CARRINGTON COLLEGE

ACADEMIC EXCELLENCE PLAN

FY2019

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COLLEGE OVERVIEW

The College offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission.

Carrington College is a single institution with seventeen onsite campuses in six states.

The College currently provides 20 vocational programs, 12 of which hold specialized, programmatic accreditation at particular locations.

For information on Carrington College programs and locations at which they are accredited, please visit http://carrington.edu/accreditation/.

Accreditations & Approvals

https://carrington.edu/accreditation/

EDUCATION PROGRAMS

Refer to the Academic Catalog or https://carrington.edu/degrees/

COLLEGE MISSION

The mission of Carrington College is to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include general studies and professional preparation in career-focused majors.

The College achieves its mission by:

- Offering associate degree and certificate programs in liberal studies, healthcare, wellness, legal, business, and technical disciplines.
- Providing a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes.
- Using a skills-based and outcomes approach to education.
- Providing excellent educational programs and services to students onsite and online which meet student, employer, and community needs.

The Academic Excellence Plan & the Integrated Planning Process

Carrington College has an annual integrated planning process that aligns people and resources with the college mission. The Education Plan is part of a suite of institutional plans constituting the College's integrated approach to planning and resource allocation.

The College annual planning process commences with a review of prior year plans and an assessment of outcomes by the college leadership team. This forms the basis for plans going forward into the next year. Annually, following the development of the five-year strategic plan and annual operating plan, the college develops the Academic Excellence, Facilities and Technology plans.
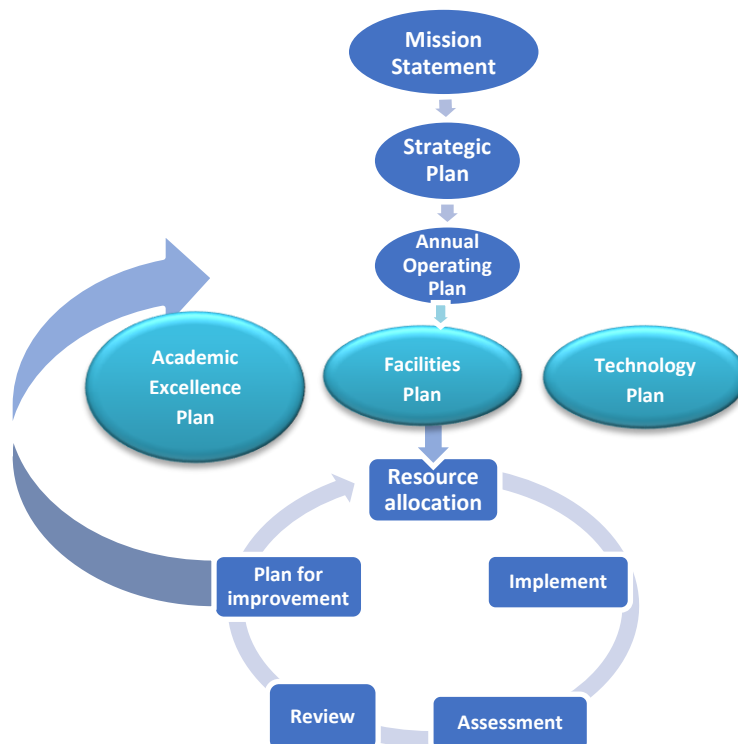
Carrington College integrated planning cycle is a comprised of a set of planning processes. These processes are interlinked and conducted within a critical framework of assessing outcomes, reviewing processes and planning for improvement.

Pedagogical Approach

Carrington College California students are 86% female and 4% male (2018); 55% have had no prior college experience; ~47% of students are 25 or under and 53% are over 25 (2018). Many students are returning to study as adults and juggling competing demands of family responsibilities, work, and study.

Carrington College believes our students' success can be attributed to the environment and relationships instructors establish in their classrooms.

