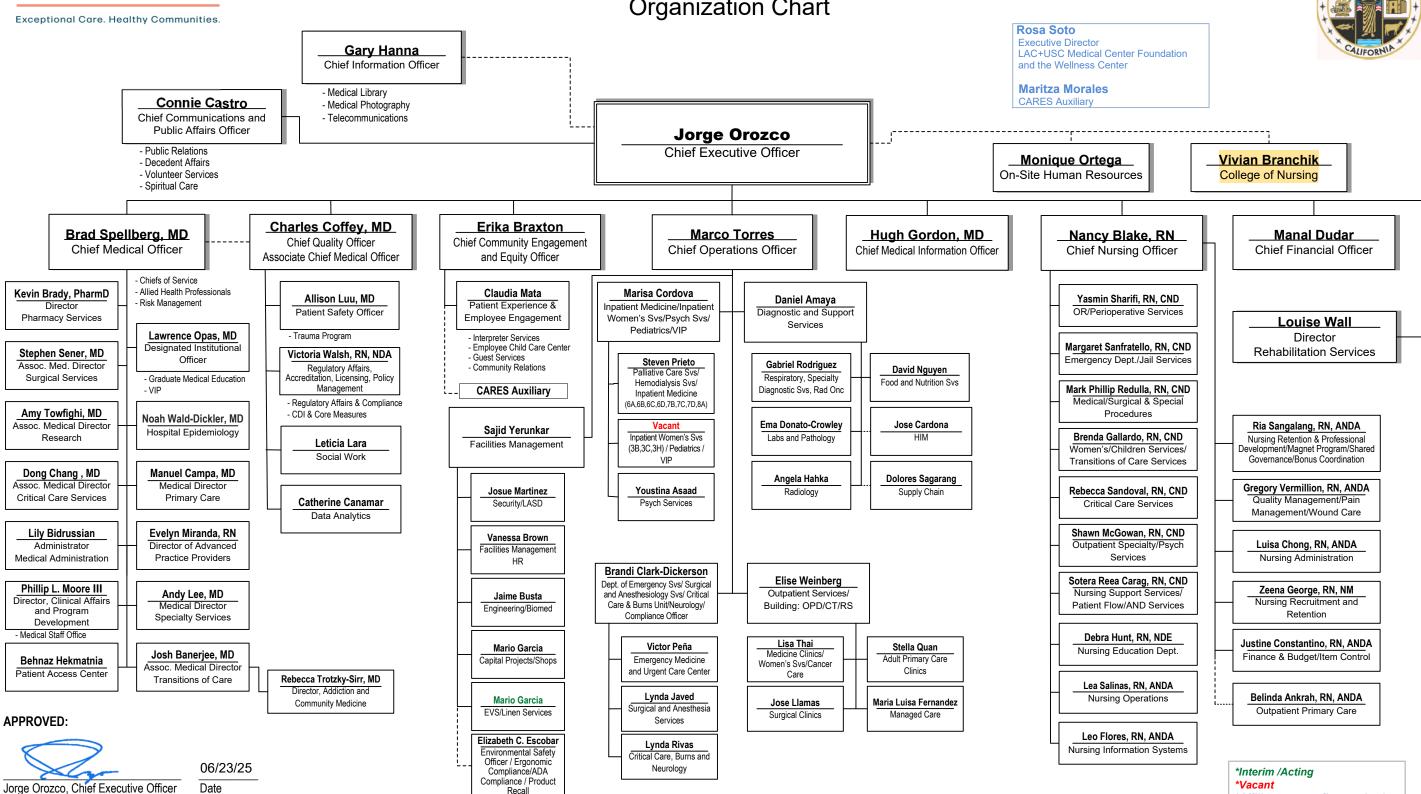
Medical Center

Los Angeles General Medical Center

Organization Chart

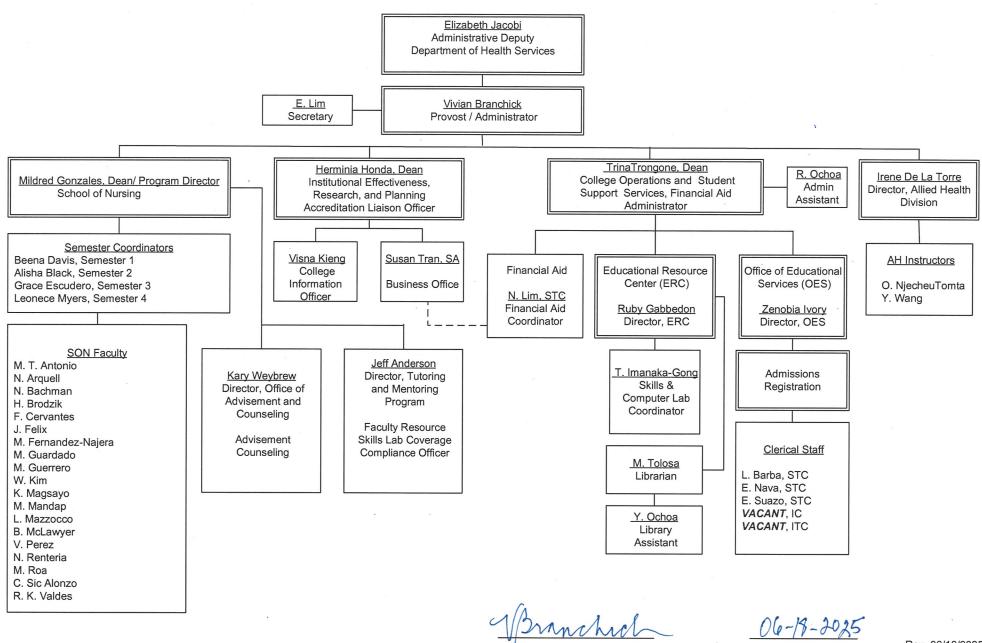


*Affiliate non-profit organizations



Recall

Los Angeles County College of Nursing and Allied Health **Organizational Chart**



Vivian Branchick Provost / Administrator

Rev. 06/18/2025