

Institution-Set Standards for Student Achievement in the Program

It is good professional practice for us to record program performance and student completion as we work with our students to help them achieve their individual goals. The U.S. Department of Education is now requiring colleges to set student achievement standards at the programmatic level (in addition to the institutional level) which should be related to the institution's mission. The Standard should be reasonable, measurable and should be assessed. This requirement is stated in accreditation Standards IB.2 and IB.3 as well as in Eligibility Requirement 10. Accreditation visiting teams are mandated to review and report on this data.

Think of "Setting a Standard" as "What do we expect from our program and our students?" or "What is the level below which we would not like to fall?" Not all programs fall neatly into one or two academic years. Some programs (like LVN) have cohorts where students take classes together for 18 months, so when setting the standard for the year, think of it as an "average for the year". Two or more similar programs may choose to set similar standards. For example Business and Computer Science may set the same standards. Each program will complete such a form with the same or similar numbers in such a case and upload it to program review. Every program review should include such a completed document.

Before establishing the 'standard' for your program/department for next academic year, it will help to review the completion data for your program over the last 3 years in the SQL database (on InSite). You should also consider industry standards for your program (Board of Registered Nursing, Perkins Core Indicator data, etc.), standards of similar programs in the state, and other external benchmarks that you are aware of. Provide the rationale for the standard you are setting, as this information is just as important as the standard itself. Think of it as "How did you arrive at this number."

This Standard will be reviewed and be updated annually during the program review process.

Please type into the form on the next page. It will expand as you type in your information.

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Name of program/department: Registered Nursing Program

Academic Year: 2014-2015:

- Standard for student course completion rate: 90 %
(Students completing a course with a grade.)
(Data for the 6 previous semesters is available by department in SQL)

Rationale: Over the past six semesters, the overall completion rate for the RN Program was 96.9%. Native Americans were the ethnicity with the lowest completion rate of 90.9% and Pacific Islanders were the ethnicity with the highest completion rate of 100%. The remaining groups fell between 94.9% and 98.1%. The Standard for student completion rate has been set at 90% which is well above the statewide Registered Nursing Student Completion rate of 85.5% documented in the recently published 2011-2012 BRN Annual School Report available at <http://www.rn.ca.gov/pdfs/schools/schoolrpt11-12.pdf>. The 85.5% figure represents a 14.5% attrition rate for the 2011-12 school year statewide.

- Standard for student course success rate: 79 %
(Students completing a course with a passing grade of A, B, C, PASS)
(Data for the 6 previous semesters is available by department in SQL)

Rationale: Over the past six semesters, the overall completion rate for the RN Program was 80%. African Americans were the ethnicity with the lowest completion rate of 60.2% and Whites were the ethnicity with the highest completion rate of 88.7%. The remaining groups fell between 71.4% and 86.6%. The Standard for student completion rate has been set at 79% which is equivalent to the statewide Registered Nursing Student Successful Completion rate of 78.9% documented in the recently published 2011-2012 BRN Annual School Report available at <http://www.rn.ca.gov/pdfs/schools/schoolrpt11-12.pdf>. This success rate was the highest level achieved in 10 years. Therefore, LMC's RN Program is clearly on track.

- Standard for average number of degrees completed annually: 38
 (You could to separate it into AA/AS and AAT/AST if you will find that useful.)
 (Data is available by department in SQL)
Rationale: Over the past three years, the number of degrees and certificates has declined from 48 to 38. This represents the trend downward in the number of students enrolled in the RN Program. As hospitals have decreased the number of students allowed in a clinical group from 11 to 8 and economic times have been hard, the RN Program has seen a decline in its ability to enroll students. Prior to this change, 44 students were admitted into the first year of the program and 55 into the second year of the program. Currently, 32 students are admitted to the first year of the program and 40 to the second year of the program. Currently, 24 of the RN students in the program are funded through outside agencies and all of this funding expires this semester. Currently, the State Chancellor's Enrollment Growth Grant funds 16 students in the clinical setting, eight in the first year and eight in the second year of the program, and John Muir Health System funds 8 first year students in the clinical setting. The program would like to maintain the current average number of degrees completed annually at 38 or higher, but funding or lack of it will certainly impact this number.
- Standard for the average number of transfers or transfer certificates annually: 8
 (Institutional Data is on the Planning and Institutional Effectiveness website at <http://www.losmedanos.edu/planning/survey.asp>)
Rationale: In the current economic climate where there is a strong hiring preference for graduates with a baccalaureate degree in nursing, the RN program is working to increase the number of students transferring to a four year college or university. To this end, the RN Program has placed a Road Map to the BSN, which documents the way to seamlessly transfer to California State University, East Bay, on the nursing website and regularly invites representatives from the CSUEB program to meet with students. Traditionally CSUEB guaranteed transfer to all qualified LMC ADN graduates, but due to increasing interest and enrollment in the CSUEB program, they are limiting enrollment and conducting a random selection process. This may decrease the number of future transition students to this particular program. The LMC Student Nurses Association, under the direction of their faculty advisor, has hosted representatives from several other colleges offering ADN to BSN programs in an effort to increase transfer to a variety of colleges.
- Standard for the average number of Chancellor's Office approved certificates completed annually: n/a
 (Data for the past 6 years by department is on the Planning and Institutional Effectiveness website at <http://www.losmedanos.edu/planning/survey.asp>)
Rationale: Associate Degree's only

- Standard for the average number of locally-approved Skills Certificates completed annually: n/a
(Data for the past 6 years by department is on the Planning and Institutional Effectiveness website at <http://www.losmedanos.edu/planning/survey.asp>)
Rationale: Associate Degree's only
- Standard for the average number of industry certificates or licensures completed annually: 32 (80%) (Data from the department)
Rationale: The LMC RN Program offers a 3-day NCLEX course the week following graduation for all LMC RN Program graduates. This course is taught by a Nursing faculty member and the goal is prepare our graduates for the NCLEX exam thus increasing our pass rate. According to the BRN our pass rate for 2013 was 86.96%. With the NCLEX course already implemented, tutoring and mentoring available to all students we anticipate reaching and/or exceeding our set standard of 80%.
- Other success parameters determined by the department. Please list below benchmarks of importance in your field along with the benchmark number and the rationale for the standard you are setting.

(Examples may include: Average annual number of students from LMC's debate team participating in external debates; Average annual number of Journalism/Drama contests and awards; Average annual number of sports team 'wins'; Average annual number of students progressing through the development sequence in math/English.)