FY19 Academic Excellence Master Plan

The FY19 Academic Excellence Master Plan is structured around five key result areas critical to the provision of quality learning and teaching. Objectives, strategies and success indicators are set out for each of the key result areas.

The five key result areas are:

- Faculty Development
- The Learning Experience
- Student Learning and Achievement Outcomes
- Program Provision and Quality
- Accreditation and Compliance

Key Result Area 1: Faculty Development

Our faculty are the key to the success of our students both inside and outside the classroom. They share our CARE values. Our goal is to build a long-term relationship with our faculty where our students succeed and our faculty grow their careers.

Faculty development is an ongoing endeavor for all faculty because their growth s instructors has the profound impact on student engagement and success. Faculty skills and knowledge are the foundation for academic excellence. There are always new teaching techniques and experiences to share with colleagues and new pedagogical approaches, instructional tools and delivery models to master.

The college demonstrates commitment to our faculty by investing in professional growth and development opportunities that result not only in improved student learning, but also develop faculty in professionally, providing them with skills in current technologies and innovative pedagogy so that they can effectively participate in and contribute to the distinctive Carrington learning environment.

During FY19 the college will continue its commitment to faculty by investing in professional growth and development opportunities in the following areas:

- Maintaining content and industry knowledge
- Developing pedagogical skills that enrich student learning
- Leadership administration and organizational development.

Carrington College routinely conducts Learning Experience Observations (LEO). The LEO allows academic leaders to observe learning environments, onsite and online, to ensure that Master Instruction expectations are being met and ensure the quality of teaching and learning. Where there are identified gaps, professional development activities are agreed upon between the faculty and the observing academic leader. Going forward faculty training courses, more contextualized within the distinctive Carrington learning environment, will support post LEO faculty professional development.

Objective	FY19 Strategies	Success indicators
Enhancing Pedagogical skills in the Carrington Learning Environment. Support the efforts of individual faculty members to enhance teaching and learning effectiveness. Encourage effective integration of learning tools/educational/learning technology into the teaching and learning process.	Redevelop and relaunch the faculty orientation course with more focus on Carrington culture. FY19 In-Services focus on active learning and learning technology. Establish a minimum list of technology learning tools for faculty classroom use.	Faculty engagement scores. First year faculty retention. Retention and satisfaction of experienced faculty. Increased participation in in-services, Faculty Mentoring Program Improvement in LEO scores.
Maintaining content and industry knowledge. Support faculty in keeping abreast of developments in their discipline and/or industry area.	FY19 professional development priorities established by Deans of Curriculum	Faculty feedback
Building a Learning Community. Assist new and experienced faculty in engaging with academic colleagues in productive and satisfying professional interactions.	Reinstate Faculty Mentoring Program. Implement faculty commons area in Canvas and capture strategies faculty employ in their teaching and learning.	Faculty use of commons area. Faculty feedback.
Faculty evaluation.	Align Outcomes of LEO with available faculty courses and those under development.	Faculty course completion.

Key Result Area 2: The Learning Experience

Technology and Learning

In FY17 the college completed the implementation of iPads and e-books and focused the FY17 faculty in-services on active learning through the use of iPads in the classroom. The adoption of Canvas as the college new learning management system provides the college with enhanced opportunities to continue to provide students with the tools to more effectively engage with their learning materials.

Continued development of faculty expertise in current and emerging technologies and embedding learning technology tools in curricula combined with innovative pedagogy will provide students with a distinctive Carrington learning environment.

These elements, the new LMS, enhanced availability of learning technology and faculty training will continue to drive student engagement and success strategies though FY19.

Learner Support

The college has in place robust processes for tracking students' progress, identifying students at risk of not continuing and implementing strategies to support their success. A ongoing focus for FY19 will be the implementation of Canvas tools for tracking students and integrating the new Canvas tools with existing tracking and support systems.

The college currently utilizes a variety of third party learning and assessment applications to support student learning, including Knewton, NHA 360 Vitals, Massage Prep, Vet Tech Prep, HESI, AHIMA VLAB. Canvas provides additional opportunity to integrate applications into the learning management system. During the coming planning period the college will focus on increasing faculty skills in and student use of learning support applications.

Program learning resources are regularly evaluated for currency and effectiveness through the program review process. With the more integrated approach provided by Canvas, the college will have available data on which learning resources of a course are used by students, useful to learning or problematic. This data driven evaluation will be ongoing but formally included in the program review process and ensure that the most effective learning resources   are identified and available to students.

The college has aimed for some time to be able to make all college learning resources available to students anywhere anytime. The college has institutional subscriptions to online journals and data bases that are available to all students, however, other library resources are dispersed across campuses.

Enhancing Student Satisfaction and Engagement

The college conducts student satisfaction surveys at the end of every course as well as a biennial survey measuring student satisfaction with the college overall.   In this planning period, the college will focus on program leaders using student satisfaction data to inform improvements in classroom teaching and learning.

Objectives	FY19 Strategies	Success Measures
Continue integration of learning technology into the onsite and online learning environments.	Identify most effective applications for classroom use and train faculty in use.	Student and faculty usage data Student Satisfaction Surveys – End of Course

Access to learning resources any time anywhere	Complete integration library system EOS and implement inter library loan system, Sirsi Dynix EOS.Web Support campus collection development resulting from program focused standardized library booklist. tutoring services – Tutor.com Implementation of NHA 360 Vitals throughout the Medical Assisting program used to identify content areas to focus on in order for students to prepare for certification exams	Integrated catalogue system and inter library loan availability implemented. Campus program collections comply with program accreditor requirements. Use metrics for Tutor.com Analytics from NHA, CCMA pass rates
Monitoring at-risk students	Implement Canvas tools for tracking at risk students and integrate with existing campus and online processes for identifying & supporting students at risk of not graduating.	Retention maintained YOY
Enhance use of satisfaction data for improvement action.	Develop strategies to increase End of Course Survey participation rate. Develop strategies for faculty use of EOC data for improving learning and student satisfaction.	Improve year over year.

Key Result Area 3: Student Achievement and learning outcomes

Institutional Set Standards

The college has Institutional Set Standards (ISS) for all student achievement outcomes. The ISS are a key element in the college's evaluation of its institutional effectiveness. Progress towards achievement of set standards is tracked throughout the year via a number of reports and reviewed by campus and home office academic colleagues. Where a college program does not meet the specified standard, an improvement plan is implemented. During the planning period the focus will be on further embedding the program achievement standards in the college's institutional effectiveness processes, including program review.

Learning Outcomes and Achievement Data

In Canvas, as faculty complete the SLO assessments results for individual students and the class as a whole, the aggregated SLO data are displayed in the Learning Outcome Management (LOM) grade book. This provides faculty with data already organized and displayed visually as well as the opportunity to analyze results in real time. Timely, visually represented data provides faculty with the opportunity to do draw conclusions about student learning in an ongoing manner. These changes to the manner in which faculty access and evaluate learning outcomes has necessitated changes to our institutional SLO assessment processes.

During FY19 the focus for student learning outcomes assessment will the continued integration of assessment of learning and achievement outcomes enabled through the adoption of the new LMS. Integration of learning and achievement assessment processes will enable the college and campuses to revise and strengthen assessment cycles and further align them with other improvement processes by utilization of Learning outcomes data.

Objectives	FY19 Strategies	Success Measures
Institutional Set Standards.	Implement improvement strategies for areas not achieving FY18 benchmarks. .	ISS benchmarks met
Achievement and learning outcome assessment data.	Update the College SLO Assessment Manual Develop program SLO research agenda to stimulate dialogue on learning outcomes and improvement planning.	SLO Assessment Manual revised. Research agenda established and implemented.
Ensuring successful 3rd party pass rates.	Implement FY19 ISS improvement plans.	ISS benchmarks for 3rd Party Exams achieved

Key Result Area 4: Program Provision

Program Strategy

The College program provision is under constant review to ensure that the college is meetings its mission to provide learning opportunities to individuals in our community through postsecondary programs of study. The college will identify and, where appropriate, implement programs aimed at servicing the continuing training needs of individuals in the healthcare sector.

Program Quality.

The college has established processes for maintaining and improving the quality of program provision. The quality and currency of all instructional programs is evaluated during the program review process. Program reviews are conducted formally every two years for each educational program. While program review is a faculty driven process, the college sees a need for additional avenues for faculty involvement in curriculum maintenance and development.

Objectives	FY19 Strategies	Success Measures
Program improvement process	Continue faculty-driven curriculum process.	Faculty participation in curriculum and identification of course updates.
Expand offerings of existing programs	Seek authorization for additional cohorts in selected programs	Authorization gained, if sought.
New Offerings	Build and launch additional certificate and degree programs • Criminal Justice: Corrections (CJC) • Electrical Technology (ET) • Heating, Ventilation, Air Conditioning, Refrigeration (HVACR) • Industrial Maintenance Technology(IMT)	Program successfully developed and implemented.

Key Result Area 5: Compliance and Continuous Improvement

Regional Accreditation

The college was reaccredited by Accrediting Commission for Junior and Community Colleges (ACCJC) in 2013. During FY2019 the College will be focused on the 2019 Institutional Self Study Evaluation Report (ISER) and preparing for the institutional site visit in 2019.

Program Accreditation

The college has 20 education programs of which 11 have program accreditation at particular campus locations. Programmatically accredited programs produce annual reports and participate in site visits on a regular basis.

During 2019 the focus will be on maintaining accreditations for programs with accreditation and successfully completing all site visits and annual reports.

Objectives	FY19 Strategies	Success Measures
Regional Re-accreditation Preparation	Prepare College Institutional Self Review (ISER) in preparation for 2019 ACCJC site visit.	ISER completed.
Program accreditation maintained.	Prepare for program accreditation site visits: Prepare annual reports for program accreditors: Prepare self -studies for program accreditation:	Programs reaccredited Annual reports completed and accepted by program accreditors. Self-studies accepted with minimal follow up action.

Carrington College FY19 Institutional Set Standards

The ISS are measured at the institutional level.

- Course Completion Rate = 80%
- Graduation Rate = 50%
- Licensing Exam Pass Rate = National Pass Rate by Program

Student-Staff Ratios

Administration Student Staff Ratios

Administrative Staff	Student: 1 Staff	Variances
Enrollment Services	115	Ratio applies to new student starts.
Business/Administration	150-170	Includes Student Records (Registrar), Front Desk, and other Admin Support
Career Services	170-190	
Financial Aid	100-150	
Information Systems	0-0	All IT support staff are charged to the Home Office
Student Success Center	350-400	1 student success manager + part-time or adjunct tutors depending on campus population
Maintenance/Facility	230-280	Assumes no outside service
Total Admin. Staff	**23-25**	

Student-Faculty Ratios

Unlimited Programs Faculty (FTE)	Student: 1 Faculty	Variances
Criminal Justice	25-35	30:1 in lecture
Dental Assisting-CA	14-16	40:1 in lecture; 14:1 lab; 6:1 clinic; chair ratio 1:5
Dental Assisting-Outside CA	20-30	30:1 lecture; 15:1 lab
MAA/MBC	25-35	30:1 lecture/20:1 Lab
Massage Therapy	24-32	28:1 in lecture; 14:1 in lab
Medical Assisting-CAAHEP/ Non-Accredited	25-35	30:1 in lecture; 15:1 in lab
Medical Assisting- ABHES	25-35	30:1 in lecture; 20:1 in lab
Pharmacy Technology	20-24	30:1 in lecture; 12:1 in lab
Physical Therapy Technology	25-30	30:1 in lecture; 20:1 in lab
Limited Programs Faculty (FTE)	**Student: 1 Faculty**	**Variances**
Dental Hygiene	6-8	30:1 lecture, 12:1 lab, 5:1 clinic plus Dentist, plus PD, plus Clinic Asst.
Medical Lab Technician	15-25	15:1 lecture/lab

Physical Therapy Asst.	20-30	15:1 lab
Medical Radiography	20-30	30:1 lecture, 7:1 lab
Respiratory Care	14-18	24:1 lecture, 12:1 lab, plus PD, plus Clinical Coordinator (CC)
Registered Nursing	7-10	30:1 lecture, 10:1 lab, 6-8:1 clinic, 5:2 sim plus APD, plus CC, sim coordinator/specialist
Surgical Technology	7-10	12:1 lecture, 6:1 lab, plus PD, plus CC
Veterinary Assistant	25-35	30:1 Lecture 15:1 Lab 8:1 Non-Invasive 5:1 Invasive
Veterinary Technology	16-18	30:1 Lecture 15:1 Lab 8:1 Non-Invasive 5:1 Invasive
Vocational Nursing	7-10	30:1 lecture, 10:1 lab, 6:1 clinic, 5:2 sim plus APD, plus CC, sim coordinator/specialist simulation.
Limited FTE Subtotal	**6-12**	
General Education	**35-45**	24:1 in all online GE courses
Combined Total Faculty Ratio 15-20		
Combined Total Faculty/Staff Ratio 9-11		

CARRINGTON COLLEGE PROGRAM REVIEW SCHEDULE 2018-2022

The quality and currency of all instructional programs is evaluated during the program review process. Program reviews are conducted formally every two years for each educational program.

Type	Program	2018	2019	2020	2021	2022
Curriculum	Criminal Justice	No	Yes	No	Yes	No
Curriculum	Dental Assisting	Yes	No	Yes	No	Yes
Curriculum	Dental Assisting Degree	Yes	No	Yes	No	Yes
Curriculum	Dental Hygiene	Yes	No	Yes	No	Yes
Curriculum	General Education	Yes	No	Yes	No	Yes
Curriculum	Health Information Technology	Program Start	No	Yes	No	Yes
Curriculum	Health Studies	No	Yes	No	Yes	No
Curriculum	Medical Administrative Assistant	No	Yes	No	Yes	No
Curriculum	Massage Therapy	Yes	No	Yes	No	Yes
Curriculum	Medical Assisting	Yes	No	Yes	No	Yes
Curriculum	Medical Billing & Coding	No	Yes	No	Yes	No
Curriculum	Medical Laboratory Technology	Yes	No	Yes	No	Yes
Curriculum	Medical Radiography	Yes	No	Yes	No	Yes
Curriculum	Pharmacy Technology	Yes	No	Yes	No	Yes
Curriculum	Physical Therapy Assistant	Yes	No	Yes	No	Yes
Curriculum	Physical Therapy Technology	Yes	No	Yes	No	Yes
Curriculum	Phlebotomy	No	Yes	No	Yes	No
Curriculum	Registered Nursing	No	Yes	No	Yes	No
Curriculum	Respiratory Care	No	Yes	No	Yes	No
Curriculum	Surgical Technology	Yes	No	Yes	No	Yes
Curriculum	Veterinary Assisting	Yes	No	Yes	No	Yes
Curriculum	Veterinary Technology	No	Yes	No	Yes	No
Curriculum	Vocational Nursing	No	Yes	No	Yes	No
Curriculum	Vocational Nursing Degree	Yes	No	Yes	No	Yes
	Total Instrucational Services	14				
Service Area	Library Services	Yes	No	Yes	No	Yes
Service Area	Student Success Centers	Yes	No	Yes	No	Yes
Service Area	Career Services	No	Yes	No	Yes	No
Service Area	Enrollment Services	No	Yes	No	Yes	No
Service Area	Student Finance	No	Yes	No	Yes	No
Service Area	Student Records	No	Yes	No	Yes	No
	Total Service Area	2	4	2	4	2